

End-Point Assessment Plan

Community Sport and Health Officer

Level 3 Apprenticeship Standard

Summary

This document sets out the requirements for end-point assessment (EPA) for the Community Sport and Health Officer level 3 apprenticeship standard. It is written for end-point assessment organisations (EPAOs) who need to know how the EPA for this apprenticeship must operate. It will also be of interest to Community Sport and Health Officer apprentices, their employers, and training providers.

The end-point assessment will confirm whether an apprentice is competent to fulfil the role of a Community Sport and Health Officer.

Individuals who are occupationally competent to fulfil this role can plan and execute a programme that:

- Uses youth engagement skills and community development skills to engage inactive and hard to reach youth and communities.
- Uses behavioural change skills from public health and contribute to securing a lasting change in healthier lifestyles.
- Uses local insight and customer orientated marketing skills to attract high priority groups into existing leisure, parks and sport infrastructure.
- Stimulates positive activities in, inter alia, green spaces, city centres and residential areas stock as well as traditional sport and leisure facilities or parks.
- Applies the disciplines of sports development and community development to ensure an appealing physical activity offer which satisfies many agencies priorities and addresses many social issues.
- Deploys a range of tools and techniques that are needed to offer different sports and activities in different environments. This includes both formal and informal activities.
- Understands their occupational limitations and boundaries, and know 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 16-20 months on-programme working towards the apprenticeship standard. All apprentices must spend at least 12 months on-programme. All apprentices must complete the required amount of off-the-job training specified by the apprenticeship funding rules.

Throughout the EPA document, we refer consistently to the meaning of the word inactive: those who fail to meet the Chief Medical Officer's recommended guidelines on levels of physical activity on a weekly basis.

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 must have achieved English and maths qualifications in line with apprenticeship funding rules.

The EPA must be completed over a maximum 2-month period, after the apprentice has met the EPA gateway requirements. It is recommended that Tasks 2, 3 and 4 are completed within a 72hour window.

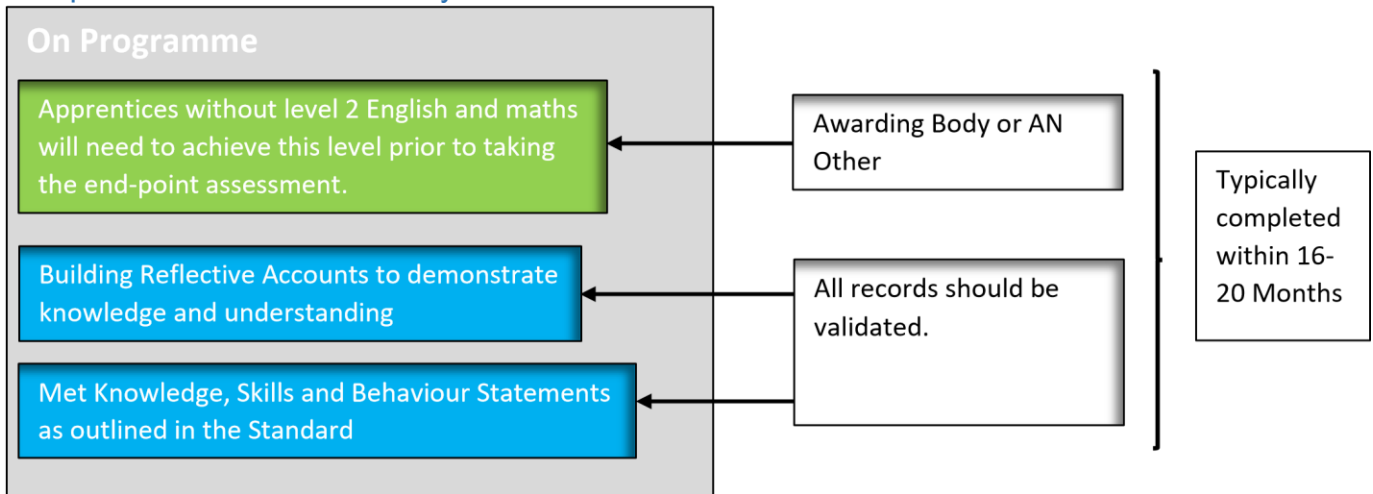
EPA must be conducted by an organisation approved to offer services against this standard, as selected by the employer from the apprenticeship providers and assessment register (APAR).

