Enabling delivery in 2020/21

Resources and guidance to support Centres with the delivery of Leadership Qualifications in 2020/21
The Coronavirus has changed almost every aspect of our lives.

Just a few months ago, terms such as ‘social distancing’ and ‘self-isolation’ were new to us all, let alone the idea of doing all our meetings via Zoom or Teams.

The need to reduce our proximity and interactions has changed the way we work and live; however, the social interruption of 2020 has served to strengthen the critical role of supporting young people to develop their skills, build their resilience and to re-socialise with peers and influencers alike.

Developed with teachers and tutors, this collection of resources will help you address the most pressing concerns around delivering, assessing and certifying learners.

Young people can play a bigger part than ever in re-building their communities and leading and positively influencing others. That’s why we believe the skills at the heart of all our Qualifications and Awards will be critical in ensuring young people are more experienced, more skilled, and more confident in their ability to thrive in the future.

We want to ensure that learners are able to benefit from the great work that you do in delivering Sports Leadership so we are fully committed to providing the support and guidance that you need to continue to helping young people in all aspects of their personal development.

I hope you continue to share our vision in helping turn challenges into opportunities and supporting every young people realise their full potential.

As President of Sports Leaders, I continue to be immensely proud to be associated with an organisation that puts the future of young people at the centre of everything they do by emphasising the development of their leadership and employability skills.

In the current situation there is much uncertainty and the way in which education operates may look very different for some time. Set against that uncertainty, providing young people with the resilience and confidence they need to thrive in the future is more important than ever, so helping them to build leadership and employability skills has to continue being central to their development.

By adapting the way in which Qualifications can be delivered, we are able to continue working towards our vision of every young person realising their potential and, as a result, playing a key part on the recovery and rebuilding process once this crisis is over.

**Dame Tanni Grey-Thompson, President**

"Providing young people with the resilience and confidence they need to thrive in the future is more important than ever"
Returning to normal educational routines as quickly as possible is critical to our national recovery.

"From September, we are asking schools and colleges to return to a broad and balanced curriculum so that all pupils continue to be taught in a wide range of subjects, maintaining their choices for further study and employment."

Gavin Williamson, Education Secretary
July 2020

We believe that supporting young people to realise their potential through building essential skills is more important than ever. The five skills that make up our Skills Framework remain central to the delivery of all Qualifications.

The Challenge That We Face Together

The Coronavirus situation has created an unprecedented level of disruption to schools, colleges, centres and learners.

Supporting learners back into education settings after a prolonged break provides us all with a level of challenge which we have never seen before.

We feel I now have more confidence within myself and my abilities. I can now direct and lead others more successfully and clearly, meaning that I can engage with many parts of society and can help people in multiple aspects of life.

Emma, Edinburgh

I achieved what I wanted to achieve as I have grown and become a lot more comfortable with my character and learned to embrace negatives and turn them into strengths of my character with reflection and hard-work.

Harry, Matlock

Working in partnership with centres to deliver our Qualifications will help young people to build their skills and develop the resilience needed to recover from the current situation and succeed in the future.
To support Centres with delivering our Qualifications in 2020/21, we have made a number of changes to our courses and created a number of new supportive resources.

This guide outlines the changes that have been made to make our courses 'Covid-19 friendly', including seven new Learner Challenges designed to support your learners and build their confidence in developing their leadership skills.

In addition, you will find guidance on the re-definition of learners' community and how this affects their course, plus support on how learners can complete the demonstration of their leadership hours and revisions to our Quality Assurance process. We have also provided some further links to more general government and governing body guidance around the current situation.

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Making Delivering Qualifications
Covid-19 Friendly
The Pathway to Delivering Leadership Qualifications in 2020/21

We have amended our Qualifications to be Covid-19 friendly to ensure that they are safe and easily deliverable for Centres, Tutors and Learners in 2020/21.

What has changed?

- Extraordinary amended specifications are in place for 2020/21
- Tutor resources have been amended
- Assessment requirements have been adapted
- Demonstration of leadership hours requirements have been reduced for 2020/21
- A new quality assurance process is in place for 2020/21
To support Qualification delivery, we have introduced new Covid-19 support challenges for learners plus adapted resources for Tutors.

