



STANDARD ASSESSMENT SPECIFICATION

Level 2
Community Activator Coach

Disclaimer note

This specification has been developed to support training providers, employer providers and employers to understand the End-point Assessment requirements of the Level 2 Community Activator Coach standard.

This specification has been released as draft to support planning and preparation for assessment and is correct at time of publication. Innovate Awarding will release final published specifications as soon as all information has been confirmed by regulatory and external quality assurance organisations. Any changes will be clearly referenced in future editions. Innovate Awarding Policies and Procedures for End-point Assessment will be published in a separate online customer handbook published on bespoke IT system (EPA Pro).

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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 training 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

This apprenticeship standard is designed to provide the knowledge, skills and behaviours required to work with a range of service providers in planning and leading successful community sport and physical activity sessions. The Community Activator Coach promotes, delivers and coaches fun, inclusive and engaging activities that help whole communities to change their behaviour, adopt and keep to a physically active lifestyle. Community Activator Coaches are more than activity and sports leaders – they understand communities and customers.

STANDARD NAME	COMMUNITY ACTIVATOR COACH
Level	2
Sector	Active Leisure
Programme duration	16 to 20 months
Minimum time on the programme	14 months
EPA Duration	2 months
EPA Methods	<ul style="list-style-type: none"> • Practical Coaching Observation • Presentation and Q&A • Panel Interview
Outcomes	Fail, Pass, Distinction
External Quality Assuring Centre	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 sport and physical activity sector who will:

- show an interest in coaching, working with the local community, physical fitness and wellbeing
- have good interpersonal, time management and organisational skills
- be able to collaborate effectively with clients and work with community sport clubs
- have energy and resilience
- be flexible, creative, able to multi-task and adapt to changing situations
- be customer-focused and outgoing
- encourage a range of inactive customers to improve their lives through physical activity, organised play and sport

On successful completion, the apprentice may be able to progress into leadership or management roles within the sector which may be aligned to an apprenticeship at a higher level. This progression will involve leading teams of people, acting as a mentor for staff, or specialising in the delivery of sporting and physical activity programmes to certain populations or communities.

Role of Innovate Awarding

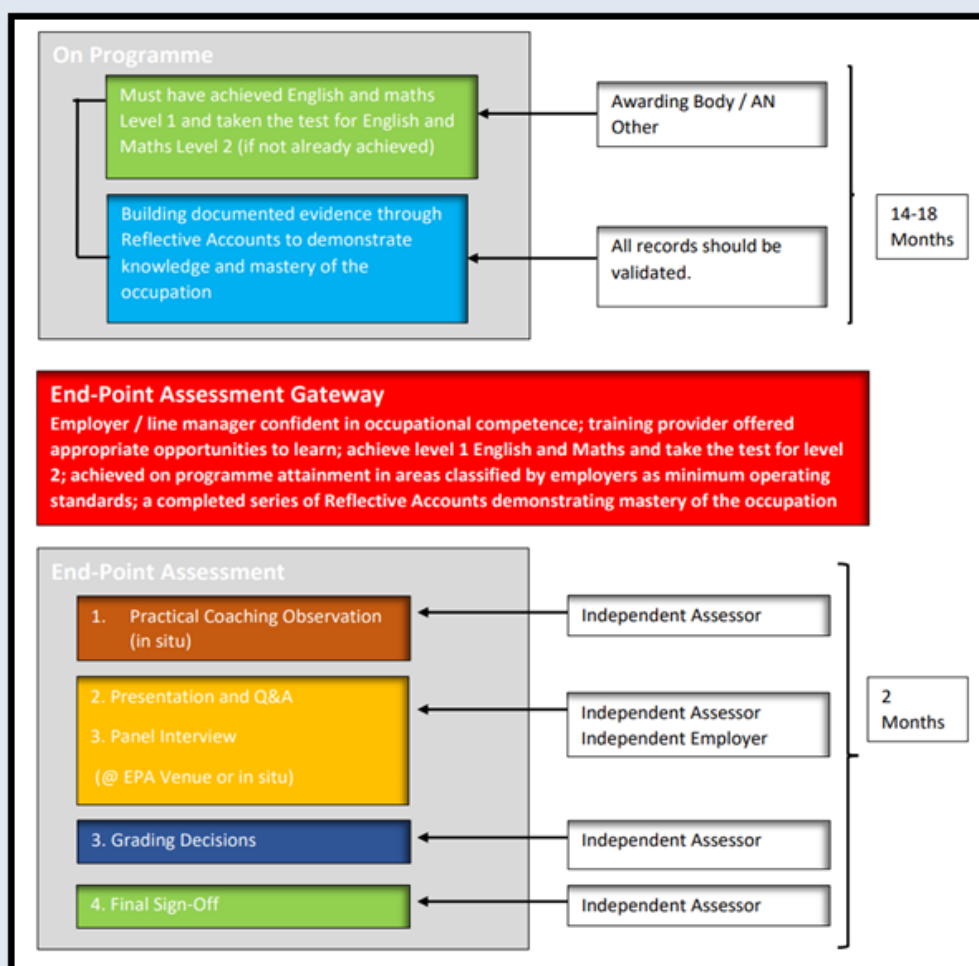
Innovate Awarding is the End-point Assessment organisation which will complete all aspects of the End-point Assessment requirements for the apprenticeship. Innovate Awarding will provide information on the processes that enable employers and training providers to support the apprentice to achieve the End-point Assessment.