The EPA consists of 4 distinct assessment methods:

- Work-based Observation
- Case study challenge
- Presentation with question and answers
- Panel interview

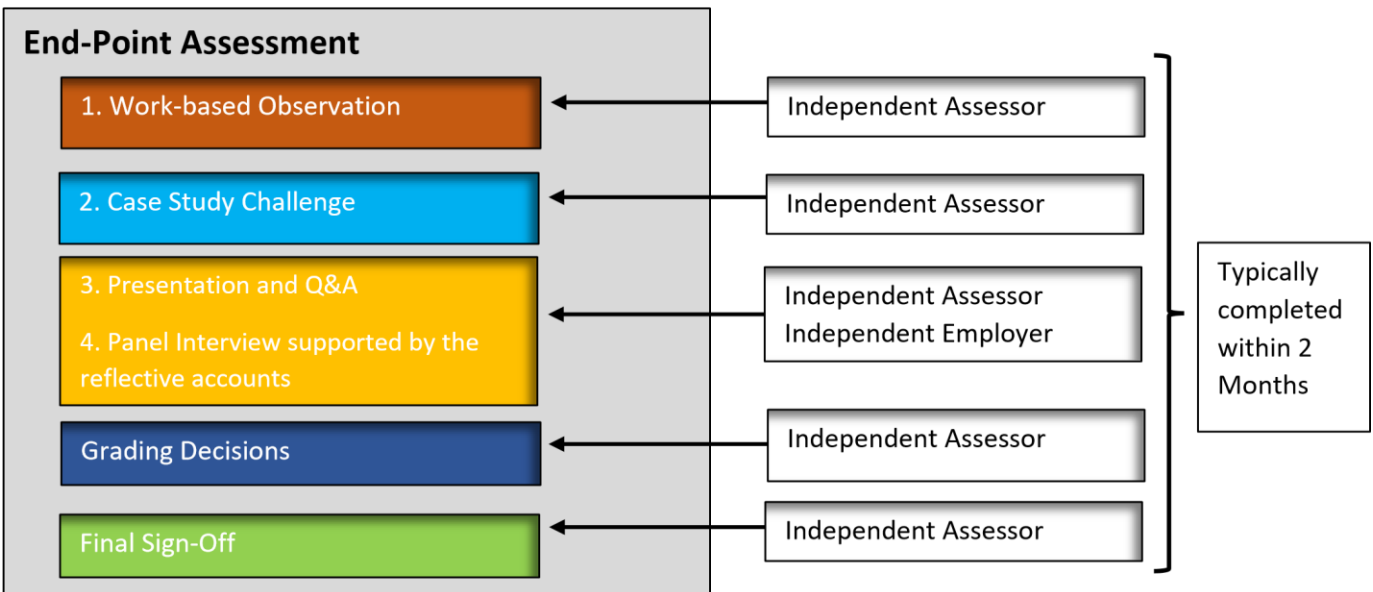
Performance in the EPA will determine the apprenticeship grade of fail, pass, or distinction.

End-point Assessment Gateway



End-Point Assessment Gateway

Achieved English and maths at level 2; a completed set of Reflective Accounts in preparation for Task 4 at the EPA - Panel Interview; completed one major piece of evidence to support Task 3 at EPA



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 must have achieved English and maths qualifications in line with apprenticeship funding rules.

The apprentice's employer will need to be confident that the apprentice is consistently working at or above the knowledge, skills and behaviours (KSB) requirements as outlined in the standard. The apprentice's employer will also need to be confident that the apprentice can demonstrate comprehensive understanding of internal company policies and procedures, and business operations.

Apprentices must have completed a set of Reflective Accounts, which will underpin the Panel Interview component (task 4) at the EPA. Apprentices must also have completed one major piece of evidence to be presented during Task 3 – a poster, prezi, powerpoint or voxpops. Reflective Accounts must be made available to the independent assessor and the independent employer who make up the Panel at least 2 weeks before an apprentice undertakes Task 4 of 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 panel interview assessment method. An apprentice must complete a number of reflective accounts which are underpinned by a minimum of 5 and a maximum of 10 different pieces of evidence. Each account should demonstrate different scenarios encountered as part of the day-to-day role and their reflections on that work. These reflective accounts require the apprentice to demonstrate they have worked across several different environments, with different customer groups, and successfully generated positive results for audiences from differing backgrounds (perhaps using different sports or activities).

The accounts themselves, should reflect the typical duties and responsibilities of a Community Sport and Health Officer. The accounts should include scenarios where the apprentice has:

- Produced and distributed written and non-written content;
- Worked with internal colleagues and external clients;
- Used IT software and social media;

The Accounts must be 'real' work completed for the apprentice's employer i.e. simulated activities are not allowable, and can be completed as part of, or alongside, the apprentice's normal work duties/responsibilities.