**Learner Challenges**

- **Getting learners ready to lead**
  - Re-engaging with learning and your community
  - The personal skills you need to progress
  - Building confidence to succeed

- **Leading activities safely**
  - Assist in leading activities safely
  - Leading activities safely

- **Helping learners be innovative**
  - Using technology for leading activities
  - Developing activities for a changing environment

- **Reflecting on the effect skills can have**
  - Effective self-evaluation of skills

**Tutor resources**

- Teaching Sports Leadership during Covid-19
- New risk assessment guidance and template
The definition of 'Your Community' for the extraordinary academic year of 2020/21

During the Covid-19 crisis the idea of 'community' for young people has changed exponentially. The community that an individual has direct contact with has reduced and the digital community they work within may have grown.

To meet the needs of the learners, SLQ Sports Leaders has redefined the term 'your community'. This new definition enables learners to deliver within their new community setting in line with government guidance.

The following table outlines the new community groups that are included within the definition of 'your community'. The table also defines what consists of these groups and gives examples of how learners could deliver activities to their community groups.
## Definitions and Examples of 'your community'

<table>
<thead>
<tr>
<th>Community name/group</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education environment</td>
<td>Working in set groups at school or college, including teachers and tutors</td>
<td>Leading an activity during a school PE lesson to the members of your education bubble</td>
</tr>
<tr>
<td>Social bubble</td>
<td>The extended group of people who we may support on a daily basis</td>
<td>Delivering an activity with others ensuring social distancing guidance is met</td>
</tr>
<tr>
<td>The home environment</td>
<td>Your family or permanent home group who live with you</td>
<td>Leading activities for the people you live with including family members</td>
</tr>
<tr>
<td>Social media/digital environment</td>
<td>Any friends or contacts that you have outside your family or social bubble</td>
<td>Delivering activities to your digital community via a Zoom activity session</td>
</tr>
</tbody>
</table>
The current climate has meant that we are required to adapt our quality assurance processes for 2020-21.

The three key principles that have been used to meet the current climate are:

1. Ensuring processes are robust
2. Ensuring processes do not place too much burden
3. Ensuring processes are digital first
# Revised Quality Assurance Process for 2020/21

Our straightforward, four stage process for delivering accredited leadership qualifications to your learners.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Centre Approval</td>
<td>Attend a Centre approval webinar before completing a centre standards declaration form. This must be completed within 8 weeks of your first course start date.</td>
<td>QA Review the Centre Standards Declaration form and approve for Qualification delivery 2020/21</td>
</tr>
</tbody>
</table>
| 2: Mandatory Standardisation Training | Mandatory training to be valid or complete:-  
  - CCM E-Training module  
  - IV E-Training module for all Internal Verifiers  
  - Tutoring and assessing leadership skills for minimum of 1 Tutor/Assessor | Trained CCM, all IV’s trained and a minimum of 1 trained Tutor/Assessor |
| 3: Delivering & Assessing | Delivery of courses and assessment of evidence through Learner Evidence Records (LERs) | Assessed LERs for each learner and completed IV process paperwork leading to certificate request |
| 4: Quality Assurance Review | Submit course evidence digitally and complete Quality Assurance Review | Satisfactory QA engagement enables certificates to be released |
How have Sports Leadership Qualifications Changed?
Level 4 Qualification in Sports Leadership (SL4)

New Covid-19 Learner Support Challenges

- Re-engaging with learning and your community (Supports Unit 1)
- The personal skills you need to progress (Supports completion of Unit 1)
- Building confidence to succeed (Supports completion of Unit 2)
- Assist in leading activities safely (Supports completion of Unit 2)

Changes made for 2020/21

- Unit 1 name changed to: ‘Establishing leadership skills’
- Unit 2: Learning Outcome 2 has been removed
- New guidance on Leadership hours: Learners must complete a minimum of 1 hour demonstration of leadership to peers for Unit 2

Three mandatory units:
1. Establishing Leadership Skills
2. Plan, assist in leading and review a sport/physical activity session
3. Lead activities that promote a healthy lifestyle

Learners must complete a minimum of 1 hour demonstration of leadership to peers for Unit 2
Changes made for 2020/21

