



STANDARD ASSESSMENT SPECIFICATION

Level 2
Leisure Team Member

Disclaimer note

Information made accessible through this document is as provided from the current published standard and assessment plan.

Guidance throughout our specification will be subject to final amends once there is an updated published standard and assessment plan.

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Introduction

Innovate Awarding

Innovate Awarding is an End-point Assessment Organisation (EPAO) approved by the Education and Skills Funding Agency (ESFA) and a nationally regulated Awarding Organisation with a collaborative approach to doing business. We work with employers and providers to deliver fit for purpose End-point Assessment and qualification services in a number of sectors.

For further information, please see our website, www.innovateawarding.org/apprenticeship-standards/end-point-assessment

Apprenticeship Overview

The Level 2 Leisure Team Member apprenticeship is designed to provide the knowledge, skills and behaviours required to become an effective member of staff within a multi-functional leisure facility.

STANDARD NAME	Leisure Team Member
LEVEL	2
SECTOR	Active Leisure
PROGRAMME DURATION	18 months
MINIMUM TIME ON PROGRAMME	12 months
EPA DURATION	up to 3 months
EPA METHODS	<ul style="list-style-type: none"> • Professional Discussion (supported by a portfolio of evidence) • Observation of Practical Activities with questioning
OUTCOMES	Pass, Fail, Distinction,
EXTERNAL QUALITY ASSURANCE PROVIDER	Chartered Institute for the Management of Sport and Physical Activity (CIMSPA)

Who is the apprenticeship for?

This apprenticeship is for people entering or working in the Active Leisure industry who will show an interest in health, physical fitness and sport.

A leisure team member supports, enhances and delivers the day to day operations and services of a leisure / fitness facility. Working as part of a team, it is the responsibility of the leisure team member to undertake a range of operational duties.

Alongside their operational duties there are five key areas of work all leisure team members will cover; leisure and fitness operations, lifeguard duties, swimming teaching duties, gym instruction and leading group activities.

Completion of this apprenticeship will enable the apprentice to work as a Leisure Team Member. After that, further experience and possible courses of study may enable them to progress to Leisure Duty Manager.

Role of Innovate Awarding

We are the End-point Assessment organisation and will complete the entirety of the End-point Assessment requirements for the apprenticeship. We will provide information on the processes to enable employers and training providers to support the apprentice to achieve the End-point Assessment.

Support Materials

Support materials that we will provide include:

- Guides for assessment methods
- Assessment specifications
- Assessment manual
- Exemplar assessments

On Programme Requirements

The on-programme learning and development will be agreed between the training provider and employer, or internally if training is delivered by an employer provider.

Apprentices without level 1 in English and maths will need to achieve this level and take the test for level 2 English and maths prior to taking their end-point assessment.

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

For this standard, it is mandatory that the apprentice completes:

- IQL Level 2 Award in Pool Lifeguarding
- One of the following: Swim England Level 2 in Teaching Swimming or STA Level 2 Certificate in Teaching Swimming
- Level 2 Certificate in Fitness or Gym Instruction awarded by; 1st4sport qualifications, Active IQ, Innovate Awarding, NCFE, VCTC or YMCA Awards
- Level 3 Certificate in First Aid (to be taken either as a stand-alone qualification or as a separate part of the IQL Level 2 Award in Pool Lifeguarding).

Gateway

To qualify for End-point Assessment, the apprentice must pass through the gateway. To do this, they need to complete the following approved qualifications:

- IQL Level 2 Award in Pool Lifeguarding
- Swim England Level 2 in Teaching Swimming or STA Level 2 Certificate in Teaching Swimming.
- Level 2 Certificate in Fitness or Gym Instruction awarded by; 1st4sport qualifications, Active IQ, Innovate Awarding, NCFE, VCTC or YMCA Awards
- Level 3 Certificate in First Aid (to be taken either as a stand-alone qualification or as a separate part of the IQL Level 2 Award in Pool Lifeguarding)