Examples of major pieces of evidence may include written word; video blogs; case studies; or other electronic documentation and should consider:

- 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).
- Programme delivery and management. This might include amending project outcomes by working with colleagues and peers to amend times, places, or the nature of the activity or sport; identified barriers to participation and selection of physical activities to address them; selection of physical activities to align with different customers.
- Leadership 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 organisations to take products and programmes to the market.
- Leadership in the design of a programme of activities or sessions that generate outcome measures or case studies demonstrating 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 development, public health, community regeneration and youth work) and requires a comprehensive understanding of principles and theories, rather than factual recall.

The structure for the Reflective Accounts will be designed by an End-point Assessment Organisation (EPAO).

Reflective accounts will be discussed in the Panel Interview and contribute to the synoptic assessment of the knowledge, skills and behaviours 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 4 of the EPA (see Appendix 1). Apprentices should consider and identify why particular scenarios were important and how they used their on programme learning and development to inform their practice.

End-Point Assessment (EPA)

The end-point assessment consists of 4 distinct assessment methods:

1. Work-based Observation.
2. Case study challenge.
3. Presentation, question and answers (Q&A).
4. Panel interview supported by the reflective accounts.

The end-point assessment must be completed over a maximum period of 2 months after progressing through the Gateway. Task 1 will take place initially in the workplace, and must be completed before the apprentice moves to Tasks 2, 3 and 4. These 3 tasks can be taken in any order (although Tasks 3 and 4 are must be conducted sequentially) and should be undertaken within a maximum 72-hour period, after the apprentice has met the EPA gateway requirements and been visited by the independent assessor in the workplace for Task 1. Ideally, all 3 tasks will be undertaken across 1 full day and will be led by independent assessors working for EPAOs. Tasks 2, 3 and 4 must be undertaken sequentially.

At the EPA, the apprentice will need to show several examples of competent performance across the entire set of knowledge, skills and behaviours that make up the Standard.

The KSBs assessed by each assessment task are shown in annex 1.

Assessment Task One: Work Based Observation

The independent assessor will spend 90 minutes (+/- 10%) observing the apprentice during their normal course of work in their normal workplace. The apprentice must be observed by an independent assessor completing activities which provide the opportunity to assess against the skills and behaviours mapped for this Task which are outlined in Appendix 1.

They must be observed in their workplace undertaking activities which demonstrate them:

- Working with external partners, funders, stakeholders ○ For example, this may be in the form of a meeting.
- Presenting or reporting on frontline delivery work in supporting local people to change their behaviour in approaches to sport and physical activity; ○ For example, this may be in the form of presenting some information or analysing some data in relation to group attendances or project delivery.
- Working individually as well as working as part of a team ○ For example, this may be in the form of 121 meetings with colleagues (managerial or subordinate).

During or after the task completion the independent assessor must ask 4 set open questions to assess related underpinning knowledge. They may ask follow up questions where clarification is required. Questioning must be completed within the total time allowed for the observation.

- Skills and behaviours observed and answers to questions must be documented by the independent assessor.
- Apprentices must be provided with both written and verbal instructions on the tasks they must complete including timescales.
- Observations must be carried out over a maximum total assessment time period of 100 minutes – not including any travel time between locations. There may be breaks during the observation to allow the apprentice to move from one location to another.
- Observations must be conducted in realistic work situations under normal conditions. It is anticipated that assessment organisations will use the apprentice's normal work environment to carry out the observation.
- Independent assessors may observe up to a maximum of 3 apprentices sequentially during any visit, to allow for cost effective use of resources while maintaining quality and rigour.
- Observation specifications must be determined and standardised by end-point assessment organisations, and set by independent assessors conducting this EPA task, it is recommended that this is in consultation with representative employers.
- EPAOs must develop a bank of 10 observation specifications, each including 5 questions relating to the underpinning knowledge outlined in Appendix 1, to ensure sufficient variation; it is recommended that observation specifications are refreshed annually.

For detailed grading requirements, see Appendix 2.

Assessment Task Two: Case Study Challenge

The case study challenge is a desk-top exercise similar to those often used in selection and assessment centres. It must be taken in 2.5 hours and the exercise will be carried out under controlled exam conditions to eliminate the possibility of plagiarism or unfair support. An independent assessor will invigilate and should not be subject to overseeing more than 20 apprentices completing this task at any one time. The case study challenge must require the apprentice to solve **one** regular problem faced in community sport and in getting inactive people to firstly become involved in, and then maintain their engagement with sport and physical activity. The apprentice will be required to articulate the practical solutions presented to address the chosen scenario. They will be able to present their work through typed responses using

onscreen and digital technology. A word limit of 1500 (+/- 10%) words will be implemented across the typed responses. The use of external content or additional insight/resources (e.g. the use of online content) will not be permitted.