Support Materials

The following support materials will be developed in phases and made available prior to live assessment. Please visit Innovate awarding website for further news and updates on materials availability.

- Generic guide to assessment methods
- Assessment specifications
- Video exemplar assessment materials
- Apprentice reflective account logbook
- Component grading guidance

Projected Timescales



Source: <https://www.instituteforapprenticeships.org/apprenticeship-standards/community-activator-coach/>

On Programme Requirements

During the enrolment of apprentices, it is recommended the employer, in partnership with the training provider, conduct an initial assessment with the apprentice to determine the appropriate starting point for their learning journey. It is recommended during this assessment that the apprentice's learning needs are reviewed and recorded as part of the learning and development programme.

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.

The apprentice must also achieve the following qualifications before the End-point Assessment:

- English and Maths Level 1 and taken the test for English and Maths Level 2 (if not already achieved)
 - 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 qualifications are an alternative to English qualifications for whom this is their primary language.

This apprenticeship is made up of 4 modules that are a combination of knowledge and understanding, skills and behaviours. The learning for all four modules must be completed prior to End-point Assessment and will be assessed through practical coaching observation, presentation with question and answer and panel interview, in that order.

Modules

- | | |
|---|--|
| 1 | Encourage an active and healthy lifestyle |
| 2 | Plan and lead sport and physical activity sessions |
| 3 | Work collaboratively with sports clubs, employers and the community to promote sport and physical activity |
| 4 | Support customers to effectively meet their needs |

Gateway

Once the employer and/or training provider have confirmed that the apprentice has developed all the knowledge, skills and behaviours outlined in the apprenticeship standard, they are considered to have reached the 'gateway' and, as such, are ready to move on to the End-point Assessment.

If the apprentice is deemed not yet ready, their line manager and on-programme assessor must provide the apprentice with feedback and remedial action. It is recommended that the remedial action should take no more than one month to achieve. Once the employer is satisfied the apprentice has achieved the requirements of the remedial action, they may be signed off as ready to access the End-point Assessment (EPA).

The apprentice must have completed a set of Reflective Accounts, which will underpin the Panel Interview component at the EPA. Reflective Accounts will not be scored themselves, but must be made available to the End-Point 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.

Before the apprentice enters the gateway, the Training Provider and Employer should be confident that they are ready to proceed through to assessment and can achieve the standards set out for this apprenticeship.

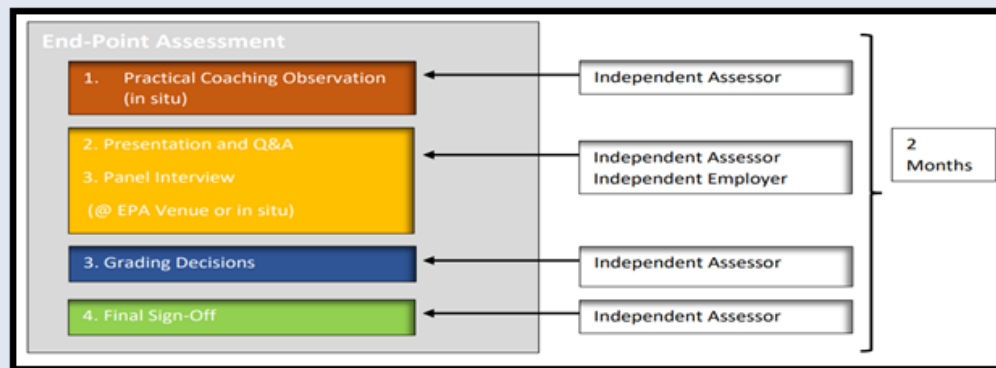
Module Overview

The EPA will draw on all knowledge, skills and behaviours listed across the modules stipulated below.

