

# End-Point Assessment Plan for Community Activator Coach – Level 2 Apprenticeship Standard

## Summary

This document sets out the requirements for end-point assessment (EPA) for the Community Activator Coach level 2 Apprenticeship standard. It is written for end-point assessment organisations (EPAOs) who need to know how EPA for this Apprenticeship must operate. It will also be of interest to young people on traineeship programmes, Community Activator Coach apprentices, their employers, and training providers.

The end-point assessment will confirm whether an apprentice is competent to fulfil the role of a Community Activator Coach.

The assessment plan confirms that the apprentice is competent to fulfil the role of a Community Activator Coach which is summarised as:

- An ability to plan, deliver, evaluate and reflect on delivery of sport and activity opportunities within a local community, predominantly for inactive customers from different sections of society.
- The ability to work in partnership with, amongst others, local sports clubs, youth work settings, community centres, educational institutions and public service personnel, to deliver engaging and sustainable opportunities for people to come together and get active.
- Understanding how to modify their behaviour and style and use customer insight to tailor activities that appeal to different audiences from diverse cultures and backgrounds.
- Being equipped with the range of tools and techniques that are needed to offer different sports and activities in different environments. This includes both formal and informal activities.
- An ability to understand their limitations and boundaries, and knowing how and when to work with specialists from other professions– this may include the police and uniformed services, health professionals, counsellors, personal trainers, sports development staff or youth workers.

Full time apprentices will typically spend 14-18 months on-programme working towards the apprenticeship standard, with a minimum of 20% off-the-job training.

The apprentice's employer must be confident the apprentice is consistently working at or above the level set out in the standard before they take the EPA. The EPA should only start once the employer is satisfied that the gateway requirements for EPA have been met and can be evidenced to an EPA organisation. Gateway requirements are a set of reflective accounts. In addition, apprentices without English and mathematics at level 2 must achieve

level 1 prior to taking their EPA. For those with an education, health and care plan or a legacy statement the apprenticeships English and maths minimum requirement is Entry Level 3 and British Sign Language qualification are an alternative to English qualifications for whom this is their primary language.

The EPA must be completed over a maximum 3-day period, after the apprentice has met the EPA gateway requirements.

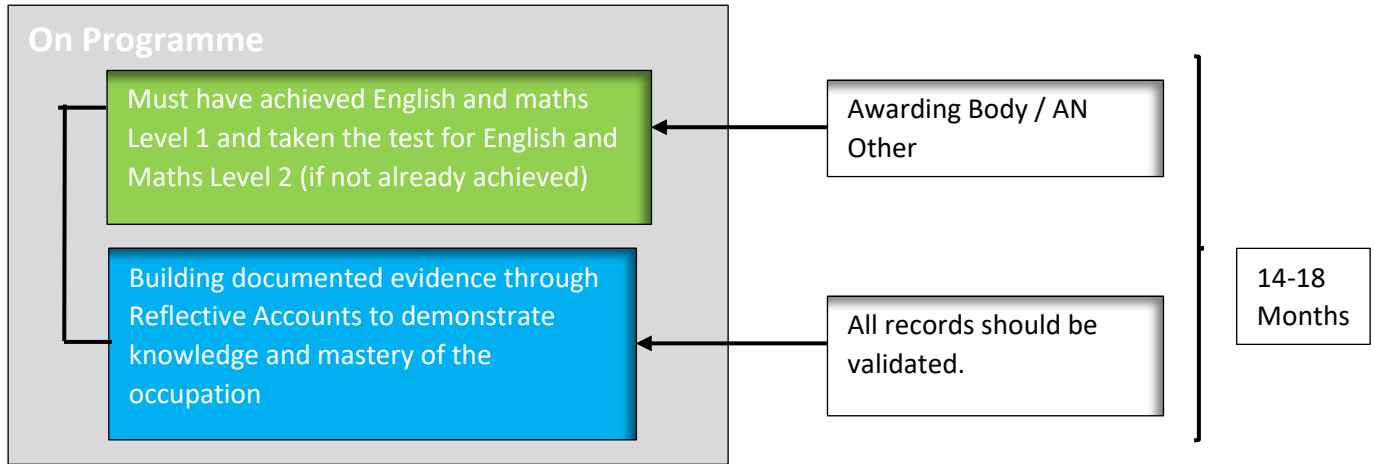
EPA must be conducted by an organisation approved to offer services against this standard, as selected by the employer, from the Education & Skills Funding Agency's (ESFA's) Register of End-Point Assessment Organisations (RoEPAO).

The EPA consists of 3 distinct assessment methods:

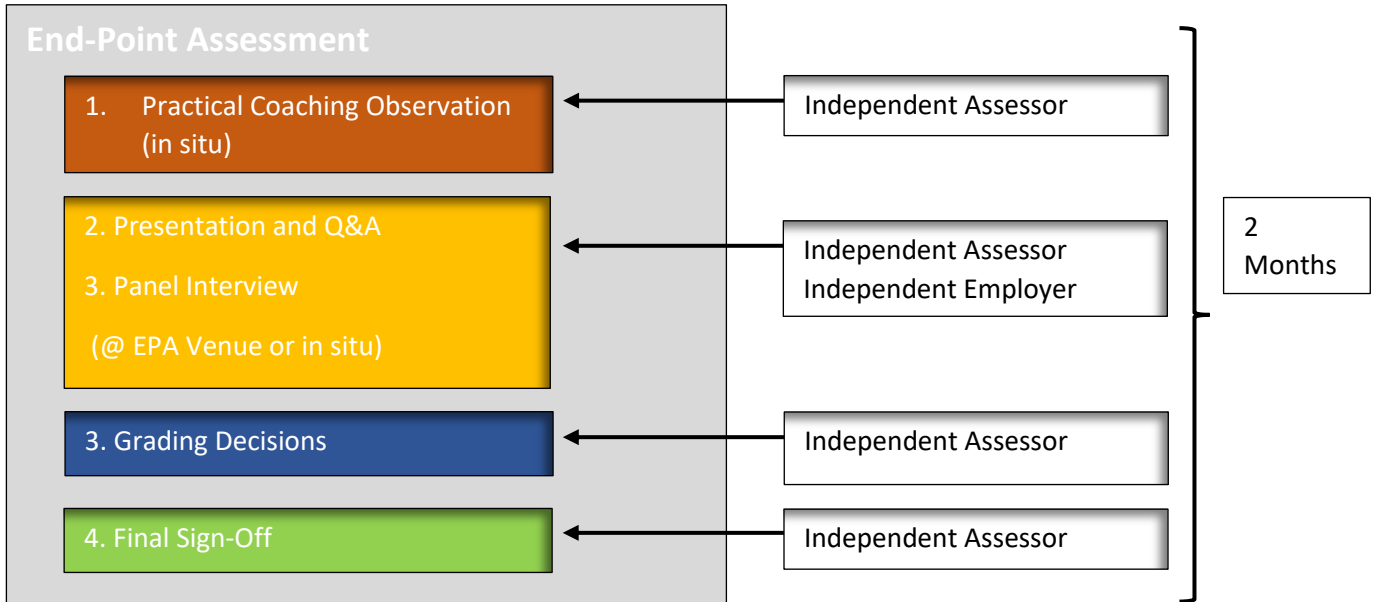
- Practical Coaching Observation
- Presentation with question and answers
- Panel interview

Performance in the EPA will determine the apprenticeship grade of **fail**, **pass** or **distinction**.

## Approach to End-Point Assessment Gateway



**End-Point Assessment Gateway**  
 Employer / line manager confident in occupational competence; training provider offered appropriate opportunities to learn; achieve level 1 English and Maths and take the test for level 2; achieved on programme attainment in areas classified by employers as minimum operating standards; a completed series of Reflective Accounts demonstrating mastery of the occupation



## End-point Assessment Gateway:

The EPA should only start once the employer is satisfied that requirements for EPA have been met and can be evidenced to an EPAO.

Apprentices without Level 1 English and maths will need to achieve this level and take the test for Level 2 English and maths prior to progressing through the Gateway and taking the end-point assessment. For those with an education, health and care plan or a legacy statement the apprenticeships English and maths minimum requirement is Entry Level 3 and British Sign Language qualification are an alternative to English qualifications for whom this is their primary language.

The apprentice's employer will need to be confident that the apprentice is consistently working at or above the knowledge, skills and behaviours (KSBs) requirements as outlined in the standard.

Apprentices must have completed a set of Reflective Accounts, which will underpin the Panel Interview component (task 3) at the EPA. Reflective Accounts will not be scored themselves, but must be made available to the independent assessor and the independent employer who make up the Panel for the Panel Interview at least 2 weeks before an apprentice undertakes Task 3 of the EPA.

If the apprentice is deemed 'not ready', their line manager and colleagues must provide timely and relevant feedback, and agree on a remedial action plan. It is recommended the remedial action should take no more than one further month to achieve. Once the employer is satisfied the apprentice has satisfactorily achieved the remedial action plan then they may be signed off as ready to access the EPA.

## Reflective Accounts

The Reflective Accounts must be completed before the EPA. These accounts provide the opportunity for the apprentice to evidence mastery of the knowledge, skills and behaviours being assessed by the presentation and interview assessment method. An apprentice's reflective accounts must include at least five and no more than 10 different pieces of evidence. Each one should demonstrate the different scenarios encountered as part of the day-to-day role and his or her reflections on that work. These will require the apprentice to demonstrate they have worked across several different environments, with different customer groups, and successfully generate positive results for audiences from differing backgrounds (perhaps using a few different sports or activities).

The Accounts themselves, should:

- reflect the typical duties and responsibilities of a Community Activator Coach – including delivering sessions or leading participants;
- include the apprentice producing and distributing written and non-written content;

- involve working with internal colleagues and external clients;
- require the use of IT software and social media;
- must be 'real' work completed for the apprentice's employer i.e. simulated activities are not allowable;
- can be completed as part of and alongside the apprentice's normal work duties/responsibilities

Examples of major pieces of evidence may include:

- initiatives which show consultation with the local community (evidence might include: structured conversations with communities and individuals, surveys, market analyses, focus groups, meeting notes, marketing exercises);
- session planning and delivery (evidence might include: showing how customer motivations linked to modified sessions). This might include amending times, places, the nature of the activity or sport and identified barriers to participation;
- collaboration in the preparation of funding applications which demonstrate planning skills and to the ability to support colleagues with materials and insight about local market needs;
- partnership work with NGBs of sport and other partner organisation to take products and programmes to the market;
- participation in the design of sessions that generate social benefit from community sport and physical activity including with particular focus groups (female, BAME, disability) and in partnership with different sectors for example Public Health and Community Safety.

The knowledge contained in the Standard is drawn from different occupational areas (including sports coaching, behaviour change and public health, activity leadership and youth work) and requires a comprehensive understanding of principles and theories, rather than factual recall.

Reflective Accounts will be discussed in the Panel Interview and are a synoptic assessment of the knowledge and skills detailed in the Standard. These accounts will give the apprentice an opportunity to demonstrate that they understand how to apply their knowledge in the workplace. Each Account must map to the knowledge, skills and behaviours contained in the Standard and the ones which will be reviewed during Task 3 of the EPA (see Appendix 1). Apprentices should consider and identify why that particular scenario was important and how they used their learning to inform their work.