EPAOs must develop a minimum bank of 10 Challenges, which must present community scenarios – such as working with an identified customer group, with a set of organisational objectives; and a series of obstacles to be overcome.

Scenario examples may include:

- How to activate working with a group of inactive female teenagers who have been disengaged from sport and physical activity through their experiences of sport and PE in secondary school;
- How to build community spirit and integration with a group of refugees or newly established communities who have recently moved to the local area;
- How to support a programme to address anti-social behaviour by young men who are not in education, employment or training;
- How to work with a local housing association to address social isolation and loneliness in people over the age of 55;
- How to support the delivery of activities and sports during weekends and school holidays which are aimed at encouraging inter-generational participation;
- How to encourage inter-generational activity with families moving and playing sport together using local parks, facilities, sports clubs, and grey spaces.

Apprentices must be tasked with ensuring that their responses specifically report on:

- Customer insight;
- Messaging through marketing and promotion;
- Types of sport and activity that will be effective;
- Environments and locations for making the activity happen;
- Timing and pre/post activity experience

Each of the areas above will be given an individual word limit of 300 (+/- 10%) words.

Independent assessors will be able to identify the most appropriate challenge for each individual, using the bank above, but giving due consideration to the apprentice's working environment and most regular customer group. For example, they may have been predominantly working with one particular segment of society or with one particular sport or in one particular location. It will also act as an objective comparator for the other assessment components.

If, for example, an apprentice has presented a depth and breadth of evidence in their accounts, the independent assessor may wish to explore the authenticity of such evidence in the response to the case study challenge.

The bank of 10 case study challenges must provide a diverse range of different working contexts. The case study challenge will be assessed and scored by an independent assessor.

For detailed grading requirements, see Appendix 2.

Assessment Task Three (Presentation and Q&A) and Task Four (Panel Interview)

The presentation and question and answer session, and panel interview must be completed sequentially, and take no more than 60 minutes in total. They must be conducted by a panel of two which will be chaired by an independent assessor. The panel will also consist of an independent other who cannot be from the apprentice's employing organisation. This individual will be employed by a stakeholder or employer familiar with Community Sport and may be an employee of a national organisation or a funder. Ideally these individuals will themselves be members (not employees) of the Chartered Institute for the Management of Sport and Physical Activity (CIMPSA) as professional recognition of their expertise and with a strong reputation across the community sport landscape.

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. Namely the elements around selflessness, objectivity, openness and integrity.

For more information, please click here: <https://www.gov.uk/government/publications/the-7-principles-of-public-life/the-7-principles-of-public-life--2>

Both panel members will have the opportunity to contribute to the assessment and grading, but any final decision will be the responsibility of the independent assessor.

Assessment Task Three: Presentation and Q&A

Duration of 30 (+/- 10%) minutes which will comprise:

- Presentation: 12 minutes (+/- 10%)
- Q&A on Presentation: 15 Minutes (+/- 10%)

The apprentice must select one major piece of work **NOT** included in their reflective accounts and give a 12 minute presentation – using a poster, voxpops, or digital presentation using PowerPoint or Prezi (for example). Apprentices are encouraged to demonstrate their understanding and application of digital skills during this Task.

The work might include the apprentice's 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. Other areas can be considered and the examples above are not exhaustive – but the content should be clearly aligned to the knowledge, skills and behaviour statements in the Standard (see Appendix 1).

The presentation must 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 will also test the apprentice's communication and verbal skills. Given the nature of the Community Sport and Health Officer role – which requires a high level of communication, negotiation, marketing and selling skills – this approach is both valid and fair.

The panel will then have a window of 15 minutes (+/- 10%) to question the apprentice on the details of their presentation. The EPAO may choose to utilise a bank of standardised questions organised by the Employer Leadership Group, which can be accessed through StreetGames or CIMSPA, but will ultimately be responsible for defining the bank of questions.

For detailed grading requirements, see Appendix 2.

Assessment Task Four: Panel Interview

Duration: 45 minutes (+/- 10%).

Task 4 is a check and challenge process on the apprentice's 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 undertaking Task 4.

