



SPORTS LEADERS UK



LEARNER EVIDENCE RECORD

SCQF LEVEL 5 AWARD IN

SPORTS LEADERSHIP

DEVELOP
ENJOY
RUN
ACTIVE
ASPIRE
IN
MOTIVATE
TEAMWORK
IMPROVE
GROW



scottish credit and
qualifications framework



ASDA Active is proud to be powering your Sports Leaders UK Qualifications as part of our Community Life Programme.

We want all Sports Leaders to be part of a movement that inspires the next generation to get active.

Please visit the Asda Active website to tell us what you think and stay informed.



www.asda.com/active



Community Life
Supported by the ASDA Foundation



SCQF Level 5 Award in Sports Leadership

Learner Authenticity Statement

To be completed by the Learner at the end of the course.

I can 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 can confirm that the Tutor/Assessor has observed me achieve the Performance Criteria that require demonstration.

I confirm that I have completed the 10 hours demonstration of leadership that is required to complete this qualification.

Learner Signature:

Date:

To be completed by the Tutor/Assessor

Tutor/Assessor Signature:

Date:

Introduction

Welcome to the Sports Leaders UK SCQF Level 5 Award in Sports Leadership and congratulations on choosing to take part in this exciting and challenging course.

This qualification will give you the opportunity to develop many skills which will be of use to you, both in a sporting environment and in life in general preparing you for the world of employment and/or further education.

This course is not concerned with your sporting ability but instead will help you to develop many different leadership skills. For example, being able to organise others, to communicate with groups and individuals in a sports setting and to adapt your delivery when required, in order to keep your participants motivated.

There may be a certain amount of written work to reinforce what you are learning, but on the whole this course should be delivered in as practical a way as possible.

Sports Leaders UK Learner Association

To make the most of your Sports Leadership journey, you should now register with the Sports Leaders UK Learner Association. You can do this for free by logging onto association.sportsleaders.org/learners or look for the Learner Association button on the Sports Leaders UK website.

Any past or present Sports Leader can register for a wealth of tips, resources and key advice to help their Sports Leaders journey. There are also discounts and benefits for all Association members – including NUS membership – for those aged 16 and over.

Course content

The course is broken down into eight units. These eight units combine theory and practical aspects which will enable you to learn what it means to be a confident leader and how to lead others.

How the course works

In order that your Tutor/Assessor(s) understands exactly what they have to teach you and so that you know what you will be learning during the course, each unit is broken down into Learning Outcomes. These Learning Outcomes are simply statements that explain what it is you will have to do in order to pass each unit.

Each of the Learning Outcomes is broken down again into Performance Criteria. These Performance Criteria help to clarify the Learning Outcome and describe exactly what you will have to show you can do or understand in order to meet the Learning Outcome and therefore the requirements for that unit.

Visit the Sports Leaders UK Learner Association to see details of the Learning Outcomes and Performance Criteria for each Unit.

Once you have shown that you can meet each of the Performance Criteria, your Tutor/Assessor(s) can confirm that you have met the requirements for that unit. If you do this for every unit and complete your demonstration of leadership hours, you will pass the qualification.

How to use this Learner Evidence Record

This Learner Evidence Record gives you the opportunity to gather evidence of your experiences and learning during the course.

This Learner Evidence Record includes the following information and forms, which need to be completed and retained for evidence. The Learner Evidence Record also includes a Learner Evidence template that you can complete to evidence your learning and that your Tutor/Assessor can use to make observations and assess you against the qualification syllabus.

Page description	Action needed	Checklist ✓
Learner Authenticity Statement	Sign on completion of the course.	
Introduction to the Qualification	Read through for information.	
Independent Assessor Form and Assessor Report	To be completed and signed by your Independent Assessor.	
Learner Evidence template	The template can be completed by the learner as a portfolio of evidence. All evidence to be assessed and observations to be made by your Tutor/Assessor.	
Leadership Log	Use this to log your demonstrations of leadership.	

You can also access the Sports Leaders UK Learner Association to obtain the following information and forms, some of which may need to be completed and returned.