For example, in designing and marketing a physical activity event, the apprentice must, in their own words, demonstrate an understanding of:

- the basic principles of behavioural change when applied to sport and physical activity, and know how to keep customers active;

- the importance of credible customer insight - listening to customers and understanding their motivations - to shape provision and leadership style;
- fundamental principles of safeguarding, child protection, cultural awareness, first aid, mental wellbeing, inclusion and working with vulnerable adults;
- the funding landscape for sport, physical activity, community regeneration, addressing anti-social behaviour and public health and how they used these insights to design and market events.

Reflective Accounts must be an authentic record of the apprentice's own, individual work. Each description and the accompanying evidence must be signed by the apprentice as a true record and countersigned by the employer and one independent witness – for example, a community partner or other stakeholder with whom the apprentice worked.

The Reflective Accounts should be available for dissemination to the Panel by electronic means and available at least 2 weeks prior to the Panel Interview. The apprentice will be encouraged to use their digital skills to demonstrate their move towards mastery as well as use of the written word.

The structure and guidelines for the Reflective Accounts will be designed by an End-point Assessment Organisation (EPAO) registered with the Education and Skills Funding Agency (ESFA) on the Register of End-point Assessment Organisations (RoEPAO) and assessed by an independent assessor appointed, trained and quality assured by the EPAO.

These Accounts are the most valid and manageable approach for supporting the Panel to assess both skills and knowledge during the interview at EPA.

The apprentice will be questioned during the Panel Interview component of the EPA (see Task 3 below).

### **End Point Assessment (EPA)**

Once the employer is satisfied that the apprentice is competent and meets all requirements outlined above, then the apprentice may progress to the EPA. In total, all 3 tasks at EPA must be completed within 2 weeks of each other. Ideally, all 3 tasks will be completed inside a full day, and will be carried out by independent Sector experts.

At the EPA the apprentice will need to show several, not just one, examples of competent performance across the entire set of knowledge, skills and behaviours that make up the Standard. For this reason, the apprentice will undertake 3 tasks at the EPA.

### **Task One: Practical Coaching Observation**

The Coaching Observation must take place in situ at the apprentice's employment environment. This can only take place once the apprentice is through the Gateway; must be completed within 2 weeks of the other EPA Tasks; and the date, time and format must be

mutually agreed with the apprentice, their independent assessor and the employer. The coaching session should ideally take place with the apprentice's regular clients or at one of their regular / existing coaching sessions.

- Duration: 2 hours (+/- 10%);
- Customers: existing clients;
- Environment: chosen by apprentice in consultation with independent assessor and restricted to the courts, pitches, halls or areas available at the employer's workplace;
- Kit and Equipment: chosen by apprentice and agreed with independent assessor
- Type of session: chosen by apprentice and agreed with independent assessor

All apprentices will have been required first to master skills and then adapt them to meet the needs of various customer groups throughout the duration of their apprenticeship with their employer. The ability to adapt communication styles and behaviours according to customer motivations and their environment will be crucial to their individual success and occupational competence. It is imperative that apprentices are assessed according to their ability to work with a group of individuals in a live sport or physical activity session, where the independent assessor can see their skills being exhibited live and assess many of the skill requirements of this Standard.

As part of their EPA experience, apprentices will be asked to plan, deliver and evaluate a coaching or physical activity session within a real workplace environment – using existing participants (e.g. a student base or local project) as the customer group. The total duration of this task will be between 2 hours and 15 minutes and 2 hours and 30 minutes. Apprentices will have at their disposal a variety of tools and resources which they can utilise to demonstrate their coaching skills.

### **Planning and Preparing (1 hour)**

Apprentices will be asked to design and produce a new, robust and relevant session plan. The apprentice will be expected to include reference to alternative approaches which cater for disruptive behaviour; changes in the weather; customer response/feedback; and environmental circumstances. The apprentice will produce a final collection of evidence (paper or digital) which can be shared with the independent assessor.

Independent assessors will be able to choose from the following categories to design this task for each apprentice:

- Environment – (e.g.) indoors or outdoors;
- Activity – (e.g.) type of sport or physical activity or movement session;
- Equipment – (e.g.) balls, cones, goals, posts, rackets, bats (etc.) will be available
- Type of session – (e.g.) first engagement with the sport or activity; part of a regular group; the culmination of a project or series of sessions; preparing for a festival or tournament; an experiential or one-off scenario

### **Delivery of the session (No less than 30 minutes and no more than 45 Minutes)**

Apprentices will be asked to execute that session plan with the customer group in the chosen environment. The independent assessor will be looking to evaluate and grade areas such as relationship building and building trust (with customers); listening and responding; communicating and questioning; use of resources and management of the environment; safe and effective practice.

### **Self-Reflection (No more than 15 Minutes with the Independent Assessor)**

The apprentice will be expected to undertake a short de-brief at the end of the session with the independent assessor which will give an immediate snapshot of their views on the success of the session.

The apprentice will be asked to complete a written reflective log (paper or online) which may also include some media files and participant feedback, and the log should consider all aspects of their performance - incorporating the discussion with the independent assessor. This will be styled as an aide memoire for future coaching activities and the apprentice will be expected to set an action plan or complete some basic goal setting to ensure their performance improves in the future. They will be expected to acknowledge weakness or shortfalls identified in the delivery of this Task. The reflective log will be required to be submitted (paper or electronically) on the day of the completion of this Task.