For Professional Discussion (supported by a portfolio of evidence), the apprentice will be required to submit their portfolio at the Gateway:

- The format and structure of the portfolio needs to be agreed between the employer, the apprentice and the EPA (e.g. hard copy or online). However, the content must be sufficient to evidence the apprentice can apply the knowledge, skills and behaviours required as mapped to assessment method 1, the Professional Discussion.
- There must be at least one piece of evidence relating to each knowledge, skill and behaviour mapped

to the Professional Discussion. One piece of evidence can be referenced against more than one knowledge, skill or behaviour requirement. There will typically be 10-12 pieces of evidence.

- The portfolio should contain written accounts of activities that have been completed and referenced against the knowledge, skills and behaviours, supported by appropriate evidence, including photographic evidence and work products, such work instructions, safety documentation, company policies and procedures as appropriate to the activities, for example; risk assessments, teaching and session plans, client screening data reports, clients gym programmes. Progress review documentation, witness testimonies, and feedback from colleagues and/or clients should also be included. The apprentice's Manager/Mentor will typically support the development of the portfolio in accordance with company policy and procedures, although the assessment organisation will provide further guidance on the content.
- The portfolio of evidence will allow the apprentice to document evidence achieved throughout the apprenticeship and exemplify points during the professional discussion. Within this apprenticeship they will be acting as a Swimming Teacher, Lifeguard & Gym Instructor and there will be lots of naturally generated evidence that the apprentice will document throughout the apprenticeship.

As well as evidence to support the Knowledge, Skills and Behaviours (KSBs) mapped to this assessment method, all portfolios should include:

- An outline of their business, for example the structure, vision, mission, targets, customer charter, products and services, Normal/standard and emergency operating procedures.
- An outline of their work programme/shift pattern(s)
- Their certificates to show completion of mandatory qualifications.

The employer and training provider/employer provider must confirm that the apprentice is ready to complete the End-point Assessment before they can pass through to the gateway. This will be completed at the gateway meeting and documented on EPA Pro. This notifies Innovate Awarding that the apprentice is ready for their End-point Assessment.

Before the apprentice enters the gateway, they should be comfortable with the assessments they will complete and ready to demonstrate they can achieve the standard of the apprenticeship.

Module Overview

The modules are the titles of the knowledge, skills and behaviours highlighted in the standards [coverage should be indicated by tick or cross based on the detail in the assessment plan]

ASSESSMENT METHODS		
Modules	Professional Discussion	Observation of Practical Activities and questioning
1 Supporting Customers and the Leisure Facility	✓	✓
2 Role and Responsibilities of a Leisure Team Member	✓	✓

End-point Assessment

The End-point Assessment requires the apprentice to demonstrate that they have achieved the standard requirements.

What will the End-point Assessment look like?

A planning meeting will take place once the gateway has been passed and the apprentice has been deemed ready for the End-point Assessment. The purpose is to: -

- plan when the assessments will take place
- identify the requirements of each assessment method
- answer any questions/concerns the apprentice may have about the assessment process
- aid in the preparation requirements (e.g. arranging access, facilities and resources)

This meeting is conducted remotely.

What is the ‘Professional Discussion (supported by a portfolio of evidence)’?

The Professional Discussion must last for 60 minutes and should take place at the employer’s premises. The independent assessor has the discretion to increase the time of the Professional Discussion by up to 10% to allow the apprentice to complete their last answer. Further time may be granted for apprentices with appropriate needs, in-line with the EPAO’s Reasonable Adjustments Policy. There will be a minimum of 12 questions; follow up questions are allowed to clarify the apprentice’s evidence.

