

Key Stage 5 – Year 12 only
Course title: Level 3 Qualification in Sports Leadership
Exam board: Leadership Skills Foundation
<p>Level 3 Sports Leadership: Sequential Curriculum Plan</p> <p>Overview This Level 3 qualification (worth 16 UCAS points) enables learners to develop practical and theoretical leadership skills through sport, and to independently plan, lead, evaluate and reflect on sport/physical activity sessions and events for diverse groups. It includes a blend of theory, practical leadership hours (14 hours) and assessment evidence using a Learner Evidence Record (LER).</p> <p><u>Units:</u></p> <ul style="list-style-type: none"> • Unit 1 – Developing leadership skills • Unit 2 – Lead safe sport/physical activity sessions • Unit 3 – Know how to plan inclusive sport/physical activity sessions • Unit 4 – Plan, lead and evaluate progressive series of inclusive sport/activity sessions • Unit 5 – Plan, lead and evaluate a sport/physical activity event • Unit 6 – Demonstrate leading inclusive sport/physical activity sessions to a range of participant groups

Autumn term: Foundations of Leadership	<p>Unit 1 — Developing Leadership Skills Aim: Understand core leadership concepts and skills (e.g., communication, teamwork, self-management, problem-solving).</p> <p>Content & Activities:</p> <ul style="list-style-type: none"> • Leadership theory and styles • Self-audit of leadership strengths/areas to develop • Group discussion on effective leaders in sport and community
<p><u>Sequential plan justification:</u></p> <p>This unit builds the theoretical foundation for all subsequent units and supports learners in reflecting on their personal leadership profile. At the start of the course, learners develop an</p>	

understanding of the key leadership skills and behaviours required for effective and inclusive leadership. These include communication, self-belief, teamwork, and problem-solving, which learners are expected to both understand and apply in leadership contexts. This provides learners with a clear grounding in the expectations of a leader before they begin leading individuals or groups. Learners are then able to apply these skills and behaviours across a range of leadership situations and with different participant groups, in line with LSF assessment requirements.

Learners will also analyse their own leadership skills, identifying personal strengths and areas for development. This reflective process enables learners to set clear development targets, which can be revisited and evidenced throughout the course to demonstrate progress and improvement, as required by Level 3 assessment standards.

Assessment: Written reflections, self-assessment tasks, tutor-led discussion evidence.

<p>Autumn term: Safe Practice & Inclusive Planning</p>	<p>Unit 2 — Leading Safe Sport/Physical Activity Sessions</p> <p>Aim:</p> <p>Equip learners with knowledge of risk assessment, safeguarding and safe session practice.</p> <p>Content & Activities:</p> <ul style="list-style-type: none"> Principles of safety (facility checklists, emergency procedures) <ul style="list-style-type: none"> Safeguarding children/participants Conducting risk assessments for sessions <p>Unit 3 — Plan Inclusive Sport/Physical Activity Sessions</p> <p>Aim:</p> <p>Develop competence to design sessions that meet the needs of diverse participant groups (e.g., ages, abilities).</p> <p>Content & Activities:</p> <ul style="list-style-type: none"> Inclusivity in sport (adaptations/modifications) Session design templates and learning outcomes <ul style="list-style-type: none"> Peer and tutor review of session plans
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Sequential plan justification:

These units prepare learners to plan sport and physical activity sessions that are safe, accessible, and tailored to the needs of a range of participants, which is a prerequisite before learners can lead and evaluate sessions in practice. Alongside the leadership skills and behaviours developed through Unit 1, learners are now able to plan sessions that can be delivered within a safe and controlled environment. The understanding and application of leadership skills and behaviours work in conjunction with safe practice, and this is essential in meeting LSF assessment criteria for inclusive planning, effective leadership, and participant welfare.

Assessment: Session plans, risk assessments, inclusion strategy task sheets.

<p>Spring Term: Practical Leadership Delivery</p>	<p style="text-align: center;">Unit 4 — Plan, Lead and Evaluate Progressive Series of Inclusive Sport/Activity Sessions</p> <p style="text-align: center;">Aim:</p> <p style="text-align: center;">Apply planning and delivery skills to a sequence of sessions, progressively improving based on evaluations.</p> <p style="text-align: center;">Content & Activities:</p> <ul style="list-style-type: none"> • Deliver sessions to multiple groups (e.g. youth groups, first/middle schools, disabled groups, school clubs) <ul style="list-style-type: none"> • Capturing participant feedback • Reflective evaluation and improvement cycle <p style="text-align: center;">Unit 6 — Demonstrate Leadership to a Range of Participant Groups</p> <p style="text-align: center;">Aim:</p> <p style="text-align: center;">Demonstrate leadership across varied settings and demographics.</p> <p style="text-align: center;">Content & Activities:</p> <ul style="list-style-type: none"> • Practical leadership with differing ages/abilities <ul style="list-style-type: none"> • Video/practical observation evidence • Peer and assessor feedback
<p><u>Sequential plan justification:</u></p> <p>These units expose learners to real-world leadership contexts, embedding leadership skills through repetition, practical application, and structured reflection. By this stage of the course, learners will have attained the relevant skills, knowledge, and experience required to lead a range of sport and physical activity sessions with different participant groups. Following completion of the leadership skills, safe practice, and planning units, learners are expected to plan, lead, and evaluate a progressive sequence of sessions. Learners will also demonstrate the ability to adapt their leadership style and session delivery to meet the needs of specialist participant groups, in line with LSF Level 3 assessment criteria.</p> <p style="text-align: center;">Assessment: Practical observations, leadership logs, reflection and evaluation.</p>	
<p>Summer term: Event Leadership & Final Evaluation</p>	<p style="text-align: center;">Unit 5 — Plan, Lead and Evaluate a Sports/Physical Activity Event</p> <p style="text-align: center;">Aim:</p> <p style="text-align: center;">Deliver a stand-alone event demonstrating leadership skills (e.g., tournament, school or community festival).</p> <p style="text-align: center;">Content & Activities:</p> <ul style="list-style-type: none"> • Timelines and operational planning • Resource allocation and volunteer management • Post-event review and impact assessment

Sequential plan justification:

Event leadership provides a high-impact opportunity for learners to consolidate both theoretical knowledge and practical leadership skills and generates strong assessed evidence for learner portfolios. This unit is delivered at the end of the course, once learners have demonstrated competence in leading individuals and small groups. Learners are then introduced to organisational and event leadership, requiring them to plan, lead, and evaluate a sports or physical activity event for a larger group of participants. This final unit allows learners to evidence leadership at scale and meet the LSF assessment criteria for planning, delivery, organisation, and evaluation, making it an appropriate and effective conclusion to the qualification.

Assessment: Event plan, safety checks, photo/video logs, evaluation reports.