Responsibility for designing the assessment tools is the ultimate responsibility of the EPAO. It is required that EPAOs will encourage the panel to ask one question from each of the following areas:

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 the specific knowledge, skills and behaviours highlighted in Appendix 1. 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 experiences working with peers and colleagues; details of any events they may have been involved with; their soft skills development; individual plans for career progression; any challenging situations and how they were managed; and how they have developed their professional network.

This aspect will be marked individually by each panel member and an agreement will be reached across both, but any final decision will be the responsibility of the independent assessor.

For detailed grading requirements, see Appendix 2.

Table 1: Overview of the End-point Assessment Plan

All Tasks are equally weighted in their overall contribution to the final grading.

Assessment Method	Component of Standard Assessed	Assessed by	Grading
1. Work-Based Observation	Skills Behaviours Knowledge	Independent Assessor	Fail Pass Distinction
2. Case Study Challenge	Knowledge	Independent Assessor	Fail Pass Distinction
3. Presentation and Q&A	Skills Knowledge Behaviours	Independent Assessor Independent Employer or Stakeholder	Fail Pass Distinction
4. Panel Interview	Knowledge Behaviours	Independent Assessor Independent Employer or Stakeholder	Fail Pass Distinction
Final Grade	Whole Standard	Independent Assessor	Fail Pass Distinction

If one or more individual task is failed, then the apprentice will be deemed to have failed overall and will be required to recomplete those 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, with all other tasks passed, then the apprentice will be deemed to have passed with a 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 Development or Community Regeneration 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 Sport and Health Officers 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 Government Sporting Futures Strategy, 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.

Final Judgment, Grading and Internal Quality Assurance

A proposed grading, utilising the outcomes of Tasks 3 and 4, will be discussed by the independent assessor and independent employer after the presentation and panel interview. The independent assessor will have a window of 7 working days from completion of Task 4 to mark the Work Based Observation (Task 1) and the Case Study Challenge (Task 2), moderate the tasks, and confirm a final proposed outcome to the apprentice and their employer.

In order to successfully complete the apprenticeship, the apprentice must pass all 4 assessment methods in the end-point assessment plan.

Apprentices who demonstrate that they link practice with learning; show how their understanding of the principles of this Standard informs their day-to-day work; and actively demonstrate their ability to innovate within reasonable parameters, are most likely to achieve a distinction.

Apprentices who demonstrate effective use of information technology and digital skills across the EPA tasks are likely to be recognised through the grading of their performance in Tasks 2 and 3.

During the first 12 months of delivery, we expect the EPAO to quality assure at least 75% of the EPAs. We believe this may reduce to 30% frequency after 12 months. The EPAO will commit to sample (by observation) at least one EPA activity per Independent Assessor per year.

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.

All four aspects of EPA must be completed within 2 months, and it is recommended that tasks 2, 3 and 4 should be completed within 72 hours of each other. On completion of the assessment processes and outcomes described above, the independent assessor will submit a record for verification and moderation.

Apprentices recognised with a distinction will have demonstrated exceptional performance. Dimensions to consider will include: depth and breadth of knowledge, innovation and creativity, impact, ability to negotiate and influence, customer satisfaction, value for money, use of digital skills, excellent interpersonal skills and behaviour management.

The EPAO will have in place appropriate personnel and resources to review independent assessors' work and the outcomes of their assessments. It will be particularly important for the external quality assurance body (CIMSPA) to ensure that a common interpretation of the endpoint assessment plan is being applied in all parts of the country and to moderate the outcomes.

Resit and Retake Policy

Apprentices who fail one or more EPA method will be offered the opportunity to take a resit/retake. Re-sits/re-takes must not be offered to apprentices wishing to move from pass to distinction. A re-sit does not require further learning, whereas a re-take does. The apprentice's employer will need to agree that a re-sit/re-take is an appropriate course of action. Apprentices should have a supportive action plan to prepare for the re-sit/re-take.

An individual EPA method re-sit/re-take must be taken during the maximum EPA period i.e. 2 months/within 12 months of the original test, otherwise the entire EPA must be retaken.

The maximum grade awarded to a re-sit/re-take will be pass, unless the EPAO identifies exceptional circumstances accounting for the original fail.

EPAOs must ensure that apprentices complete a different case study challenge and/or workbased observation when taking a re-sit/re-take.

Implementation - Costs

This Standard has been allocated to Funding Band 9 (£9,000).

The end-point assessment will incur costs of between 15-20% of the maximum funding band for this 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 several ways, including:

- Deploying independent assessors into the workplace for Task 1, with an ability to conduct more than one observation during a day;
- 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.