### **Grading**

The independent assessor will observe the coach in action and score their performance across the following areas which have been mapped to the Knowledge, Skills and Behavioural statements from the Standard (see Annex 1):

1. Planning
2. Delivery
3. Self-Reflection

### **Planning**

<b>KSB (see Annex 1)</b>	<b>Fail</b>	<b>Pass</b>	<b>Distinction</b>
S1 and B7	Failure to develop a detailed session plan which: <ul style="list-style-type: none"> <li>• reflects customer insight</li> <li>• allocates appropriate timings</li> <li>• demonstrates safe and relevant use of</li> </ul>	Development of a detailed session plan which: <ul style="list-style-type: none"> <li>• contains relevant components and inclusive activities and addresses client group needs and motivations</li> </ul>	Development of a detailed and innovative session plan which: <ul style="list-style-type: none"> <li>• contains relevant components and inclusive, creative activities and</li> </ul>



	equipment and resources.	<ul style="list-style-type: none"> <li>• allocates appropriate timings</li> <li>• considers safe and relevant use of equipment and resources.</li> </ul>	<p>capitalises on client motivations</p> <ul style="list-style-type: none"> <li>• demonstrates a depth of understanding of the client groups needs</li> <li>• allocates timings which are designed to ensure flow and manage energy</li> <li>• considers safe, relevant and inventive use of equipment and resources</li> </ul>
S8	<ul style="list-style-type: none"> <li>• fully contributes to the employer's design of activities and services</li> <li>• practices the organisation's values, policies and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• provides details of activities and services.</li> <li>• applies values and adheres to policies and procedures in the workplace.</li> </ul>	<ul style="list-style-type: none"> <li>• meets individual needs breaking down the activities and services to ensure these needs are met.</li> <li>• offers alternative solutions for the client.</li> <li>• applies an in-depth knowledge of the organisations values, policies and procedures.</li> </ul>
K16 and B7	<ul style="list-style-type: none"> <li>• fully understands how to support clients in overcoming personal and social barriers, and to develop relationships with them</li> </ul>	<ul style="list-style-type: none"> <li>• supports clients, helping them to participate in sessions and develop relationships with them.</li> </ul>	<ul style="list-style-type: none"> <li>• works closely with clients to understand their personal and social barriers in order to develop detailed plans so that they can fully participate in sessions. Thus developing strong relationships with clients.</li> </ul>

## Delivery

KSB (see Annex 1)	Fail	Pass	Distinction
S2 K2, K6 B2, B3	<p>Failure to deliver an effective coaching session through:</p> <ul style="list-style-type: none"> <li>• pre-planned activities that attract customers and develop motivational relationships with them</li> <li>• demonstrating empathy with clients encouraging them to remain regularly active</li> </ul>	<p>Delivery of an effective coaching session through:</p> <ul style="list-style-type: none"> <li>• pre-planning activities that encourage customers to become active and motivates relationships with them</li> <li>• demonstrating empathy with the client group and coach them for their activity</li> </ul>	<p>Delivery of an excellent coaching session through:</p> <ul style="list-style-type: none"> <li>• pre-planning activities to meet all customer requirements developing motivational relationships supporting them to remain active and take part in additional sessions</li> <li>• creating an empathic environment across the client group resulting in individual activity plans for them to use both informally and formally.</li> </ul>
S11 K8	<ul style="list-style-type: none"> <li>• execution and delivery of the plan in order to maintain safety and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• maintaining personal safety and wellbeing of the group through communicating safety procedures</li> </ul>	<ul style="list-style-type: none"> <li>• ensuring personal safety and group wellbeing by discussing details with the group and ensuring they follow all procedures that are in place.</li> <li>• actively encouraging the group to identify</li> </ul>

			potential safety hazards.
S12 and S13 K4, K8, K15 B6, B3, B6	<ul style="list-style-type: none"> <li>• communicating inclusively, resulting in clients failing to keep active</li> <li>• leading and giving direction which fails to stop disrupt behaviour from individuals</li> <li>• engaging and including all clients and encouraging them to use all spaces to develop lifelong activity</li> <li>• engaging specific audiences in coaching and activity sessions</li> </ul>	<ul style="list-style-type: none"> <li>• execution and commitment to the plan in order to keep client's and specific audiences' active</li> <li>• delivers activities for specific audiences such as those individuals with disruptive behaviours</li> <li>• builds relationships with their clients and motivates them to continue the activity in an informal environment as well as a gym</li> <li>• ability to engage and include all clients including those who can be disruptive in the group setting</li> <li>• ability to apply relevant verbal and nonverbal communication techniques</li> <li>• ability to provide clear leadership and give positive</li> </ul>	<ul style="list-style-type: none"> <li>• flexible execution of the plan; real time adaptations drive the inclusive practice in light of client needs</li> <li>• ability to continuously adapt verbal and nonverbal communication techniques in response to group and task needs. Thus ensuring that disruptive individuals are fully engaged in the group session.</li> <li>• ability to lead, give direction and empower others to own aspects of the session.</li> <li>• actively works with individuals to develop specific coaching sessions that can be used in all environments</li> <li>• ability to create an engaging and inclusive environment which empowers clients to motivate each other</li> <li>• ensures personal safety and group wellbeing by</li> </ul>

		direction resulting in regular activity for the clients	<p>discussing details with the group and ensuring they follow all procedures that are in place.</p> <ul style="list-style-type: none"> <li>actively encourages the group to identify potential safety hazards.</li> </ul>
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### Self-Reflection