- Re-defining of the learner’s community means that there is now only Community Sports Leadership at Level 5 (Level 5 Qualification in Sports Leadership will not accept registrations during 2020/21)
- Unit 1 now named: ‘Building leadership skills’
- Unit 2: Learning Outcome 1 has been removed
- Unit 3: new Risk Assessment added for Covid-19 (now a 2-page risk assessment activity, one for the risk associated with the activity, one for the risk associated with Covid-19) - to be added to LER
- Unit 4: now a mandatory unit
- Adapted assessment for Covid-19 - For courses with a start date between 1st August 2020 and 31st July 2021, learners are expected to complete 2 hours demonstration of leadership to their peer group for Unit 5

Level 5 Qualification in Community Sports Leadership (CSL5)

Four mandatory units:
1. Building Leadership Skills
2. Plan, lead and evaluate sport/physical activity sessions
3. Assist in planning and leading a sports/physical activity event
4. Lead activities which promote a healthy lifestyles.
5. Lead sport/physical activity sessions in your community

Learners must complete a minimum of 2 hours demonstration of leadership to peers for Unit 5
Level 5 Qualification in Community Sports Leadership (CSL5)

New Covid-19 Learner Support Challenges
- Re-engaging with learning and your community (Supports Unit 1)
- The personal skills you need to progress (Supports completion of Unit 1)
- Building confidence to succeed (Supports completion of Unit 1)
- Leading activities safely (Supports completion of Unit 2, 3, 4 and 5)
- Developing activities for a changing environment (Supports completion of Unit 2, 3, 4 and 5)
- Using technology for leading activities (Supports completion of Unit 2, 3, 4 and 5)

Additional Tutor Training Resources
- Teaching Sports Leadership and Covid-19
- New risk assessment template
Changes made for 2020/21

- No changes to Units 1, 2 & 3
- Unit 4: Previously an optional unit – changed to allow peer-to-peer leadership in the learner’s community.
- Units 5, 6 and 7 are now mandatory Units. They can only be completed after all learning and assessment has been completed for Unit 4.
- With the current restrictions to volunteering with groups of people we have adapted the demonstration of leadership requirement to consist of:
  - 1 hour to run an event as part of Unit 2
  - 3 hours sports leadership sessions as part of Unit 4 within their community

Level 6 Qualification in Sports Leadership (SL6)

Seven units, all of which are now mandatory:
1. Developing Leadership Skills
2. Plan, lead and evaluate a sports/physical activity event
3. Lead safe sport/physical activity sessions
4. Plan, lead and evaluate sport/physical activity sessions in your community
5. Plan, lead and evaluate sport/physical activity sessions for children
6. Plan, lead and evaluate sport/physical activity sessions for disabled people
7. Plan, lead and evaluate sport/physical activity sessions for older people

Learners must complete a minimum of 4 hours of demonstration of leadership as part of their qualification (Unit 2 - 1 hour, Unit 4 - 3 hours)
Level 6 Qualification in Sports Leadership (SL6)

New Covid-19 Learner Support Challenges
- Re-engaging with learning and your community (Supports Unit 1)
- The personal skills you need to progress (Supports completion of Unit 1)
- Building confidence to succeed (Supports completion of Unit 1)
- Effective self-evaluation of skills (Supports Unit 1)
- Leading activities safely (Supports completion of Unit 2, 3 and 4)
- Developing activities for a changing environment (Supports completion of Unit 2, 3 and 4)
- Using technology for leading activities (Supports completion of Unit 2, 3 and 4)

Additional Tutor Training Resources
- Teaching Sports Leadership and Covid-19
- New risk assessment template
- Guidance document: "The Definition of 'Your Community' for 2020-21"
Demonstration of leadership hours

Leadership qualifications in 2020-21

As part of the extraordinary specifications for 2020/21, we have considered and adapted the demonstration of leadership hours required for completing sports leadership qualifications.