The Professional Discussion will be conducted as set out here:

- EPAOs must schedule the Professional Discussion to take place within the apprentice’s 3 month EPA period, giving an apprentice a minimum of 2-weeks’ notice of the time, date and venue.
- The Professional Discussion must take place on a one-to-one basis between an independent assessor and the apprentice.
- EPAOs must produce sample questions as a guide for independent assessors, the question bank should be of sufficient size to prevent predictability. Questions should be open and allow the apprentice to demonstrate their competence, the assessor should ask follow up questions to clarify understanding.
- The Professional Discussion should be recorded electronically, subject to the apprentice’s agreement; where permission is not given it is permissible for another independent assessor to be present to document evidence presented, but they will take no part in the assessment of the apprentice.
- Independent assessors must assess the professional discussion using documentation prepared by the EPAO.

The Professional Discussion will be supported by a portfolio of evidence provided by the apprentice at the Gateway. The portfolio will be a summary of evidence linked to the KSB’s outlined to be assessed by the Professional Discussion. It will be used by the apprentice to exemplify a point, the apprentice should submit the portfolio to the assessor at the gateway point, and a minimum of two weeks prior to the Professional Discussion.

What is the ‘Observation of Practical Activities with questioning’?

Apprentices must be observed by an independent assessor completing work in their normal workplace, in which they will demonstrate the KSBs assigned to this assessment method. The EPAO will arrange for the observation to take place, in consultation with the employer.

The rationale for this assessment method is:

This is a practical front line role, seeing the apprentice in work will allow the assessor to measure their competence against the KSB’s. They will have demonstrated competence as a Lifeguard, Swimming Teacher and Gym Instructor during the apprenticeship having completed the mandatory qualifications which meet the standards determined by the industry. This assessment method will complement those qualifications and the Professional Discussion method, which is supported by a portfolio of evidence.

The observation should take 6½ hours to complete during an 8 hour shift and may be split into discrete sections held over a maximum of 1 working day(s). The assessor has the discretion to increase the time of the observation by up to 10% to allow the apprentice to complete a task at the end of this component of the EPA.

In advance of the observation, apprentices must be provided with information on the format of the observation, including timescales.

The following activities **MUST** be observed during the observation: (The independent assessor must be unobtrusive whilst conducting the observation.)

- Assembling, dismantling and storing different types of equipment both simple and complex ranging from badminton nets to trampolines and powered equipment.
- Using technology e.g. front of house systems, IT systems, cash handling procedures, social media, digital channels.
- Basic coaching and motivational techniques such as planning for group activity sessions, leading group activity sessions, including adapting to variations in ability.
- Undertaking the operational housekeeping of the leisure facility. For example, assembling, dismantling, routine maintenance and storage of equipment. Monitoring customer use of equipment and ensuring their safety, intervening as necessary.
- Planning activity sessions using techniques that are suitable for the participant(s) and their goals.
- Undertaking pre-activity screening and health and safety checks when leading group sessions/classes.
- Leading groups using appropriate communication methods and instructing styles and applying suitable group management techniques when instructing participants.

The observation should be conducted in the following way, to take account of the occupational context in which the apprentice operates:

- EPAOs must schedule the observation of practical activities to take place within the apprentice's 3 month EPA period, giving an apprentice a minimum of 2-weeks' notice of the time, date and venue (which will usually be the apprentice's workplace, but may be another workplace if the apprentice's workplace does not have the full range of facilities).
- Apprentices must be observed by an independent assessor completing tasks relating to their role, providing the opportunity to demonstrate the KSBs assigned to this assessment method.
- The observation can be recorded electronically or a manual record can be maintained, a practical observation checklist and KSBs observed and answers to questions must be documented by the independent assessor.

Questions must be asked after the observation is complete. The independent assessor must ask a minimum of 7 questions. KSBs that did not occur naturally during the observation can be covered with questioning after the observation, but these must be completed within the overall time allocated for this assessment method.

KSBs observed, and answers to questions, must be documented by the independent assessor.

The independent assessor will make all grading decisions.