KSB (see Annex 1)	Fail	Pass	Distinction
S15 B7	<p>Failure to deliver an effective coaching session through:</p> <ul style="list-style-type: none"> <li>participation of self-reflection</li> <li>plans for continuous improvement</li> <li>motivation and commitment to addressing areas for personal and professional development</li> <li>keeping and maintaining accurate records and timely reports.</li> <li>fully evaluating activities to ensure that clients' needs are being met</li> <li>the confidence to build relationships with the client</li> </ul>	<p>Delivery of an effective coaching session through:</p> <ul style="list-style-type: none"> <li>clear participation in self-reflection</li> <li>plans for continuous improvement established</li> <li>clear motivation and commitment to addressing areas for personal development</li> <li>uses technology to produce accurate records and reports of activity sessions</li> <li>evaluates sessions to</li> </ul>	<p>Delivery of an excellent coaching session through:</p> <ul style="list-style-type: none"> <li>clear participation in self-reflection both in the moment and after the event</li> <li>plans for continuous improvement across all aspects of their coaching practice are established</li> <li>clear motivation and commitment to addressing areas for personal and professional development</li> <li>produces accurate records and reports which detail areas that need to be changed and</li> </ul>

		<p>maintain clients' needs</p> <ul style="list-style-type: none"> <li>• develops relationships with clients to ensure that needs are being met</li> </ul>	<p>offers recommendations on what should be changed to resolve any issues experienced by clients</p> <ul style="list-style-type: none"> <li>• continually evaluates and changes sessions for clients needs to be met</li> <li>• maintains relationships with clients and uses these to encourage others to get active</li> </ul>
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**Tasks Two (Presentation and Q&A) and Three (Panel Interview)**

Task Two and Three will be completed sequentially, take no more than 60 minutes in total, and will be conducted by a panel of experts at a suitable venue. The panel will consist of an independent assessor (who will Chair) and an independent employer or other stakeholder familiar with Community Coaching – this may be in the form of representation from another employer or a funder. Ideally, the additional panel member will be a member (not employed by) of the Chartered Institute for the Management of Sport and Physical Activity.

The structure and guidelines for the conduct of the panel interview should be devised by the EPAO and conducted in line with the 7 principles of public life. All panel members should have the opportunity to contribute to the assessment although the grading decision will be the responsibility of the independent assessor.

Apprentices will be encouraged to demonstrate their digital skills throughout the presentation and panel interview.

These two tasks will give the apprentice a unique opportunity to showcase their work as a Community Activator Coach and to show how they have developed their professional network in anticipation for career progression and personal development.

## Task Two: The Presentation and Q&A

Duration of 30 Minutes which will be comprised of:

- Presentation: 10 Minutes
- Q&A on Presentation: up to 20 Minutes

The apprentice will have selected one major piece of work **NOT** included in their Reflective Accounts and give a 10-minute presentation – using a poster, voxpops, or digital presentation using PowerPoint or Prezi (for example). The work might include the apprentices' role in delivering a funded project; work they undertook in designing a specific programme of sport and physical activity targeted at a specific customer group; ideas they have for future projects; or evaluations they made as part of working with a senior post holder.

The presentation will be marked and should outline the task from start to finish including:

- the obstacles they faced;
- the solutions they designed;
- the implementation plan;
- the achievements;
- and some form of independent evaluation or validation.

The presentation aspect to the Interview will also test the apprentice's communication and presentation skills. Given the nature of the Community Activator Coach role – which requires a high level of communication, marketing and selling skills – this approach is both valid and fair.

The panel will then have 20 minutes to question the apprentice on the details of their presentation. The Panel will use the standardised profile of questions organised by the EPAO – these can be supported by a guide designed by the Employer Leadership Group who authored the Standard. Panel members will have had full access to the Apprentice's Reflective Accounts 2 weeks in advance before the presentation/panel interview.

### Presentation and Q&A

KSB (see Annex 1)	Fail	Pass	Distinction
S14 and B5	Failure to develop a detailed session plan which: <ul style="list-style-type: none"> <li>• understands and presents on the core responsibilities of</li> </ul>	Development of a detailed session plan which: <ul style="list-style-type: none"> <li>• presents the role of a community activator coach in a clear, structured and</li> </ul>	Development of a detailed and innovative session plan which: <ul style="list-style-type: none"> <li>• presents the role of a successful and innovative community</li> </ul>

	<p>a community activator coach</p> <ul style="list-style-type: none"> <li>• uses social media to communicate with target audiences such as teenagers</li> </ul>	<p>comprehensive manner</p> <ul style="list-style-type: none"> <li>• uses technology and social media to attract client groups to attend activities</li> </ul>	<p>activator coach, with clear examples of best practice such as using social media to target specific groups to activities that are planned for that particular group (such as teenagers)</p>
S3, S6, S7 K1, K3, K10	<ul style="list-style-type: none"> <li>• demonstrates successful work with families and community groups through practicing the organisation's values, policies and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• provides a relevant range of examples of professional practice and associated mastery techniques</li> <li>• applies values and adheres to policies and procedures in the workplace.</li> <li>• understands the importance of working with customer insight and actively promotes sport in the community</li> <li>• understands the importance of behaviour change in community sport and uses this to encourage families to participate together</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates experience of producing and utilising customer insight to achieve measurable outcomes such as families undertaking activities together to reduce societal barriers</li> <li>• articulates innovative practice when working with families and community groups outside of employer expectations. Using their own initiative to develop sessions that meet specific group needs</li> <li>• demonstrates team working and clear leadership responsibilities when working</li> </ul>

		<ul style="list-style-type: none"> <li>demonstrates experience of working with families and community groups, developing group sessions for them</li> </ul>	<p>with colleagues such as coaching a team member to improve their delivery of activity sessions</p>
S10, B4	<ul style="list-style-type: none"> <li>supports groups to evaluate activity sessions</li> </ul>	<ul style="list-style-type: none"> <li>supports groups to evaluate activity sessions</li> </ul>	<ul style="list-style-type: none"> <li>shows an understanding of the principles of behavioural change and presents examples of it in action such as supporting groups to evaluate their sessions in order to develop future outdoor activities.</li> </ul>

### Task Three: Panel Interview

Duration: at least 25 minutes and no more than 30 minutes comprised of a check and challenge process on the apprentices' broader experiences including: communication, progression plans, their professional network, conflict resolution, and soft skills development. The Panel members will have access to the apprentices' Reflective Accounts for at least 2 weeks prior to Task Three.