On the following pages you will find guidance outlining the changes and giving examples of how the demonstration of leadership hours can be completed by learners.
## Demonstration of leadership hours

### SCQF Level 4 Qualification in Sports Leadership

<table>
<thead>
<tr>
<th>Unit(s) for demonstration of leadership</th>
<th>Hours required</th>
<th>Leaders can complete the demonstration of leadership requirement by......</th>
<th>For example...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 2 - Plan, assist in leading and review a sport/physical activity session</td>
<td>1 hour demonstration of leadership to peers</td>
<td>Leaders are required to assist with the leadership of a session for the demonstration of leadership hour. The 60 minutes of assisting a session can be split into bitesize delivery to their peers.</td>
<td>The Level 4 Leader may deliver four 15 minute mini activities on different occasions to two or more peers within their sports leadership group or their community bubble. This should be witnessed by a responsible individual for the session e.g. tutor/assessor or sports coach.</td>
</tr>
</tbody>
</table>

### SCQF Level 5 Qualification in Community Sports Leadership

<table>
<thead>
<tr>
<th>Unit(s) for demonstration of leadership</th>
<th>Hours required</th>
<th>Leaders can complete the demonstration of leadership requirement by......</th>
<th>For example...</th>
</tr>
</thead>
</table>
| Unit 5 - Lead sport/physical activity sessions in your community | 2 hours demonstration of leadership to their peers or in their community | Leaders are required to lead under supervision for the demonstration of leadership hours. The 2 hours can be split into bitesize delivery to their community. Their community includes: -  
- Education provider  
- Social bubble  
- Home environment  
- Social media/digital environment | The Level 5 Leader may deliver a number of small sessions within their community. This could be a mixture of leading their peers within their education setting, leading friends within government guidelines, leading the people they live with or lead using technology such as a virtual activity group. |
## Demonstration of leadership hours

### SCQF Level 6 Qualification in Sports Leadership

<table>
<thead>
<tr>
<th>Unit(s) for demonstration of leadership</th>
<th>Hours required</th>
<th>Leaders can complete the demonstration of leadership requirement by......</th>
<th>For example...</th>
</tr>
</thead>
</table>
| Unit 2 - Plan, lead and evaluate a sports/physical activity event | 1 hour leading an event | Leaders are required to lead a planned event or series of events for a minimum of 1 hour.  
The hour can be split into a number of smaller events. | A virtually based challenge could be set and run for others. Alternatively, a sports day could be run within their community to celebrate physical activity and health. |
| Unit 4 - Plan, lead and evaluate sport/physical activity sessions in your community | 3 hours demonstration of leadership within their community | Leaders are required to lead under supervision for the demonstration of leadership hours.  
The 3 hours can be split into bitesize delivery to their community. Their community includes within their-  
- Education provider  
- Social bubble  
- Home environment  
- Social media/digital environment | The Level 6 Leader may deliver a number of sessions within their community.  
This could be a mixture of leading their peers within their education setting, leading friends within government guidelines, leading the people they live with or lead using technology such as a virtual activity group. |
How have Dance Leadership Qualifications Changed?
Level 4 Qualification in Dance Leadership (DL4)

Changes made for 2020/21

- Unit 2: Learning Outcome 2 has been removed
- Unit 4 has been removed – Using music and stimulus in dance has been embedded into Unit 2
- New guidance on Leadership hours: Learners must complete a minimum of 1 hour demonstration of leadership to peers for Unit 2

New Covid-19 Learner Support Challenges

- Re-engaging with learning and your community (Supports Unit 1)
- The personal skills you need to progress (Supports completion of Unit 1)
- Building confidence to succeed (Supports completion of Unit 2)
- Assist in leading activities safely (Supports completion of Unit 2)

Three mandatory units:

1. Establishing leadership skills
2. Plan, assist in leading and review a dance activity
3. Lead fitness based dance activities which promote a healthy lifestyle
4. Using music and stimulus in dance

Learners must complete a minimum of 1 hour demonstration of leadership to peers for Unit 2
Level 5 Qualification in Dance Leadership (DL5)

Changes made for 2020/21

- Unit 1 now named: ‘Building leadership skills’
- Unit 2: Learning Outcome 1 has been removed
- Unit 3: new Risk Assessment added for Covid-19 (now a 2-page risk assessment activity, one for the risk associated with the activity, one for the risk associated with Covid-19) - to be added to LER
- Unit 4: Minimum number of participants reduced to three from six for the choreographed piece
- Adapted assessment for Covid-19 - For courses with a start date between 1st August 2020 and 31st July 2021, learners are expected to complete 2 hours demonstration of leadership to their peer group for Unit 5