Modules	ASSESSMENT METHODS		
	Practical Coaching Observation	Presentation and Q&A	Panel Interview
1. Encourage an active and healthy lifestyle	✓	✓	✓
2. Plan and lead sport and physical activity sessions	✓		✓
3. Work collaboratively with sports clubs, employers and the community to promote sport and physical activity	✓	✓	✓
4. Support customers to effectively meet their needs	✓	✓	✓

End-point Assessment

The End-point Assessment requires the apprentice to demonstrate that they have achieved the requirements of the apprenticeship standard. An overview of the process is shown below.



Source: <https://www.instituteforapprenticeships.org/apprenticeship-standards/community-activator-coach/>

End-point Assessment Planning Meeting

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 or concerns the apprentice may have about the assessment process
- aid in the preparation requirements for End-point Assessment (e.g. arranging access, facilities and resources)

It is recommended that:

- prior to the gateway planning meeting, a formal meeting be conducted to check readiness and 'sign off' the apprentice internally as 'ready for EPA'. This meeting must include the apprentice, their line manager and relevant stakeholders; readiness outcomes should be recorded.
- to support the overall decision to determine the apprentice's readiness to access the EPA, supporting documents such as reflective accounts log must be brought to this meeting

What will the End-point Assessment look like?

The apprentice will be required to produce evidence to show they possess knowledge and understanding (that they 'know it'), behaviours (that they can 'be it') and skills (that they can 'do it') as laid down in the specification.

The specification is split into four modules associated with the following three parts:

- 'Know it' – includes knowledge and understanding assessment criteria concerned with day to day coaching involvements and activities
- 'Do it' – covers the skills needed to be successful in coaching diverse customers with specific needs and working with different organisations and local community
- 'Be it' – includes unique behaviours required to become a respected and trusted Community Activator Coach

Assessment Methods Overview

What are the assessment methods?

Achievement of this standard requires apprentices to be assessed using three assessment methods.

1. Practical Coaching Observation
2. Presentation and Q&A
3. Panel Interview

These assessment methods must be completed in the order presented and within 2 weeks of each other.

Practical Coaching Observation

The first assessment task that the apprentice must complete successfully is a practical coaching observation. The coaching observation must take place in-situ in the apprentice's employment environment. This can only take place once the apprentice is through the Gateway and it must satisfy the following conditions:

- be completed within 2 weeks of the other EPA tasks
- the date, time and format must be mutually agreed with the apprentice, their End-Point 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.

It is imperative that apprentices will be assessed according to their ability to work with a group of individuals in a live sport or physical activity session, where the End-Point Assessor can see their knowledge, skills and behaviours being exhibited live and assess many of the requirements of this Standard.

As part of this assessment method, apprentices are required to plan and prepare, 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. Apprentices will have at their disposal a variety of tools and resources which they can utilise to demonstrate their coaching skills.

Planning and Preparing for the Practical Coaching Observation

The mutually agreed requirements for the task should be clearly set-out for each apprentice by the End-Point Assessor to cover the following:

- Environment – e.g. whether 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.;
- 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, etc.

Once the task has been set, the apprentice is required to design and produce an original, relevant and robust session plan. They should include reference as to how plans will be adapted according to alternative situations that may present including:

- disruptive behaviour
- changes in the weather
- customer response/feedback, and
- environmental circumstances.
- The apprentice should produce a final collection of evidence (paper and/or digital) to be submitted to the End-Point Assessor

Delivery of the Practical Coaching Session

This involves the execution of the apprentice's planned Practical Coaching Session observed by the End-Point Assessor. The assessor will grade areas such as:

- relationship building and building trust
- listening and responding
- communicating and questioning
- use of resources and management of the environment
- safe and effective practice

Self-Reflection on the Practical Coaching Session

After the apprentice has delivered the Practical Coaching Session, they are required to undertake a short de-brief with the End-Point Assessor with the intention to give an immediate snapshot of their views on the success of the session.