Apprenticeship Standard Amplification

Module 1 Supporting Customers and the Leisure Facility

ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to demonstrate that they can:	Maps to standard
K1.1	Describe the role that exercise plays in improving public health and the impact of a sedentary lifestyle on physical and mental wellbeing	K7	S1.1	Provide examples of when they have been part of opening and closing procedures, including evacuation	S3b
K1.2	Describe the businesses organisational structure, its vision, values, missions and goals	K1	S1.2	Provide examples of how they have worked in a team to support peers and colleagues to meet the goals of the business	S1
K1.3	Describe the sports and leisure activities, products and services offered by the leisure facility, and how to match them to different types of customers' needs	K3			
K1.4	Describe the ways in which own area of work, and that of colleagues contributes to achieving business targets	K2			
K1.5	Describe how to work with people from a wide range of age groups, backgrounds, cultures and abilities and with different needs and motivations and how to support them in the safe use of sports and fitness activities which support customer retention, product sales and a long-term improvement in the customer's lifestyle	K8	S1.3	Demonstrate the use of effective communication (written, verbal) which is accurate and effective and in line with legal requirements. E.g. Information on products and accident reporting procedures	S2
K1.6	Describe how and when to refer customer feedback and/or questions to colleagues	K8			
K1.7	Describe how technology is used in the sport and leisure industry e.g. front of house systems, IT systems, cash handling procedures, social media, digital channels	K6	S1.4	Use IT including front of house system, social media and digital channels	S6

ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to demonstrate that they can:	Maps to standard
K1.8	Describe key legal and regulatory requirements within the leisure industry. e.g. Health and Safety, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), Control of Substances Hazardous to Health (COSHH), Safeguarding and Protecting Children	K5	S1.5	Comply with the legal requirements to ensure the safety, security and wellbeing of all colleagues and customers within the facility, such as Equality Act, HSE Act, COSHH, RIDDOR, Safeguarding and Protecting Children, Data Protection, BSI and European guidelines relevant to the environment, first aid regulations	S5
			S1.6	Provide examples of cleaning tasks that have been carried out in their day to day role	S3b

DELIVERY & GUIDANCE CONTENT

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill	Maps to standard
K1.1	<p>The role that exercise and being physically active plays in improving people's health as well as the potential impact of a sedentary lifestyle e.g.</p> <ul style="list-style-type: none"> • Physiologically – links to disease, disability, weight management etc. • Mentally – mental health, self-esteem, etc. • Socially – making friends, maintaining independence, community cohesion etc. <p>How they have supported customers to improve and/or maintain a healthy lifestyle in their role as a Leisure Team Member</p>	K7	S1.1	<p>Range of examples from their day to day role of taking part in opening and closing procedures e.g. locking and unlocking various facilities and/or rooms, alarm protocol etc.</p> <p>Examples to illustrate the facility's evacuation procedures, including when these were implemented (as a drill or for real) and the role they played during these procedures</p>	S3b

DELIVERY & GUIDANCE CONTENT

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill	Maps to standard
K1.2	<p>Their leisure facility:</p> <ul style="list-style-type: none"> • Structure: Size, type of facility, lines of reporting, staffing structure etc. • Vision: Current focus, future plans/ developments and direction of the company • Values mission: Core values of the company and its objectives • Goals: Company/business targets and what it's trying to achieve 	K1	S1.2	<p>Examples that show a range of ways in which they have worked in a team to support peers and colleagues to meet the goals of the business e.g.</p> <ul style="list-style-type: none"> • using teamworking skills such as compromise, cooperation, empathy, respect etc. • using communication skills such as giving clear instructions, active listening, using question and answer etc. • working with others to solve problems, devise solutions and implement initiatives which support business values, mission and goals 	S1
K1.3	The demographic and target customer base of the facility they are working in, the range and scope of activities, products and services offered and how this offer meets the different types of customer needs	K3			
K1.4	The team/s within which they work (e.g. front of house, activity delivery, recreation assistant etc.), the ways in which their teammates contribute to the achievement of business targets and the ways in which they personally have made a positive and proactive contribution to the organisation	K2			
K1.5	<p>Ways in which they have worked with people from a wide range of age groups, backgrounds and cultures</p> <p>How they have supported customers with a range of different needs and motivations</p> <p>Strategies that have aided customer retention, including examples where this has led to the adoption of healthier lifestyle choices for individuals in the long term</p>	K8	S1.3	<p>Examples which show an understanding of the importance, as well as the practical implementation of effective communication (verbal and written) which:</p> <ul style="list-style-type: none"> • is clear, concise and unambiguous; meets legal and organisational requirements (e.g. GDPR, child protection, organisational policy etc. • supports customers (e.g. information sharing, encouraging, support retention) • supports safe practice (e.g. sharing safety messages, incident and accident reporting) 	S2