Volume

We believe there will be around 100-200 apprentices employed in the first year of delivery and that this has the potential to increase to around 750 across England within 3 years.

Professional Recognition

On successful completion of this apprenticeship the Community Sport and Health Officer will be eligible to become an Affiliate Member of the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA).

External Quality Assurance

External quality assurance will be carried out by Ofqual.

Appendix One: Standards Alignment to Assessment Methods

The following table provides an overview to the standards and aligned the EPA assessment methods.

Assessment Standards		Assessment Methods	
		Primary Task	Supplementary Task
S	Successful application of tactics and strategies to empower people from inactive and hard to reach populations to take up an active lifestyle	Case Study Challenge	Work Based Observation
S	Successful application of a range of approaches that bring about changes in attitudes and behaviours within target communities	Work Based Observation	Case Study Challenge
S	Supporting people within target communities to become involved in the preparation, planning and delivery of sport and active lifestyles	Presentation	Panel Interview
S	Using local insight and customer-orientated marketing skills to attract high priority groups into existing leisure, parks and sport infrastructure	Work Based Observation	Case Study Challenge
S	Negotiation, lobbying and brokerage skills with local partners across public health, community development and anti-social behaviour	Work Based Observation	
S	Demonstrate clear and effective communication techniques in order to give/receive information accurately and in a timely and positive manner	Work Based Observation	Panel Interview
S	Problem solving and effective decision making with regards the design and implementation of sport and physical activity programmes	Case Study Challenge	
S	Writing successful funding bids to enable new, different or more opportunities to take place for sport and physical activity	Presentation	Case Study Challenge
S	* Managing disruptive behaviour of clients and customers before, during and after activities	Work Based Observation	Panel Interview
<i>* NB this may be not be a naturally occurring skill to demonstrate in the Work Based Observation – depending on client group and environment</i>			
S	* Managing and adapting personal behaviours to ensure provision is inclusive, customer-focused and accessible	Work Based Observation	Panel Interview
<i>* NB this may be not be a naturally occurring skill to demonstrate in the Work Based Observation – depending on client group and environment</i>			

S	Building partnerships and developing meaningful relationships with local partners and stakeholders in sport and physical activity	Presentation	Panel Interview
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K	How to initiate meaningful behaviour change based on utilising a strength and asset based approach	Presentation	Panel Interview
K	How to work with national governing bodies of sport, county sports partnerships, community organisations, the voluntary sector and sport for development agencies	Presentation	Panel Interview
K	How to plan programmes of engaging and innovative activities using sport and physical activity	Case Study Challenge	Panel Interview
K	How to understand social barriers and personal motivations of customers to activate local communities	Case Study Challenge	Work Based Observation
K	What constitutes an effective sport or physical activity programme and how to measure customer satisfaction	Presentation	Panel Interview
K	Where to source and how to use customer insight to design sport and physical activity interventions – weekly coaching sessions, social skills groups, volunteering	Presentation	Panel Interview
K	The funding landscape for sport, physical activity, community regeneration, addressing anti-social behaviour and public health	Presentation	Panel Interview
K	How to use information technology to monitor and evaluate programmes to measure impact and capture outcomes	Presentation	Work Based Observation
K	Understanding the causes, social determinants and distribution of health inequalities	Case Study Challenge	Presentation
K	Understanding the importance of physical activity and healthy lifestyles – basic understanding of nutrition, fitness to work, regular daily activity, mental well being	Presentation	Panel Interview
K	How sport and physical activity can be used to prevent, minimise and manage anti-social behaviour or low level criminality by customers	Case Study Challenge	Presentation

K	How to stimulate positive activities through using experiential play and animation across community assets – this will include how to adapt traditional forms of games and sports as well as utilizing fun and adventure to encourage positive interaction	Work Based Observation	Case Study Challenge
K	The fundamental principles of safeguarding, child protection and working with vulnerable adults	Panel Interview	Case Study Challenge
K	The fundamental principles of first aid in sport	Panel Interview	Case Study Challenge
B	A strong work ethic including attention to detail, willingness to adapt to change, and time management	Presentation	Work Based Observation
B	A positive attitude to work and act as a role model within their local community	Work Based Observation	Panel Interview
B	Ability to work individually and as a member of a team	Work Based Observation	Panel Interview
B	Truthful, sincere and trustworthy in their actions; can demonstrate integrity by doing the right thing; exhibits high levels of emotional intelligence	Presentation	Panel Interview
B	A willingness to learn and contribute to their own continuing professional development	Presentation	Panel Interview

Appendix Two: Standards Aligned to Attainment Levels

The following table provides an overview to the standards and the associated levels of attainment which must be considered in the reflective accounts and validated synoptically in the Work Based Observation, Case Study Challenge, Presentation and Panel Interview.