The apprentice is required to complete a written reflective log (paper or online) which may also include media files and participant feedback. The log should consider all aspects of their performance and incorporate the de-brief discussion with the End-Point Assessor. This will act as an aide mémoire for future coaching activities and the apprentice should set an action plan or complete some basic goal setting to ensure their performance improves in the future. They are also required to acknowledge any weaknesses or shortfalls identified in the delivery of the Practical Coaching Session. The reflective log should be submitted (paper or electronically) on the day the session is delivered.

Evidence Requirements: Practical Coaching Observation

- Must be 2 hours (+/- 10%) duration
 - Planning and preparation of Practical Coaching Session – 1 hour
 - Delivery of observed Practical Coaching Session – 30min – 45min maximum
 - Self-reflection on Practical Coaching Session – 15min maximum debrief (with the End-point Assessor)
- Customers must be existing clients
- Environment: Chosen by apprentice in consultation with End-Point 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 End-Point Assessor
- Session type: Chosen by apprentice and agreed with End-Point Assessor
- Other forms of evidence include:
 - Completed session plan
 - Completed reflective log – may include some media files and participant feedback

The apprentice must also sign a declaration confirming work produced and submitted is their own.

A generic guide to the practical observation assessment for apprentices and training providers is available to Innovate Awarding customers as part of the support materials proposition. This can be accessed through 'EPA Pro'.

Presentation and Q&A

The presentation is designed to give the apprentice the opportunity to evidence the knowledge, skills and behaviours they have developed as a Community Activator Coach and to show how they have developed their professional network in anticipation for career progression and personal development. It provides them with the opportunity to showcase their learning and development using 'real life' examples whilst demonstrating appropriate digital skills.

This presentation aspect 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.

The presentation should be observed by a panel consisting of an End-Point 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 Panel members must have had full access to the Apprentice's Reflective Accounts at least 2 weeks in advance of the Presentation and Q&A and Panel Interview assessments.

Evidence Requirements: Presentation and Q&A

- Must be 30min in duration
 - Presentation – 10 min
 - Q&A on Presentation – 20 min

The apprentice is required to select 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.

A generic guide to the presentation assessment for apprentices and training providers is available to Innovate Awarding customers as part of the support materials proposition. This can be accessed through 'EPA Pro'.

Panel Interview

The Panel interview will take place sequentially after the presentation and Q&A assessment. Panel members will have reviewed the apprentices' reflective accounts in advance having received them at least 2 weeks prior to this assessment.

The panel interview is a structured discussion between the apprentice and the panel. The interview will be comprised of a check and challenge process on the apprentice's broader experiences and will include the following key elements about their experience:

- communication
- progression plans
- professional network
- conflict resolution
- soft skills development

The panel will have a bank of externally set standardised questions from which they will be required to ask one question from each of the following sections:

- Developing your professional network
- Dealing with conflict
- Communication
- Individual stories about 1-2-1 support of clients
- Contribution to team working
- Showing leadership
- Putting customer insight into action
- Evaluating and measuring success.

The structure and guidelines for the conduct of the panel interview will be devised by Innovate Awarding and conducted in line with the 7 principles of public life (selflessness, integrity, objectivity, accountability, openness, honesty and leadership). The overall grading decision is the responsibility of the End-Point Assessor; however, all panel members will have the opportunity to contribute to the assessment and these roles and responsibilities will be set in a separate guidance document.

Evidence requirements: Panel Interview

- At least 25mins and no more than 30 min
- Full access to the apprentices' Reflective Accounts

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 and 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
- how they have developed their professional network.

The Panel Interview should also be used to clarify, expand upon, and confirm any of the preceding assessment evidence that the End-Point Assessor identifies for further discussion. This can also be the point at which the learner may progress from lower to higher gradings if their answers/explanations are sufficient to fully meet End-point Assessment requirements.

A detailed guide to the Panel Interview assessment for apprentices and providers is available to Innovate Awarding customers as part of support materials and can be accessed through 'EPA Pro'.