DELIVERY & GUIDANCE CONTENT

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill	Maps to standard
K1.6	How (the use of recognised procedures, informal conversation, email etc.) and when (e.g. outside own area of knowledge/expertise etc.) customer comments, questions and/or feedback should be passed through to colleagues	K8			
K1.7	<p>The ways in which technology are used within the leisure industry, including examples of how they have been involved in using these technologies to support and enhance the customer experience</p> <p>For example:</p> <ul style="list-style-type: none"> • Management systems (bookings, staffing) • Cash handling systems (tills, stock control) • Digital (email, social media) • Personal (e.g. activity trackers, apps) 	K6	S1.4	<p>Demonstrate the use of IT in their day to day role, for example, by using:</p> <ul style="list-style-type: none"> • Management systems (bookings, staffing) • Cash handling systems (tills, stock control) • Digital (email, social media) • Personal (e.g. activity trackers, apps) 	S6
K1.8	<p>The importance of relevant key legal and regulatory requirements (e.g. health and safety, reporting, COSHH, RIDDOR, child protection etc.) in the leisure industry</p> <p>The ways in which the facility adheres to and implements relevant legislation</p> <p>Examples which show they have acknowledged, worked within the remit of, adhered to and/or used relevant legislation in their day to day role</p>	K5	S1.5	<ul style="list-style-type: none"> • Provide examples which demonstrate compliance with relevant legal requirements to ensure the safety, security and well-being of all colleagues and customers within the facility, for example: <ul style="list-style-type: none"> - Equality Act - Health and Safety - COSHH - RIDDOR - Safeguarding and Protecting Children - Data Protection - BSI and European guidelines relevant to the environment - First aid regulations 	S5
			S1.6	<p>A range of examples of cleaning tasks that have been carried out in their day to day role e.g. following cleaning rotas, using initiative to clean as necessary, selecting the correct equipment and products, use of signage as required</p>	S3b

VALUES, ATTRIBUTES AND BEHAVIOURS:

B1	Proactively support the organisation's visions and values.
B2	Carry out activities and organise own work in a professional manner, e.g. time keeping, attendance, personal appearance
B4	Take a friendly and outgoing approach and enjoy talking, empathising and interacting with others, and communicating in line with business needs
B7	Demonstrate a positive outlook, responding in a timely, positive and helpful manner to enquiries, complaints and compliments

Module 2 Roles and Responsibilities of a Leisure Team Member

ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to demonstrate that they can:	Maps to standard
K2.1	Describe how to perform all the duties of a swimming teacher	K9	S2.1	Provide examples of how they have carried out all the duties of a swimming teacher	S7
K2.2	Describe how to perform all the duties of a lifeguard	K10	S2.2	Provide examples of how they have performed all the duties of a lifeguard	S8
K2.3	Describe how to perform all the duties of a gym instructor	K11	S2.3	Provide examples of how they have undertaken all the duties of a gym instructor	S9
			S2.4	Monitor customer use of equipment and ensure their safety, intervening as necessary	S4
K2.4	Describe how to assemble, dismantle and store different types of equipment	K4	S2.5	Undertake the operational housekeeping of the leisure facility. For example, assembling, dismantling, routine maintenance and storage of equipment	S3a
			S2.6	Safe set up of equipment and activities	S3b
K2.5	Describe basic coaching and motivational techniques	K12	S2.7	Plan activity sessions using techniques that are suitable for the participant(s) and their goals	S10
			S2.8	Undertake pre-activity screening and health and safety checks when leading group sessions/ classes	S11
			S2.9	Lead groups using appropriate communication methods and instructing styles and apply suitable group management techniques when instructing participants	S12