Online information and forms	Action needed	Checklist ✓
Units, Learning Outcomes and Performance Criteria sheet	Read through to understand what is expected of you to achieve this qualification.	
Learner Registration Form	Your Tutor/Assessor will register you online through LEAP. This form is only required if your Tutor/Assessor does not register you online.	
Learner Certification Form	Your Tutor/Assessor will complete this information online through LEAP. This form is only required if your Tutor/Assessor does not complete the online form.	
Non-Standard Learning Route Form	To be completed if a learner would like recognition of prior learning against a particular Unit.	
Personal Achievement Record	Use this form to record your aims at the beginning of the course and what you have achieved at the end of the course.	

Assessment

There is no formal test at the end of the SCQF Level 5 Award in Sports Leadership. Instead, your Tutor/Assessor(s) may use a variety of assessment methods to make a decision about your leadership including observation and listening to what you say and do. Your Tutor/Assessor(s) may expect to see your session plans and any worksheets you have completed during the course and that may contribute to your assessment process. Your Tutor/Assessor may use a question and answer style method as part of your assessment, relating to specific Learning Outcomes and they may also request some independent feedback from another Tutor/Assessor who has observed you leading.

In order to see if you are meeting the Performance Criteria for each unit your Tutor/Assessor(s) can use any number of assessment methods. However, the assessment method(s) that they choose must be relevant to the Performance Criteria they are assessing and meet any specific needs that you might have.

Demonstration of leadership

As part of the course you will need to engage in a minimum of 10 hours of leadership, by leading a group of your choice. For example, at an after school or lunchtime club, at an activity week or camp, or at a festival or sports day at a primary school.

Additional resources including the PlayMaker event toolkit are available as free downloads from the Sports Leaders UK Learner Association.

Your 10 hours demonstration of leadership should be carried out after you have completed the eight units of the qualification and your experience must be logged.

During your 10 hours demonstration of leadership, you must be supervised by the person who would normally be in charge of that session. The 10 hours will be carried out over a number of sessions and the person supervising you may be your Independent Assessor. The Independent Assessor must complete the Independent Assessor Form in your Learner Evidence Record when you have finished your demonstration of leadership.

Successfully completing the course

If, by the end of the course, you have shown that you can meet all of the Performance Criteria for each unit and have completed the leadership hours, you will have successfully passed the course and will be awarded the SCQF Level 5 Award in Sports Leadership qualification.

If you have not met these requirements by the end of the course, your Tutor/Assessor(s) may be able to give you further opportunities to continue your learning and you may successfully pass the course at some stage in the future. These opportunities will only be made available for up to three years after you first started the course.

Appeals procedure

If you have any queries regarding an assessment decision speak to your Tutor/Assessor(s) about it. However, if this does not solve the issue then contact Sports Leaders UK who will investigate through a member of its Quality Assurance Team. If the concern is still not resolved the case will be referred to the Sports Leaders UK senior management team, or further to that, an independent body. For a copy of the appeal procedures please email contact@sportsleaders.org.

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 details concerning the type of insurance that is required for the course and for learner insurance details, visit Sports Leaders UK Learner Association.

Where to now?

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 to the destination of your choice. The Sports Leaders UK Learner Association has helpful hints and tips for completing the UCAS forms.

Sports Leaders UK eShop

Merchandise can be ordered from the Sports Leaders UK eShop. Please visit sportsleaders.org/eshop/. The range has had a full makeover and offers quality sports clothing for learners and tutors including hoodies, polos and fleeces in addition to a range of sporting accessories.

Sports Leaders UK Spirit of Leadership Award

Sports Leaders UK's Spirit of Leadership Award offers you the opportunity to gain additional recognition for the leadership and volunteering you undertake, either as part of this course or after you have achieved your qualification.

Your Tutor/Assessor can nominate you for the Spirit of Leadership Award if they feel you have gone above and beyond what is expected. This might be for helping out a fellow learner or overcoming a challenge during the course. It could also be for excelling in your demonstration of leadership, or by volunteering for more than the minimum required leadership hours required to complete the course.