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Apprenticeship Standard Amplification

Module 1 Encourage an active and healthy lifestyle

Know how and be able to support customers to develop more active and healthy lifestyle habits

ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K1.1	Explain why adopting an active and healthy lifestyle is important	1K	S1.1	Encourage customers to be regularly active – both formally and informally – within sports clubs or leisure activities including open-space	13S
K1.2	Describe the benefits of physical activity and sport for individuals, families and communities	1K			
K1.3	Identify the basic principles of behaviour change when applied to sport and physical activity, and know how to keep customers active	2K			
K1.4	Outline the value of using informal spaces and 'out of locality' settings to encourage customers to develop the lifelong activity habit	5K			

BEHAVIOURS

B1.1	Display a positive attitude to work, be approachable and model an active lifestyle
B1.2	Be adaptable and confident in one's own ability

DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Ref	Skill
K1.1	<ul style="list-style-type: none"> Why it is important to adopt an active (e.g. doing regular physical activity, exercise and/or sport, meeting recommended activity guidelines for specific groups etc.) and healthy (e.g. balanced diet, social health, mental health, importance of sleep etc.) lifestyle including the potential effects on: <ul style="list-style-type: none"> weight/BMI heart health mental health potential effects on chronic disease and other illnesses 		
K1.2	<p>The benefits of physical activity and sport for:</p> <ul style="list-style-type: none"> individuals (e.g. weight management, physical and mental health, socialising etc.) families (e.g. spending time together, relationship building, having fun, shared interests and common goals etc.) communities (e.g. community cohesion, breaking down barriers, socialising etc.) 		
K1.3	<p>The basic principles of behaviour change in relation to participation in sport and physical activity including the Transtheoretical stages of change model:</p> <ul style="list-style-type: none"> Precontemplation Contemplation Preparation Action Maintenance <p>And know how to keep customers active (e.g. self-motivation, understanding the benefits of being physically active, having fun, seeing results, experiencing success, accessibility etc.)</p>	S1.1	<p>Support and motivate customers to be regularly active within sports clubs, during leisure time and using open-spaces both:</p> <ul style="list-style-type: none"> formally (e.g. by attending existing clubs and sessions, using the gym, joining a team etc.) informally (e.g. making day to day tasks more active (e.g. walking rather than driving, taking the stairs etc.), going for a walk for pleasure, playing with children/grandchildren in a more active way etc.)
K1.4	<p>The value of community assets such as informal and local spaces (e.g. parks, common land, walking routes etc.) and 'out of locality' settings (e.g. National Trust land, woodland/forests etc) to create sport and physical activities, projects and encourage customers to develop a lifelong activity habit</p>		

Module 2 Plan and lead sport and physical activity sessions

Know how and be able to plan and lead physical activity sessions for a range of audiences

ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K2.1	Illustrate the importance of effective leadership and coaching in the delivery of a physical activity or sports session	4K	S2.1	Plan and adapt sessions and activities in response to customer feedback	1S
K2.2	Define the role a coach plays in: <ul style="list-style-type: none"> Developing effective motivational relationships Building rapport with customers Being a good role model 	6K	S2.2	Coach or lead pre-planned sport or physical activity sessions that: <ul style="list-style-type: none"> are attractive to the target audience/s motivate customers maintain personal safety and wellbeing maintain the safety and wellbeing of customers manage disruptive behaviours from individuals within the group setting 	2S 11S 12S
K2.3	Illustrate how to: <ul style="list-style-type: none"> Support customer welfare Manage disruptive behaviours by individuals within the group setting 	8K	S2.3	Encourage customers to develop a lifelong activity habit	1S
K2.4	Describe the fundamental principles of: <ul style="list-style-type: none"> safeguarding child protection cultural awareness first aid mental wellbeing inclusion working with vulnerable adults 	13K			
K2.5	Explain the different needs and priorities of customers (such as teenagers, families, the disabled or older adults) and how to effectively adapt own style to manage expectations	14K			
K2.6	Illustrate how to coach and/or lead the key components of a successful activity session for specific audiences	15K			

BEHAVIOURS

B2.1	Show enthusiasm to work as a member of a team and also use own initiative when leading or planning activities
B2.2	Build meaningful and appropriate relationships

DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Ref	Skill
K2.1	The values of coaching (e.g. aiming to improve performance etc.) and leading (e.g. aiming to increase participation levels etc.) and why being an effective coach and/or leader (e.g. being able to communicate, organise, motivate, manage behaviour, adapt etc.) is important in the delivery of physical activity and/or sport sessions.	S2.1	<ul style="list-style-type: none">• Seek feedback from customers (e.g. Q&A, focus group evaluation, questionnaire, informal discussion etc.)• Use customer feedback to inform future session planning (e.g. likes, dislikes, specific requests etc.)• Use customer feedback to adapt planned sessions (e.g. changing activities, timings, session aims, equipment, location (e.g. inside rather than outside) etc.)

DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Ref	Skill
K2.2	<p>Positive effects a coach can have, to cover:</p> <ul style="list-style-type: none"> • developing effective relationships (e.g. with participants, peers, other coaches, parents etc.) that are motivational (e.g. encourage others to aim high, work hard, achieve their best etc.) • building rapport with customers (e.g. being friendly and approachable, use of active listening, empathy etc.) • being a good role model (e.g. showing respect, tolerance, being inclusive, having integrity, being honest etc.) 	S2.2	<p>Coach and/or lead planned sport and/or physical activity sessions that:</p> <ul style="list-style-type: none"> • are attractive to the target audience/s (e.g. meet customer expectations and needs, are in an appropriate environment, use suitable equipment, include activities that are enjoyable etc.) • motivate customers (e.g. are accessible, offer a challenge, are not unattainably demanding, are fun etc.) • maintain personal safety and wellbeing (e.g. taking reasonable steps to safeguard self, use of risk assessment, undertaking appropriate qualifications/courses (e.g. first aid, safeguarding etc.) • maintain the safety and wellbeing of customers (e.g. participant safety is optimised by the use of risk assessment, appropriate facilities, environment, equipment, activities, knowledge of employee assistance programmes and first aid procedures etc.) • manage disruptive behaviours from individuals within the group setting (e.g. use of appropriate behaviour management strategies etc.)
K2.3	<p>How to:</p> <ul style="list-style-type: none"> • support customer welfare (e.g. fulfilling duty of care through effective safeguarding, completing risk assessments, safety and wellbeing, undertaking appropriate safeguarding/ first aid training etc.) • manage disruptive behaviours by individuals within the group setting where required (e.g. how to set clear ground rules, use of appropriate rewards/ consequences, importance of following organisational procedures/systems, different behaviour management strategies that can be employed etc.) 	S2.3	<p>Encourage customers to develop a lifelong activity habit (e.g. developing rapport, signposting to appropriate opportunities, educating as to the importance of adopting a healthy, active lifestyle, supporting behaviour change, supporting the creation of new and innovative opportunities, signposting to existing schemes (e.g. exercise referral, change4life etc.)</p>

DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Ref	Skill
K2.4	<p>Basic principles (e.g. what each term means, expectations of the coach/leader (e.g. level of responsibility etc.), organisational policy and procedures (e.g. steps to follow, paperwork to complete etc.) of:</p> <ul style="list-style-type: none"> • safeguarding • child protection • cultural awareness • first aid • mental wellbeing • inclusion • working with vulnerable adults 		
K2.5	<p>How the needs of a range of customers (e.g. children, teenagers, families, older adults, the disabled etc.) differ (e.g. interests, types of activity, accessing facilities, women only sessions, reason for participating etc.) and priorities (e.g. cost, location, timings etc.) and how best to:</p> <ul style="list-style-type: none"> • manage expectations (communicating effectively, active listening, being honest, setting realistic goals, reviewing progress etc.) • recognise when it's necessary to adapt aspects of the session (e.g. when customers are not enjoying it, not achieving, attendance is dropping etc.) • how to adapt own coaching/leadership style to be effective (e.g. use of motivational tools such as competition, use of music, setting personal/group challenges etc., changing leadership style (e.g. more/less autocratic, laissez faire etc.) 		
K2.6	<p>Key components of an activity session for specific audiences i.e.</p> <ul style="list-style-type: none"> • coaching session (e.g. warm up, skills & drills, conditioned games, cool down etc.) • fitness session (e.g. warm up, pulse raising, strength and conditioning, cool down etc.) • fun, participative session (e.g. warm up, fun activities, cool down etc.) 		