Fail	Pass	Distinction
Successful application of tactics and strategies to empower people from inactive and hard to reach populations to take up an active lifestyle		
Inability to justify the application of chosen tactics and strategies in the appropriate context	Ability to justify the application of chosen tactics and strategies in the appropriate context	Ability to justify the application and evaluate the impact of chosen tactics and strategies in the appropriate context
Successful application of a range of approaches that bring about changes in attitudes and behaviours within target communities		
Inability to demonstrate the application of relevant approaches or present an understanding of insight across target communities	Ability to demonstrate the application of relevant approaches and discuss the impact in context	Ability to demonstrate the application of relevant approaches and justify the impact in context
Supporting people within target communities to become involved in the preparation, planning and delivery of sport and active lifestyles		
Inability to select relevant engagement and support techniques considering the target audience	Ability to select relevant engagement and support techniques considering the target audience	Ability to select and justify relevant engagement and support techniques considering the target audience
Using local insight and customer-orientated marketing skills to attract high priority groups into existing leisure, parks and sport infrastructure		
Inability to justify the application of insight and marketing skills in context	Ability to justify the application of insight and marketing skills in context	Ability to justify the impact of the application of insight and marketing skills in context
Negotiation, lobbying and brokerage skills with local partners across public health, community development and anti-social behaviour		
Inability to apply relevant negotiation tactics in consideration of the target audience	Ability to apply relevant negotiation tactics in consideration of the target audience	Ability to apply and assess the impact of relevant negotiation tactics in consideration of the target audience
Demonstrate clear and effective communication techniques in order to give/receive information accurately and in a timely and positive manner		
Inability to select and apply relevant communication techniques to deliver information	Ability to select and apply relevant communication techniques to deliver information	Ability to select, apply and adapt communication techniques to deliver information and engage the audience

Problem solving and effective decision making with regards the design and implementation of sport and physical activity programmes		
Inability to evaluate adaptations to practice in response to the needs of the client group	Ability to evaluate adaptations to practice responding inclusively to the needs of the client group	Ability to evaluate adaptations to practice challenging the client group in an inclusive manner
Writing successful funding bids to enable new, different or more opportunities to take place for sport and physical activity		
Inability to form answers in relation to the questions presented in a funding application	Ability to shape a funding proposal to meet funders' success criteria utilising insight from work based activities	Ability to leverage new investment through a clearly articulated proposal that meets the priorities and concerns of the funder
Managing disruptive behaviour of clients and customers before, during and after activities		
Inability to implement behaviour management techniques in situational context	Ability to discuss conflict and implement behaviour management techniques in work based context	Ability to debate conflict and demonstrate behaviour management techniques in work based context
Managing and adapting personal behaviours to ensure provision is inclusive, customer-focused and accessible		
Inability to modify behaviours and follow up with discussion as to why personal actions did not improve inclusive and client centred practice	Ability to modify behaviour in response to feedback, and in discussion the ability to articulate how actions taken helped ensure inclusive and client centred practice	Clear improvement in client engagement through modification of behaviours during delivery, and the ability to debate actions taken and the impact this had on inclusive and client centred practice
Building partnerships and developing meaningful relationships with local partners and stakeholders in sport and physical activity		
Inability to discuss the relevance of partnerships and relationships in context	Ability to select and apply effective techniques to develop relevant partnerships and relationships	Ability to debate and apply effective techniques to develop relevant partnerships and relationships
How to initiate meaningful behaviour change based on utilising a strength and asset based approach		
Inability to discuss how to apply the he strength an asset approach on behaviour change	Ability to discuss how to apply the strength and asset approach on behaviour change	Ability to discuss how to apply and assess the impact of the strength and asset approach on behaviour change
How to work with national governing bodies of sport, county sports partnerships, community organisations, the voluntary sector and sport for development agencies		

Inability to identify relevant organisations and discuss relevant working techniques	Ability to identify relevant organisations and discuss relevant working techniques	Ability to identify relevant organisations and discuss adaptations to working techniques
How to plan programmes of engaging and innovative activities using sport and physical activity		
Inability to plan and engage through innovative activities	Ability to plan and engage through innovative activities	Ability to plan, engage and assess the impact of innovative activities
How to understand social barriers and personal motivations of customers to activate local communities		