DELIVERY & GUIDANCE CONTENT

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to demonstrate that they can:	Maps to standard
K2.1	How to perform all the duties of a swimming teacher, including: <ul style="list-style-type: none"> • develop water confidence, core aquatic skills, safety and technical skills across a range of participants of different abilities from non-swimmer to advanced • support with the promotion and awareness of swimming opportunities • supervise and lead swimming teachers' assistants 	K9	S2.1	Provide clear examples to describe how they have carried out all the duties of a swimming teacher, including: <ul style="list-style-type: none"> • develop water confidence, core aquatic skills, safety and technical skills across a range of participants of different abilities from non-swimmer to advanced • support with the promotion and awareness of swimming opportunities • supervise and lead swimming teachers' assistants 	S7
K2.2	How to perform all the duties of a lifeguard, including: <ul style="list-style-type: none"> • work as part of a team to provide safe supervision of swimmers and prevent accidents • provide rescues and life saving techniques when necessary 	K10	S2.2	Provide clear examples to describe how they have performed the duties of a lifeguard, including: <ul style="list-style-type: none"> • working as part of a team to provide safe supervision of swimmers and prevent accidents. • providing rescues and life saving techniques when necessary 	S8
K2.3	How to perform all the duties of a gym instructor, including: <ul style="list-style-type: none"> • induction processes, conducting client consultations, assessment and review and health screening • using underpinning knowledge of anatomy, physiology, human movement and biomechanics and applying fitness training techniques • Planning, reviewing and delivering safe and effective gym-based exercise programmes with individuals and small groups 	K11	S2.3	Provide clear examples to describe how they have performed all the duties of a gym instructor, including: <ul style="list-style-type: none"> • induction processes, conducting client consultations, assessment and review and health screening • using underpinning knowledge of anatomy, physiology, human movement and biomechanics and applying fitness training techniques • planning, reviewing and delivering safe and effective gym-based exercise programmes with individuals and small groups 	S9

DELIVERY & GUIDANCE CONTENT

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to demonstrate that they can:	Maps to standard
K2.4	How to assemble, dismantle and store different types of equipment, including: <ul style="list-style-type: none"> • Simple equipment e.g. badminton nets, mats • Complex equipment e.g. trampolines, uneven bars • Powered equipment e.g. rowing machine, spin bike 	K4	S2.4	Monitor customer use of equipment and ensure their safety, intervening as necessary, e.g. walking the gym floor, providing advice about safe and effective technique, suggesting alternatives/progression/regression	S4
K2.5	Basic coaching and motivational techniques such as: <ul style="list-style-type: none"> • planning group activity sessions • leading group activity sessions (within the constraints of the environment, time, type of session, group response etc.). • adapting to cater for variations in ability (e.g. tailoring provision to meet individual needs) 	K12	S2.5	Undertake the operational housekeeping of the leisure facility (e.g. assembling, dismantling, routine maintenance and storage of equipment), working efficiently and effectively with colleagues	S3a
			S2.6	Provide clear examples to demonstrate when they have been involved in the safe set up of a range of equipment and activities	S3b
			S2.7	Plan activity sessions using techniques that are suitable for the participant(s) and their goals e.g. based on pre-activity screening and health and safety checks, type and focus of session (fitness, skill development, competitive/ non-competitive, component/s of fitness to be addressed etc.)	S10
			S2.8	Undertake pre-activity screening (e.g. PAR-Q, consultation, health and/or fitness testing as appropriate etc.) and health and safety checks (e.g. participants, environment, equipment, formal/ dynamic risk assessment etc.) when leading group sessions/ classes	S11