Module 3 Work collaboratively with sports clubs, employers and the community to promote sport and physical activity

Know how and be able to work with different stakeholders to encourage and support participation in sport and physical activity opportunities

ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K3.1	Describe the tasks involved in supporting and delivering community level activation events, particularly in terms of providing equipment and activities	7K	S3.1	Promote a physical activity offer, (including but not exclusively) organised play and sport in the community which supports individuals on their behaviour change journey	3S
K3.2	Outline how to make best use of national and major events (e.g. the Commonwealth Games) to: capture public imagination raise activity levels encourage community involvement in volunteering and social action	9K	S3.2	Work collaboratively with sports clubs and other community assets – including volunteers, public services, youth workers and community champions	4S
K3.3	Describe how to work with community organisations to run tailored neighbourhood events that make the best use of local assets to bring people together	10K	S3.3	Support customers to co-produce rewarding volunteering opportunities	5S
			S3.4	Support families to participate together in sport and physical activity	6S
			S3.5	Contribute to the employer's design of activities and services and practise the employer's organisation's values, policies and procedures	8S
			S3.6	Contribute to teams that deliver community events and festivals	9S
			S3.7	Support organisations to evaluate, develop and promote sessions and other opportunities such as outdoor group exercise and informal social play	10S

BEHAVIOURS

- | | |
|------|---|
| B3.1 | Display honesty, sincerity and integrity by doing the right thing at the right time |
| B3.2 | Show a willingness to 'go the extra mile' |

DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Ref	Skill
K3.1	Tasks involved e.g. identifying opportunities, sourcing equipment, liaising with facilities, planning appropriate activities, promoting the event, sourcing funding streams or sponsorship, ensuring appropriate coaches/leaders/support staff, event delivery, liaising with other stakeholders, event evaluation and reporting etc	S3.1	Contribute to the promotion of physical activity products and services to increase physical activity participation in a facility or community e.g. organised play/sport in the community
K3.2	<p>Examples of national and major events e.g. Commonwealth Games, Olympics, Paralympics, Football World Cup, Race for Life etc., to cover:</p> <ul style="list-style-type: none"> capturing public imagination (e.g. raising awareness, use of relevant ambassadors to encourage participation (e.g. ex-Olympian, local hero etc.), raising activity levels (e.g. holding local versions of national events, using key themes in community activities etc.) encouraging community involvement in volunteering and social action 	S3.2	<p>Work with relevant community assets i.e.</p> <ul style="list-style-type: none"> Identify those that it will be necessary (e.g. the police) and/or desirable (e.g. local sports clubs, volunteers, community champions etc.) to work with Make initial contact and liaise thereafter with relevant people, organisations and/or agencies Work collaboratively with these assets in order to effectively manage a session/programme of events/project
K3.3	<p>How to bring people together, make best use of local assets and work with community organisations (e.g. sport clubs, uniformed organisations, church groups, schools, voluntary organisations etc.) to deliver tailored sport and physical activity events e.g. those that:</p> <ul style="list-style-type: none"> meet a specific local need (e.g. social integration between ethnic groups etc.) are a local tradition (e.g. cheese rolling, bog jumping etc) take advantage of local rivalry (e.g. intra-borough competitions etc.) aim to help a local good cause (e.g. fundraising for a local group/person etc.) 	S3.3	<p>Support customers to co-produce rewarding volunteering opportunities i.e.</p> <ul style="list-style-type: none"> identify volunteering opportunities identify potential volunteers who may be a good match for opportunities (e.g. have appropriate skills, experience, desire, availability etc.) work with stakeholders (potential volunteer/s, placement, other agencies etc.) to create a successful volunteering opportunity
		S3.4	<p>Support families to participate together in sport and physical activity i.e.</p> <ul style="list-style-type: none"> raise awareness of existing opportunities work with relevant parties to create new opportunities that will be appropriate for and appeal to families (e.g. consideration of cost, location etc) encourage families to participate (e.g. highlight intrinsic rewards, offer extrinsic rewards etc.)

DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Ref	Skill
		S3.5	<p>Work alongside an employer to design appropriate activities (e.g. tournaments, festivals, competitions, coaching sessions, play activities, fitness opportunities etc.) and services (e.g. support, referral, advice, staffing, volunteers etc.) whilst upholding the employing organisation's values, policies and procedures.</p>
		S3.6	<p>Contribute to teams that deliver community events and festivals i.e.</p> <ul style="list-style-type: none"> • work effectively with peers and managers involved in the event/festival • take an active role in the: <ul style="list-style-type: none"> - planning and preparation - organisation and delivery
		S3.7	<p>Support organisations (e.g. sports clubs, community groups, uniformed organisations etc.) to evaluate, develop and promote their sessions including outdoor group exercise and informal social play to cover:</p> <ul style="list-style-type: none"> • evaluate (e.g. gain feedback from coaches, leaders, customers etc to analyse what is working well, what is in need of development and how changes can be made) • develop (e.g. undertake CPD to improve performance, knowledge etc. evolve sessions (e.g. type of activity, format of sessions, structure, use of equipment etc.), raise awareness of inclusion and equality etc.) • promote (e.g. advertise to potential users and target markets, use of appropriate promotional methods (e.g. social media, posters, word of mouth etc.) etc.)