Make sure you mention Spirit of Leadership to your Tutor/Assessor. Your Tutor/Assessor can nominate up to five learners for every course they deliver.

**EVIDENCE TO BE RETAINED
MANDATORY FORM - MUST BE COMPLETED**

SCQF Level 5 Award Independent Assessor Form

Learner Name:

Learner Number:

Approved Assessment Centre Name (AAC):

AAC Number:

Course Number:

Thank you for agreeing to undertake the role of Independent Assessor.

As the Independent Assessor you must be able to recognise some of the skills and knowledge that a learner is demonstrating. Plus, you must be able to make reliable and consistent judgments about the learner's performance.

As the Independent Assessor you will have been asked to make an assessment decision upon a learner while they are leading. It is most likely that you will fulfil your duties while observing the learner leading all or part of a sport/activity session. Although you may only see them for a relatively small period of time, we ask that you make a decision about their competence as a leader based on the suggestions below:

	Learner assessment suggestions	Yes/No/Comments
Preparation	Did they arrive on time and dress appropriately?	
	Did they have a session plan?	
	Was their session plan appropriate for the age and ability of the participants?	
	Did the session plan demonstrate that they understand what is required for leading a session?	
Communication	Were there a range of motivational methods used?	
	Was the session clearly explained; using verbal and non-verbal communication methods?	
	Did they allow time for participants to ask questions? Were these questions answered effectively?	
	Overall, did they communicate successfully with the participants?	
Leadership	Did they show integrity, self-control and discipline?	
	When required to, did they manage unacceptable behaviour appropriately during the session?	
	Did they show tolerance and empathy towards those they were leading?	

Would you recommend this learner? Yes/No

Name:

Job Title:

Organisation:

Contact details:

Signed: Date:

Assessor Report

Many learners go on to use their skills gained through this qualification in a variety of different ways. Your Learner Evidence Record will become a vital piece of evidence which may support you in gaining employment, applying to college or university, or volunteering within the local community.

Please ask your Independent Assessor or Tutor/Assessor if they would write some additional information about your skills that can be included within your Learner Evidence Record.

Learner Name:

Assessor Name:

Assessor report:

Signed: Date:

Learner Evidence

SCQF Level 5 Award in Sports Leadership



This template can be completed, or added to, to evidence the assessment of a learner against the qualification syllabus. This is not a compulsory document, but can be used as a tool to generate the evidence required.

This template is designed to be used over the duration of the course and not as an assessment paper/exam.

The evidence captured will identify the knowledge required by the learner as well as the application of this knowledge.

If evidence for a unit can be found elsewhere, this must be kept alongside this template.

The following is designed so it can be completed by the learner directly or in conjunction with the Tutor/Assessor via verbal question and answer sessions. The template also includes:

- A) Learner Worksheets (some Learner Worksheets may need to be copied and added to the learner evidence).
- B) A signed demonstration of Leadership Log – showing that a minimum of 10 hours of leadership has been completed by each learner.
- C) Observation sheet to be completed by Tutor/Assessor.

To complete the qualifications the Tutor/Assessor will also need to see a completed Independent Assessor Form.

Learner Name:
Date of Birth:
Course Number:

Evidence for Units 1 and 3	T/A decision									
<p>Attach a copy of a plan for an activity/session specifically designed to increase a participant's heart rate, that you led with a Group/Team/Club. The structured session plan should clearly show organisation of:</p> <ul style="list-style-type: none"> • Facilities • Equipment • Participants <p>This worksheet should also highlight one area that went well and one area that did not go well. (sample template attached in Appendix A).</p> <p>Attach copy of Demonstration of Leadership Log recording a minimum of ten hours leadership (sample template attached in Appendix B).</p> <p>List three reasons why giving feedback is important:</p> <p>1)</p> <p>2)</p> <p>3)</p> <p>Explain two different methods of giving feedback and give examples to illustrate how you have used each method:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 5%;"></th> <th style="width: 40%;">Feedback method:</th> <th style="width: 55%;">Example of how used:</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1.</td> <td style="height: 40px;"></td> <td></td> </tr> <tr> <td style="text-align: center;">2.</td> <td style="height: 40px;"></td> <td></td> </tr> </tbody> </table> <p>List three ways of preparing equipment:</p> <p>1)</p> <p>2)</p> <p>3)</p> <p>List three ways of preparing facilities:</p> <p>1)</p> <p>2)</p> <p>3)</p>		Feedback method:	Example of how used:	1.			2.			<p>Pass / Defer Date: _____</p>
	Feedback method:	Example of how used:								
1.										
2.										