Five mandatory units:
1. Building leadership skills
2. Plan, lead and evaluate dance activity sessions
3. Assist in planning and leading a dance event
4. Dance choreography
5. Lead dance activity sessions

Learners must complete a minimum of 2 hours demonstration of leadership to peers for Unit 5
Level 5 Qualification in Dance Leadership (DL5)

New Covid-19 Learner Support Challenges

- Re-engaging with learning and your community (Supports Unit 1)
- The personal skills you need to progress (Supports completion of Unit 1)
- Building confidence to succeed (Supports completion of Unit 1)
- Leading activities safely (Supports completion of Unit 2 & 5)
- Adapting activities for the new environment (Supports completion of Unit 2, 3 & 5)
- Using technology for leading activities (Supports completion of Unit 2, 3 & 5)

Additional Tutor Training Resources

- Teaching Dance Leadership during Covid-19
- New risk assessment template
Demonstration of leadership hours

Leadership qualifications in 2020-21

As part of the extraordinary specifications for 2020/21, we have considered and adapted the demonstration of leadership hours required for completing dance leadership qualifications.

On the following pages you will find guidance outlining the changes and giving examples of how the demonstration of leadership hours can be completed by learners.
# Demonstration of leadership hours

## SCQF Level 4 Qualification in Dance Leadership

<table>
<thead>
<tr>
<th>Unit(s) for demonstration of leadership</th>
<th>Hours required</th>
<th>Leaders can complete the demonstration of leadership requirement by......</th>
<th>For example...</th>
</tr>
</thead>
</table>
| Unit 2 - Plan, assist in leading and review a dance activity | 1 hour demonstration of leadership to peers | Leaders are required to assist with the leadership of a session for the demonstration of leadership hour.  
The 60 minutes of assisting a session can be split into bitesize dance activity delivery to their peers. | The Level 4 Leader may deliver four 15minute mini dance activities on different occasions to two or more peers within their dance leadership group or their community bubble.  
This should be witnessed by a responsible individual for the session e.g. tutor/assessor or sports coach. |

## SCQF Level 5 Qualification in Dance Leadership

<table>
<thead>
<tr>
<th>Unit(s) for demonstration of leadership</th>
<th>Hours required</th>
<th>Leaders can complete the demonstration of leadership requirement by......</th>
<th>For example...</th>
</tr>
</thead>
</table>
| Unit 5 – Lead dance activity sessions | 2 hours demonstration of dance leadership within their community | Leaders are required to lead under supervision for the demonstration of leadership hours.  
The 2 hours can be split into bitesize delivery to their community. Their community includes:  
- Education provider  
- Social bubble  
- Home environment  
- Social media/digital environment | The Level 5 Dance Leader may deliver a number of small sessions within their community.  
This could be a mixture of leading their peers within their education setting, leading friends within government guidelines, leading the people they live with or lead using technology such as a virtual activity group. |
Planning your Delivery as a Centre
Scenario Planning

We are aware that Centres are currently undertaking scenario planning due to the uncertainty regarding the opening of delivery sites. The table below illustrates three possible scenarios and how we plan to work with Centres to facilitate course delivery.

<table>
<thead>
<tr>
<th>Scenario 1</th>
<th>Scenario 2</th>
<th>Scenario 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities fully open due to</td>
<td>The qualifications can be run meeting</td>
<td>SLQ will provide Centres with the</td>
</tr>
<tr>
<td>eliminated threat of Covid-19</td>
<td>government guidance to maintain a safe</td>
<td>resources required to enable home</td>
</tr>
<tr>
<td></td>
<td>distance. Increased learner resources</td>
<td>learning throughout this period.</td>
</tr>
<tr>
<td></td>
<td>can be used to support learners to re-</td>
<td>This will include further learner</td>
</tr>
<tr>
<td></td>
<td>engage with their organisation and</td>
<td>resources being released throughout</td>
</tr>
<tr>
<td></td>
<td>understand their responsibilities as a</td>
<td>the closed period to support</td>
</tr>
<tr>
<td></td>
<td>leader.</td>
<td>leadership and personal skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>development.</td>
</tr>
<tr>
<td>Government guidance permits part</td>
<td>This scenario will result in Centres</td>
<td></td>
</tr>
<tr>
<td>time attendance allowing only a</td>
<td>having to provide a blended learning</td>
<td></td>
</tr>
<tr>
<td>smaller number of learners at any</td>
<td>approach for home and face to face</td>
<td></td>
</tr>
<tr>
<td>one time</td>
<td>learning. SLQ are developing key</td>
<td></td>
</tr>
<tr>
<td></td>
<td>learning resources that will be learner</td>
<td></td>
</tr>
<tr>
<td></td>
<td>facing and will support home learning</td>
<td></td>
</tr>
<tr>
<td>Centres remain closed for an</td>
<td>within this scenario.</td>
<td></td>
</tr>
<tr>
<td>undetermined length of time due to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>increased virus risk nationally</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Risk Assessment