The panel will have a bank of standardised questions, which will be designed by the EPAO, and from which they will be able to ask one from each of the following sections:

1. Developing your professional network;
2. Dealing with conflict;
3. Communication;
4. Individual stories about 121 support of clients;
5. Contribution to team working;
6. Showing leadership;
7. Putting customer insight into action;
8. Evaluating and measuring success.



The interview will give the panel the opportunity to explore the apprentice's approach, understanding and application of knowledge and skills from across the Standard, and to challenge their learning. This will also allow the apprentice to demonstrate some of their behavioural traits and how they have adapted and developed these during their apprenticeship. This may include their individual plans for career progression; their experiences working with peers; details of any events they may have been involved with; their soft skills development; any challenging situations and how they were managed; and how they have developed their professional network.

### Panel Interview

KSB (see Annex 1)	Fail	Pass	Distinction
S4, S5, S9 K9, B1	Failure to develop a detailed session plan which: <ul style="list-style-type: none"> <li>• provides examples of working with customers on local events and festivals</li> <li>• provides evidence of working with volunteers or creating social action</li> <li>• demonstrates integrity in experiences and actions</li> </ul>	Development of a detailed session plan which: <ul style="list-style-type: none"> <li>• gives clear examples of working with customers and local community representatives on events and festivals</li> <li>• demonstrates an ability to work with customers to produce rewarding volunteering opportunities for the community</li> <li>• provides a range of relevant examples of integrity in actions and professional practice</li> </ul>	Development of a detailed and innovative session plan which: <ul style="list-style-type: none"> <li>• demonstrates experience of working in partnership with sports clubs and assets to deliver events and festivals and measure the successful impact of them</li> <li>• demonstrates leadership work when engaging community volunteers and measuring the impact of social action. Co-produce individualised programmes for volunteers</li> </ul>

			<ul style="list-style-type: none"> <li>demonstrates and can justify integrity across professional practice with relevant examples</li> </ul>
K5	<ul style="list-style-type: none"> <li>shows understanding or experience of the diverse portfolio of local spaces where activity can take place</li> </ul>	<ul style="list-style-type: none"> <li>ability to understand and explain how community assets can be utilised to create sport and physical activity projects</li> </ul>	<ul style="list-style-type: none"> <li>An ability to demonstrate innovative use of public spaces and community assets when delivering sport and physical activity</li> </ul>
K7	<ul style="list-style-type: none"> <li>shows understanding of the tasks involved with delivering at a community level and the equipment required for them</li> </ul>	<ul style="list-style-type: none"> <li>understands the tasks involved with delivering to the community and the equipment that will be required to do this</li> <li>ability to evaluate the key skills and behaviours required to fulfil the job role</li> </ul>	<ul style="list-style-type: none"> <li>understands and is able to explain the tasks involved with delivering to the community plus what other equipment can be used if requested equipment is unavailable</li> <li>ability to evaluate and prioritise the key skills and behaviours required to fulfil the job role dependent upon the context</li> </ul>
K11	<ul style="list-style-type: none"> <li>uses tools to keep accurate records and</li> </ul>	<ul style="list-style-type: none"> <li>uses tools such as Upshot to keep a record of events</li> </ul>	<ul style="list-style-type: none"> <li>uses tools to keep an accurate</li> </ul>

	evaluations of events	and evaluates the event when it has ended	record of all events. <ul style="list-style-type: none"> <li>undertakes a full evaluation of the event and uses the findings to improve future events.</li> </ul>
K13, K16	<ul style="list-style-type: none"> <li>shows an understanding of the importance of safeguarding and the protection of vulnerable adults</li> <li>understands customer motivations and helps them to overcome barriers in order to take part in activities</li> </ul>	<ul style="list-style-type: none"> <li>explains the importance of safeguarding and working with vulnerable groups.</li> <li>understands what motivates customers and uses this to overcome social barriers so that they can participate in events</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates the ability to articulate detailed knowledge of safeguarding and experience of managing issues or conflicts</li> <li>executes detailed solutions to remove social barriers in order for all clients' to participate in events</li> </ul>

If one or more individual tasks are failed, then the apprentice will be deemed to have failed and required to recomplete any Tasks again in a timely manner (within 12 months).

If all tasks are passed, then the apprentice will be deemed to have passed.

If two or more tasks are recognised as distinctions, then the apprentice will be deemed to have passed with a distinction.

### Overview of the Assessment Plan

Assessment Method	Component of Standard Assessed	Assessed by	Grading

<b>Practical Coaching Observation</b>	<ul style="list-style-type: none"> <li>• Skills</li> <li>• Knowledge</li> <li>• Behaviours</li> </ul>	<ul style="list-style-type: none"> <li>• Independent Assessor</li> </ul>	Fail Pass Distinction
<b>Presentation and Q&amp;A</b>	<ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Behaviours</li> <li>• Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Independent Assessor</li> <li>• Independent Employer or Stakeholder</li> </ul>	Fail Pass Distinction
<b>Panel Interview</b>	<ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Behaviours</li> <li>• Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Independent Assessor</li> <li>• Independent Employer or Stakeholder</li> </ul>	Fail Pass Distinction
<b>Final Grade</b>	<ul style="list-style-type: none"> <li>• Whole Standard</li> </ul>	<ul style="list-style-type: none"> <li>• Independent Assessor</li> </ul>	Fail Pass Distinction

## Independent Assessor Role and Requirements

The independent assessor will be employed by the EPAO that has been selected by the employer and must not otherwise be employed by any organisation involved in the apprentice's work and training. Neither should they have any interest in the outcome of the assessment or any other conflict of interest.