Evidence for Units 1 and 3	T/A decision
<p>List three ways of ensuring participants are ready for participation:</p> <p>1)</p> <p>2)</p> <p>3)</p> <p>For completion of Units 1 and 3 the Tutor/Assessor observation form in Appendix C must be completed.</p>	Pass / Defer Date: _____
Tutor/Assessor feedback:	
<p>Action plan for learner:</p> <p style="text-align: right;">Tutor/Assessor signature: _____</p>	

Evidence for Unit 2			
Identify four values, skills and qualities that an effective leader will need and the positive and negative outcomes of these:			Pass / Defer Date: _____
Values	Positive outcome of value:	Negative outcome of not displaying value:	
Skill	Positive outcome of skill:	Negative outcome of not displaying skill:	
Quality	Positive outcome of quality:	Negative outcome not displaying quality:	

Evidence for Unit 2																	
<p>Explain why it is important to motivate participants:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Give three situations that may happen if participants are not motivated:</p> <p>1</p> <p>2</p> <p>3.....</p> <p>Identify three methods of motivating participants, stating when it would be appropriate to use the method, and give a potential positive and negative outcome of each method:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="padding: 5px;">Motivational method</th> <th style="padding: 5px;">When to use motivational method</th> <th style="padding: 5px;">Positive outcome</th> <th style="padding: 5px;">Negative outcome</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="height: 40px;"></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="height: 40px;"></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Motivational method	When to use motivational method	Positive outcome	Negative outcome													<p>Pass / Defer</p> <p>Date: _____</p>
Motivational method	When to use motivational method	Positive outcome	Negative outcome														

Identify a minimum of five behaviours that are acceptable as:

	A Leader:		A Participant:
1		1	
2		2	
3		3	
4		4	
5		5	

Identify a minimum of five behaviours that are not acceptable as:

	A Leader:		A Participant:
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	

For completion of Unit 2 the Tutor/Assessor observation form in Appendix C must be completed.

Tutor/Assessor feedback:

Action plan for learner:

Tutor/Assessor signature: _____

Evidence for Unit 3																
<p>For each of the factors below identify a minimum of one affect on a person's health and fitness.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 5px;">Exercise:</td> <td style="height: 30px;"></td> </tr> <tr> <td style="padding: 5px;">Smoking:</td> <td style="height: 30px;"></td> </tr> <tr> <td style="padding: 5px;">Drugs:</td> <td style="height: 30px;"></td> </tr> <tr> <td style="padding: 5px;">Alcohol:</td> <td style="height: 30px;"></td> </tr> <tr> <td style="padding: 5px;">Diet:</td> <td style="height: 30px;"></td> </tr> <tr> <td style="padding: 5px;">Age:</td> <td style="height: 30px;"></td> </tr> <tr> <td style="padding: 5px;">Environment:</td> <td style="height: 30px;"></td> </tr> </table> <p>For completion of Units 1 and 3 the Tutor/Assessor observation form in Appendix C must be completed.</p>		Exercise:		Smoking:		Drugs:		Alcohol:		Diet:		Age:		Environment:		<p>Pass / Defer Date:</p> <p>_____</p>
Exercise:																
Smoking:																
Drugs:																
Alcohol:																
Diet:																
Age:																
Environment:																
<p>Tutor/Assessor feedback:</p> 																
<p>Action plan for learner:</p> <p style="text-align: right;">Tutor/Assessor signature: _____</p>																