Inability to apply solutions to overcome social barriers and personal motivations	Ability to apply solutions to overcome social barriers and personal motivations	Ability to compare and contrast different solutions to overcome social barriers and personal motivations
What constitutes an effective sport or physical activity programme and how to measure customer satisfaction		
Inability to evaluate effective programmes and associated satisfaction measures	Ability to evaluate effective programmes and take part in a discussion about satisfaction measures	Ability to evaluate effective programmes and defend the selection of satisfaction measures
Where to source and how to use customer insight to design sport and physical activity interventions – weekly coaching sessions, social skills groups, volunteering		
Inability to apply insight to justify the design and delivery of sessions in context	Ability to apply insight to justify the design and delivery of sessions in context	Ability to compare and contrast insight to justify the design and delivery of sessions in context
The funding landscape for sport, physical activity, community regeneration, addressing anti-social behaviour and public health		
Inability to discuss the funding landscape in context	Ability to discuss the funding landscape in context	Ability to debate the impact of the funding landscape in context
How to use information technology to monitor and evaluate programmes to measure impact and capture outcomes		
Inability to discuss the application of information technology in the given context	Ability to take part in a robust discussion on the application of information technology in context	Ability to defend the utilisation and impact of specific information technology in context
Understanding the causes, social determinants and distribution of health inequalities		
Inability to discuss health inequalities and associated causes	Ability to discuss health inequalities and identify associated causes	Ability to debate health inequalities and deliberate on the associated causes
Understanding the importance of physical activity and healthy lifestyles – basic understanding of nutrition, fitness to work, regular daily activity, mental well being		

Inability to discuss the concept of healthy lifestyles	Ability to discuss the concept of healthy lifestyles and to identify impact factors	Ability to deliberate on the concept of healthy lifestyles and evaluate associated impact factors
How sport and physical activity can be used to prevent, minimise and manage anti-social behaviour or low level criminality by customers		
Inability to discuss or present how sport can be utilised to target anti social behaviour or work with public services to address low level criminality	Ability to discuss the use of sport and physical activity as an intervention when working with public services	Ability to demonstrate and defend where sport and physical activity has been used positively to address anti social behaviour
How to stimulate positive activities through using experiential play and animation across community assets – this will include how to adapt traditional forms of games and sports as well as utilizing fun and adventure to encourage positive interaction		
Inability to describe or explain how sport and physical activity can be adapted in terms of format, location, structure or approach	Ability to discuss how adapted sport and physical activity have been used to engage new audiences and animate nontraditional spaces at a local level	Ability to demonstrate and defend where actions have been adapted to suit environmental challenges or suit the customer group
The fundamental principles of safeguarding, child protection and working with vulnerable adults		
Inability to demonstrate or discuss the importance of safeguarding and child protection	Ability to discuss and present on the importance of DBS clearance and principles of safeguarding across sport	Ability to defend actions taken to mitigate risks around specific child protection or safeguarding cases
The fundamental principles of first aid in a community sport environment		
Inability to articulate the importance of basic first aid principles in sport and physical activity	Ability to discuss the importance of customer welfare through application of first aid principles	Ability to defend where actions taken in the workplace have ensured customer welfare through application of basic first aid
A strong work ethic including attention to detail, willingness to adapt to change, and time management		
Inability to discuss the factors that underpin a strong work ethic	Ability to discuss the factors that underpin a strong work ethic	Ability to discuss the factors that underpin a strong work ethic and the associated impact
A positive attitude to work and act as a role model within their local community		
Inability to discuss the behaviours that underpin a community role model	Ability to discuss and demonstrate the behaviours that underpin a community role model	Ability to discuss and demonstrate the behaviours that underpin a community role model and evaluate the associated impact

Ability to work individually and as a member of a team		
Inability to demonstrate the behaviours that underpin a strong work ethic	Ability to demonstrate the behaviours that underpin a strong work ethic and ability to work as a valuable member of a team	Ability to demonstrate the behaviours that underpin strong team working and a strong work ethic and to discuss the associated impacts of both.
Truthful, sincere and trustworthy in their actions; can demonstrate integrity by doing the right thing; exhibits high levels of emotional intelligence		
Inability to demonstrate they can act integrity and emotional intelligence	Ability to demonstrate they can act with integrity, emotional intelligence	Ability to demonstrate they can act with integrity and emotional intelligence and to evaluate the impact
A willingness to learn and contribute to their own continuing professional development		
Inability to identify learning needs and create professional development plan	Ability to evaluate learning needs and identify professional development opportunities	Ability to evaluate learning needs and justify a professional development pathway