DELIVERY & GUIDANCE CONTENT

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to demonstrate that they can:	Maps to standard
			S2.9	Lead groups using appropriate communication methods e.g. <ul style="list-style-type: none"> • verbal (volume, pitch, tone, clarity, use of non-technical terminology etc.) • non-verbal (demonstration, positioning, body language, etc.) • use of effective motivational techniques (praise, encouragement, active listening etc) • use of instructing styles tailored to the needs of the group/individual (age/fitness/goals/pre-activity screening etc) • use of suitable group management techniques e.g. • setting ground rules • motivational (use of rewards, competition with self/others as appropriate 	S12

VALUES, ATTRIBUTES AND BEHAVIOURS:

B3	Be mindful and respectful of the safety of self and all others by always putting safety first
B6	Demonstrate problem solving skills and the use of own initiative
B5	Demonstrate pride in own role through a consistently positive and professional approach with an ongoing commitment to self-development

N.B. The format of the table may change depending on the information provided within the assessment plan.

End-point Assessment Coverage

Each End-point Assessment component will cover the assessment criteria of the modules within the standard. The coverage (example – K 1.1 – 1.5) is taken from the amplification above.

Assessment Method

The Professional Discussion will cover the following modules:

MODULE	COVERAGE
1	K1.1, K1.2, K1.3, K1.4, K1.5, K1.6, K1.8
	S1.1, S1.2, S1.3, S1.5, S1.6
	B1, B2
2	K2.1, K2.2, K2.3
	S2.1, S2.2, S2.3, S2.4, S2.6
	B3, B5

The Observation of Practical Activities and Discussion will cover the following modules:

MODULE	COVERAGE
1	K1.7
	S1.4, S1.5
	B4, B7
2	K2.4, K2.5
	S2.5, S2.7, S2.8, S2.9
	B6

Reassessment

If the apprentice fails an assessment, this will need to be completed again.

Any assessment method re-sit or re-take must be taken during the maximum EPA period, otherwise the entire EPA must be taken again, unless in the opinion of the EPAO exceptional circumstances apply outside the control of the apprentice or their employer.

Re-takes are not offered to apprentices wishing to move from pass to merit/distinction or merit to distinction.

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of pass, unless the EPAO determines there are exceptional circumstances requiring a re-sit or re-take.

For a list of the re-sit costs, please see the Innovate Awarding website. It is the responsibility of the employer and the employer provider/training provider to ensure that apprentices are ready to pass the End-point Assessments and Innovate Awarding will provide support materials to help prepare apprentices for their assessments.

Assessment Overview

The End-point Assessor will review the evidence for each apprentice and grade the apprentice on the following scale: Fail, Pass, Distinction. The End-point Assessor will make the final decision as to whether the standard has been met or not.

All apprentices must participate in all elements of the End-point Assessment and achieve a minimum of a Pass for each component.

Grading

The marks will be aggregated to provide an overall grade. The gradings are awarded on the following marks being achieved.

ASSESSMENT METHOD 1	ASSESSMENT METHOD 2	OVERALL GRADING
Pass	Fail	Fail
Fail	Pass	Fail
Pass	Pass	Pass
Distinction	Fail	Fail
Distinction	Pass	Pass
Distinction	Distinction	Distinction
Fail	Distinction	Fail
Pass	Distinction	Pass
Fail	Fail	Fail

Internal Quality Assurance

Internal quality assurance is conducted by Innovate Awarding. All assessments completed by an apprentice are subject to Innovate Awarding's Internal Quality Assurance Policy.

External Quality Assurance

The external quality assurance organisation for the Leisure Team Member standard is CIMSPA. The external quality assurance organisation may require access to an apprentice's assessments and they may require to speak to the apprentice directly. Innovate Awarding has a responsibility to accommodate any reasonable request made by the external quality assurance organisation.

Further Information

www.innovateawarding.org/apprenticeshipstandards

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