Evidence for Unit 4																															
<p>Participants may have diverse learning needs; identify three learning needs, describe how these needs may affect the delivery of the activity/session and what inclusion methods you might employ.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Learning need</th> <th style="width: 33%;">How this may affect session</th> <th style="width: 33%;">How would you include this person?</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table> <p>For the three needs outlined above, explain how you might adapt the activity/session to ensure success:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Factor</th> <th>How would you adapt the activity/session?</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table> <p>Describe the following types of activity:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Activity</th> <th>Main features</th> </tr> </thead> <tbody> <tr> <td>Competitive</td> <td> </td> </tr> <tr> <td>Cooperative</td> <td> </td> </tr> <tr> <td>Problem solving</td> <td> </td> </tr> <tr> <td>Mini games</td> <td> </td> </tr> </tbody> </table>	Learning need	How this may affect session	How would you include this person?										Factor	How would you adapt the activity/session?							Activity	Main features	Competitive		Cooperative		Problem solving		Mini games		Pass / Defer Date: _____ _____ _____
Learning need	How this may affect session	How would you include this person?																													
Factor	How would you adapt the activity/session?																														
Activity	Main features																														
Competitive																															
Cooperative																															
Problem solving																															
Mini games																															

Evidence for Unit 5

Complete the table below to explain the type of behaviour that is and is not acceptable for the following roles:

Pass / Defer Date: _____

	Acceptable behaviour	Unacceptable behaviour
Participant	1) 2) 3) 4)	1) 2)
Official	1) 2) 3) 4)	1) 2)
Coach	1) 2) 3) 4)	1) 2)
Spectator	1) 2) 3) 4)	1) 2)

Explain how positive and negative sporting behaviour can influence society:

Behaviour:	Positive influence:	Negative influence:

Identify a positive sporting role model and the reasons they have become one:

Sporting role model:		
Qualities:	Skills:	Values:

Outline two examples of how this person uses their position as a role model to benefit others:

1.
.....
2.
.....

Give three reasons why a Sports Leader may be considered a role model:

- 1)
- 2)
- 3)

Describe three responsibilities a Sports Leader has as a role model:

- 1)
- 2)
- 3)

Outline two ways a Sports Leader can use their position to help others:

- 1)
- 2)

Tutor/Assessor feedback:

Action plan for learner:

Tutor/Assessor signature: _____

Evidence for Unit 6

Describe three differences between an event and a competition:

Differences between a competition and an event:	
1.	
2.	
3.	

Pass / Defer
Date:

Looking at three event/competition formats, explain the main features and any advantages/disadvantages of each format:

Event/Competition format	Advantages	Disadvantages
Event/Competition format:		
Event/Competition format:		
Event/Competition format:		

Describe the roles and responsibilities involved in planning an event or competition.
Highlight the role you took on and evaluate your performance:

Pass / Defer
Date:

Roles	Responsibilities of this role
	1) 2) 3)
	1) 2) 3)
	1) 2) 3)
	1) 2) 3)
Role I undertook	What did I do well? 1) 2) 3) What do I still need to work on? 1)
What went well when we ran our event/competition? 1) 2) 3)	What do we still need to work on? 1) What would we do differently next time?

Independently evaluate own role played in event/competition including three positive aspects and one aspect requiring improvement:

.....

.....

.....

.....

For completion of Unit 6 the Tutor/Assessor observation form in Appendix C must be completed.

Tutor/Assessor feedback:

Action plan for learner:

Tutor/Assessor signature: _____

Evidence for Unit 7

Identify three local, three regional and three national organisations and the role they play in the delivery of sport:

Pass / Defer Date: _____

Organisation	Role they play in the delivery of sport
Local:	1) 2) 3)
	1) 2) 3)
	1) 2) 3)
Regional:	1) 2) 3)
	1) 2) 3)
	1) 2) 3)
National:	1) 2) 3)
	1) 2) 3)
	1) 2) 3)

Select one organisation and explain the pathway from grass roots participation to elite performance:

Name of organisation:

Explanation of pathway:

.....