Use the risk assessment template below to identify risks and hazards that might occur during one of your planned leadership sessions. Identify any adaptations that you need to make to allow for measures designed to reduce the spread of Covid-19.

Each centre operates within a unique environment and tutors will need to consider their specific parameters and the needs of their individual learners. Tutors are reminded to follow Government and employers’ guidelines – ultimately, decisions on learner safety must depend on context and situation, so tutors are advised to consider all the factors that might affect the health and safety of learners and staff.

Guidance from the Association for Physical Education (afPE), provides some key questions and considerations which are applicable to tutors planning on delivering leadership activities: -

1. Have you reviewed your risk assessments before re-commencing activities?
3. Are your plans consistent with the requirement of any centre expectations which may have developed in response to the national guidance? (these expectations might be set by your facility, employer or school, for example).

Key principles for supporting safe physical activities:
- Clean frequently touched surfaces
- Wash hands frequently as part of a clear hygiene regime
- Minimise contact
- Ensure good respiratory hygiene
<table>
<thead>
<tr>
<th>Location</th>
<th>Date of risk assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity details</td>
<td></td>
</tr>
<tr>
<td>Covid-19 Adaptations</td>
<td>List allowances made to reduce the risk of infection</td>
</tr>
<tr>
<td>Potential risk</td>
<td>Who is at risk? List groups of people who may be at risk</td>
</tr>
</tbody>
</table>
Safe Hygiene, Facilities & Equipment

Guidance on the safe and hygienic use of facilities and equipment is changing regularly in line with the availability of new information. As such, Centres are advised to follow the latest guidance available from the UK’s central and devolved governments, in addition to major policymakers in the sport and physical education sectors.

Click on the following links to access the latest information from these organisations.

- UK Government advice for schools on Coronavirus
- UK Government guidance on the phased return of outdoor sport (England)
- afPE guidance on safe physical education
- Making your workplace Covid-19 friendly (HSE)
- St John Ambulance: First Aid during Covid-19
- Public Health England: Return to School Coronavirus Resources
- Sport England guidance on hygiene
- Sport Scotland advice on Coronavirus
- DfE Guidance on community activities, after-school clubs & out-of-school provision for children
- Welsh government advice on sport, recreation & leisure
- Health NI public health Covid-19 guidance
- Department for Education and Skills (Ireland) Covid-19 guidance

Click on the following links to access the latest information from these organisations.
Accessing Learner Evidence Records

**FREE PRINTED Learner Evidence Records (LERs)** will again be available and delivered directly to you for Sports and Dance Leadership courses registered with learner numbers before 24th July 2020.

The new look LERs also now include references to the new Covid-19 Support Challenges that Learners can complete independently.

We also recognise that the current climate may require Centres to look at learners accessing their LERs digitally and so we will be making both editable PDF and Google Docs friendly versions available to Centres via LEAP shortly.

LERs play a key role in supporting learners through their courses, providing them with a portfolio of their progress and reinforcing their work by highlighting their successes. Take a look at our short film via the link below which identifies some of the main benefits of LERs.
Summary & What Next?
We hope these resources have provided answers to any questions you may have and a guide to delivering our courses in 2020/21.

While the latest guidance around safe practice may be changing rapidly, we believe that the changes we have made allow us to continue working together to support young people in building their skills and realising their potential.

For further information, please click any of the links to the right of this page or follow the link to proceed to registering your courses.
Contact Details

- sportsleaders.org
- @SportsLeaders
- sportsleaders
- contact@sportsleaders.org