The independent assessor must have a minimum of five years' experience at a senior level in Sports Coaching and their experience must be up-to-date, i.e. they should still be practising in the field or have left the field no longer than 24 months before taking up their role as independent assessors. Their experience should be validated as appropriate by at least two referees of appropriate standing. They must be trained and qualified by the EPAO in all aspects of their role and the EPAO will also quality assure their work.

The EPAO must require Continuing Professional Development so that the independent assessor is abreast of changes both in the work of Community Activator Coaches and in assessment practice and ensure all independent assessors attend mandatory annual standardisation events. This will include ensuring they are articulate and current with areas such as the Coaching Plan for England, the Sport for Development Coalition,

International best practice in measuring the impact of sport and physical activity, and the community sport landscape across the UK.

All components will be assessed according to the scoring and weighting system below. Final grades will be determined by the independent assessor and moderated by the EPAO.

If an apprentice fails any of the component parts of their end-point assessment, they will be eligible for two further opportunities to retake inside a 12-month window. At retake, they will be expected **to only complete** the elements which they failed initially.

## **Final Judgement and Quality Assurance**

The final judgement (which will be Fail, Pass or Distinction) and proposed grading will be made by the independent assessor after all 3 EPA Tasks have been completed. A structure and guidelines for how the panel works together and reaches its decisions will be devised by the EPAO.

In order to successfully complete the apprenticeship, the apprentice must pass all 3 components in the end-point assessment plan. The apprentice must pass all KSBs in order to gain a pass.

To achieve a distinction, apprentices must reflect performance ranging from better than competent to exceptional. Dimensions to consider will include: depth and breadth of knowledge, innovation and creativity, impact, ability to negotiate and influence, customer satisfaction, value for money, communication skills and behaviour management.

All 3 aspects of assessment must be completed within 2 weeks of each other and Task 1 must be completed before Tasks 2 and 3. On completion of the assessment processes and outcomes described above, the independent assessor will submit a record (structure and guidelines to be devised by the EPAO) for verification and moderation.

A final decision on the apprentice's grade will be made once the EPAO has quality assured and moderated the independent assessor's marks and grading against the evidence.

The EPAO will have in place appropriate personnel and resources to review the independent assessor's work and the outcomes of their assessments and to sample by observation at least one Presentation/Panel Interview per year. It will be particularly important for the EPAO to ensure that a common interpretation of the Standard and Assessment Plan is being applied in all parts of the country and to moderate the outcomes.

The EPAO will have in place appropriate personnel and resources to review independent assessors' work and the outcomes of their assessments. The EPAO will commit to sample (by observation) at least one EPA activity per independent assessor per year. It will be particularly important for the external quality assurance body (CIMSPA) to ensure that a common interpretation of the end-point assessment plan is being applied in all parts of the country and to moderate the outcomes.

### **External Quality Assurance**

External quality assurance will be carried out by the CIMSPA (Chartered Institute for the Management of Sport and Physical Activity - [www.cimspa.co.uk](http://www.cimspa.co.uk)), the Sector Professional Body. All EPA organisations will be subject to EQA and are required to comply with the arrangements as outlined in this document.

### **Costs**

This Standard has been allocated to Funding Band 8 (£6000). The end-point assessment will incur costs of between 15-20% of the overall costs of delivering the Apprenticeship Standard. These costs and the procedures will be reviewed again when sufficient historical data is collected.

The approach to the design of this apprenticeship offers a cost-effective and deliverable solution to assessment for an SME and/or a large organisation from the private, public or third sector. Cost effectiveness has been increased in a number of ways, including:

- Any practical observation should be observed in the work-place where time and any associated materials will not cost the business additional expenditure;
- Use of panel interview with the independent employer enables assessment to be closely tied and referenced to real work activity and thus ensuring that assessment decisions are based on genuine work performance and aligned to the Standard;
- The use of technology such as Skype, online learning platforms and the use of digital tools for marketing, evaluation and assessment;
- The use of all on-site activity allows cost efficiency of travel and expenses for both the apprentice and employer;
  - It is appreciated that this will not always be possible and some areas may need to be off site at another of the employer's premises in close proximity, therefore, the employer group felt these costs will be paid for by the employer and not the apprentice

- The simplification of roles and responsibilities of those involved in the assessment process.

### **Uptake**

We believe there will be around 250-350 apprentices employed in the first year of delivery and that this has the potential to increase to around 1000 across England within 3 years.

### **Further Information**

Apprentices who successfully complete this apprenticeship will be eligible to apply for membership with the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) as a Practitioner. Membership with the Institute acknowledges those achieving these standards have joined a professional community, and opens the door to the continued support, career development and guidance that professional bodies provide.