<p>Identify three different ways in which your sports leadership skills could be of benefit to the community:</p> <p>1)</p> <p>.....</p> <p>2)</p> <p>.....</p> <p>3)</p> <p>.....</p> <p>Identify three further education and/or training opportunities which complement this course and where they can be accessed:</p> <p>1)</p> <p>.....</p> <p>2)</p> <p>.....</p> <p>3)</p> <p>.....</p>	<p>Pass / Defer Date:</p> <p>_____</p>
<p>Tutor/Assessor feedback:</p> 	
<p>Action plan for learner:</p> <p style="text-align: right;">Tutor/Assessor signature: _____</p>	

Evidence for Unit 8

Chosen organisation:

Pass / Defer
Date:

Identify three existing leadership opportunities within the organisation:

1)

2)

3)

Identify two potential new leadership opportunities within the organisation:

1)

2)

Explain how you created a new leadership opportunity within the organisation and identify what was successful and what needed more work:

Leadership opportunity:

What happened?

.....

.....

What worked well?

1)

2)

3)

What still needs work?

1)

Explain what a mentor is and give an example of when a mentor could be used:

.....

.....

.....

<p>Give two ways in which a mentor system does/could benefit the organisation:</p> <p>1)</p> <p>.....</p> <p>2)</p> <p>.....</p> <p>For completion of Unit 8 the Tutor/Assessor observation form in Appendix C must be completed.</p>	
<p>Tutor/Assessor feedback:</p> 	
<p>Action plan for learner:</p> <p style="text-align: right;">Tutor/Assessor signature: _____</p>	
<p>Authenticity statement:</p> <p>I confirm that the information contained within this document and all other evidence associated with it is my own work.</p> <p>Learner signature:</p> <p>Date:</p>	

Leadership Log

Visit the Sports Leaders UK Learner Association downloads section to access free resources that might help you in your demonstration of leadership.

Learner Name: Centre: Course No:

Date	Name of organisation visited	Description of leadership experience	Length of session(s)	No. of participants	Supervisors name and job title	Supervisors signature	Contact telephone number

Tutor/Assessor Signature: Date:

Learner Name:				
Tutor/Assessor Name:				
	Outcomes:	Notes and details on what was seen/ heard:	Assessment decision:	Date:
Unit 1:				
	Communication			
	Has the learner used at least three communication methods that are suitable for the participants?			
	Feedback			
	Has the learner demonstrated three feedback methods that are appropriate for the participants age/ability?			
Unit 2:				
	Motivating a group			
	Has the learner used at least three ways to motivate participants?			
	Managing behaviour			
	Has the learner produced a negotiated contract with participants to agree expectations?			
	Has the learner demonstrated a minimum of three ways to manage behaviour?			
Unit 3:				
	Leading fitness session			
	Has the learner assisted in leading a sport/activity for a minimum of 10 minutes?			
	Could the learner identify basic visual signs of raised heart rate on at least one occasion?			

Outcomes:	Notes and details on what was seen/ heard:	Assessment decision:	Date:
Unit 4:			
Being inclusive			
Has the learner planned and delivered a multi skills session for a minimum of 15 minutes?			
Has the learner encouraged the use of at least one behaviour or action identified as 'fair play' between participants whilst leading a session on at least one occasion?			
Unit 6:			
Events and competitions			
Has the learner acted as the umpire/referee on at least three occasions?			
Has the learner demonstrated at least five Sports Leaders UK values when working with others?			
Unit 8			
Using leadership skills			
Has the learner planned and implemented a strategy to increase leadership opportunities?			
Has the learner acted as a mentor on at least two occasions?			
Action plan			
Tutor/Assessor signature:			
Date:			



23-25 Linford Forum
Rockingham Drive
Linford Wood
Milton Keynes
MK14 6LY

Tel: 01908 689180
Fax: 01908 393744
Email: contact@sportsleaders.org
www.sportsleaders.org



Visit Sports Leaders UK Learners Association
association.sportsleaders.org/learners