## Annex 1

	<b>What Will Be Assessed</b>	<b>How Will It Be Assessed</b>
	<b>Skills</b>	
<b>S1</b>	Planning and adapting sessions and activities that respond to customer feedback and encourage customers to develop a lifelong activity habit.	<b>Practical Coaching Observation</b>
<b>S2</b>	Coaching or leading pre-planned sport or physical activity sessions that are attractive to the target audience(s) and develop motivational relationships with customers.	<b>Practical Coaching Observation</b>
<b>S3</b>	Promoting a physical activity offer, (including but not exclusively) organised play and sport in the community which supports individuals on their behaviour change journey.	<b>Presentation</b>
<b>S4</b>	Working collaboratively with sports clubs and other community assets – including volunteers, public services, youth workers, the police and community champions.	<b>Panel Interview</b>
<b>S5</b>	Supporting customers to co-produce rewarding volunteering opportunities.	<b>Panel Interview</b>
<b>S6</b>	Supporting families to participate together in sport and physical activity.	<b>Presentation</b>
<b>S7</b>	Working effectively with customer insight to overcome individual, community and societal barriers to participation in physical activity and sport.	<b>Presentation</b>
<b>S8</b>	Contributing to the employer's design of activities and services and practising the employer's organisation's values, policies and procedures.	<b>Practical Coaching Observation</b>
<b>S9</b>	Contributing to teams that deliver community events and festivals.	<b>Panel Interview</b>
<b>S10</b>	Supporting organisations to evaluate, develop and promote sessions and other opportunities such as outdoor group exercise and informal social play.	<b>Presentation</b>
<b>S11</b>	Maintaining personal safety and wellbeing, as well as that of customers	<b>Practical Coaching Observation</b>
<b>S12</b>	Managing disruptive behaviours from individuals within the group setting.	<b>Practical Coaching Observation</b>



	<b>What Will Be Assessed</b>	<b>How Will It Be Assessed</b>
<b>S13</b>	Encouraging customers to be regularly active – both formally and informally – within sports clubs or leisure facilities including open-space.	<b>Practical Coaching Observation</b>
<b>S14</b>	Effectively using social media and technology, appropriately, to deliver targeted messages to identified customer groups for example children, teenagers, adults and older adults.	<b>Presentation</b>
<b>S15</b>	Effectively monitor and evaluate activities, sessions and projects using technology platforms to maintain accurate records and produce timely reports.	<b>Practical Coaching Observation</b>
	<b>Knowledge</b>	
<b>K1</b>	Understand the benefits of physical activity and sport for individuals, families and communities, and know why adopting an active and healthy lifestyle is important.	<b>Presentation</b>
<b>K2</b>	Understand the basic principles of behavioural change when applied to sport and physical activity, and know how to keep customers active.	<b>Practical Coaching Observation</b>
<b>K3</b>	Know the importance of credible customer insight - listening to customers and understanding their motivations - to shape provision and leadership style.	<b>Presentation</b>
<b>K4</b>	Know the importance of effective leadership and coaching in the delivery of a physical activity or sports sessions.	<b>Practical Coaching Observation</b>
<b>K5</b>	Know the value of using informal spaces and 'out of locality' settings to encourage customers to develop the lifelong activity habit.	<b>Panel Interview</b>
<b>K6</b>	Understand the role of the coach in developing effective motivational relationships, how to build rapport with customers and understand what good role models look like.	<b>Practical Coaching Observation</b>
<b>K7</b>	Understand the tasks involved in delivering community level activation events and support their delivery, particularly in terms of providing equipment and activities.	<b>Panel Interview</b>
<b>K8</b>	Know how to support customer welfare and where required, manage disruptive behaviours by individuals within the group setting.	<b>Practical Coaching Observation</b>
<b>K9</b>	Know how to make best use of national and major events (for example the Commonwealth Games) to capture public imagination, raise activity levels and encourage community involvement in volunteering and social action.	<b>Panel Interview</b>

	<b>What Will Be Assessed</b>	<b>How Will It Be Assessed</b>
<b>K10</b>	Know how to work with community organisations to run tailored neighbourhood events that make best use of local assets to bring people together.	<b>Presentation</b>
<b>K11</b>	Understand the importance of accurate record keeping for monitoring and evaluation purposes; know about the tools available to help (e.g. Upshot, Views, Active Lives).	<b>Panel Interview</b>
<b>K12</b>	Understand the importance of using appropriate social media and technology to deliver targeted messages to identified customer groups for example children; teenagers; adults and older adults.	<b>Presentation</b>
<b>K13</b>	Understand fundamental principles of safeguarding, child protection, cultural awareness, first aid, mental wellbeing, inclusion and working with vulnerable adults.	<b>Panel Interview</b>
<b>K14</b>	Understand the different needs and priorities of your customers (such as teenagers, families, the disabled or older adults) and the best way to manage their expectations, recognising and knowing how to adapt your style to be highly effective.	<b>Presentation</b>
<b>K15</b>	Know how to coach and lead the key components of a successful activity sessions for specific audiences.	<b>Practical Coaching Observation</b>
<b>K16</b>	Know customer motivations for participation and how to help people overcome personal and societal barriers to participation.	<b>Practical Coaching Observation</b>
	<b>Behaviours</b>	
<b>B1</b>	Honesty, sincerity and integrity by doing the right thing at the right time.	<b>Panel Interview</b>
<b>B2</b>	A positive attitude to work, be approachable and model an active lifestyle.	<b>Practical Coaching Observation</b>
<b>B3</b>	A concern for customer's welfare and wellbeing.	<b>Practical Coaching Observation</b>
<b>B4</b>	Show a willingness to 'go the extra mile'.	<b>Presentation</b>
<b>B5</b>	Enthusiasm to work as a member of a team and also to use his or her own initiative when leading or planning activities.	<b>Presentation</b>
<b>B6</b>	Adaptable and confident in one's own ability	<b>Practical Coaching Observation</b>
<b>B7</b>	Building meaningful and appropriate relationships.	<b>Practical Coaching Observation</b>
<b>B8</b>	A willingness to learn and a desire to contribute to their own continuing professional development.	<b>Practical Coaching Observation</b>