Module 4 Support customers to effectively meet their needs

Know how and be able to communicate with customers to share messages and monitor the effectiveness of sport and physical activity programmes

ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K4.1	Explain the importance of using appropriate social media and technology to deliver targeted messages to identified customer groups, (e.g. children, teenagers, adults and older adults)	12K	S4.1	Use social media and technology effectively, to deliver appropriate targeted messages to identified customer groups (e.g. children, teenagers, adults and older adults)	14S
K4.2	Explain the importance of accurate record keeping for monitoring and evaluating purposes and the tools available to help (e.g. upshot, views, active lives)	11K	S4.2	Monitor and evaluate activities, sessions and projects effectively using technology platforms to maintain accurate records and produce timely reports	15S
K4.3	Describe different customer motivations for participation and how to help people overcome personal and societal barriers to participation	16K	S4.3	Work effectively with customer insight to overcome individual, community and societal barriers to participation in physical activity and sport	7S
K4.4	Describe the importance of credible customer insight	3K			

BEHAVIOURS

- B4.1 Show a concern for customer's welfare and wellbeing
- B4.2 Show a willingness to learn and a desire to contribute to own continuing professional development

DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Ref	Skill
K4.1	<p>The importance of matching the means of delivering targeted messages (e.g. promotional materials, updates, reports, results etc.) with the intended recipients, to cover:</p> <ul style="list-style-type: none"> • use of social media (e.g. twitter, Facebook (e.g. closed groups etc.), Instagram, snapchat etc.) • other technology (e.g. email, text, digital display screens etc.) • other methods (e.g. posters, letters, local advertising (e.g. community radio etc.), word of mouth etc.) • a range of different customer groups (e.g. children, teenagers, adults and older adults) 	S4.1	<p>Match the means of delivering targeted messages (e.g. promotional materials, updates, reports, results etc.) with the intended recipients (e.g. children, teenagers, adults, older adults), including use of:</p> <ul style="list-style-type: none"> • social media (e.g. twitter, Facebook (e.g. closed groups etc.), Instagram, snapchat etc.) • other technology (e.g. email, text, digital display screens etc.) • other methods (e.g. posters, letters, local advertising (e.g. community radio etc.), word of mouth etc.)
K4.2	<p>The importance of accurate record keeping for monitoring and evaluation purposes (e.g. register, session/course plans/outline, evaluation summary, first aid incidents, organisational documentation etc.) and the different tools available to help (e.g. upshot/client relationship management software, views, active lives, policies/procedures/protocols etc.)</p>	S4.2	<p>Keep accurate records (e.g. register, session/course plans/outline, evaluation summary, first aid incidents, organisational documentation etc.) and produce timely reports to monitor and evaluate activities, sessions and projects, using a range of tools and/or technology platforms (e.g. upshot/client relationship management software, views, active lives etc.)</p>
K4.3	<p>The different motivations that encourage customers to:</p> <ul style="list-style-type: none"> • Begin exercising (e.g. improve fitness levels, lose weight, increase self-esteem, meet new people etc.) • Continue exercising (e.g. seeing positive results, habit, social aspects, enjoyment etc.) <p>And ways to help people overcome barriers which are:</p> <ul style="list-style-type: none"> • individual (e.g. are personal and only affect specific people in certain situations) • societal (e.g. specific people and/or groups who are stopped from participating because of the (real or perceived) adverse attitude of local, cultural or wider society) 	S4.3	<p>Use customer insight (e.g. from national/local surveys/reports, by analysing participation figures, speaking to customers, liaising with local clubs/groups/agencies etc.) to</p> <ul style="list-style-type: none"> • identify barriers to participation to cover: <ul style="list-style-type: none"> - individual (e.g. personal, affecting specific people in certain situations) - community (e.g. whole community or a specific community group (e.g. young people, older adults etc)) - societal (e.g. specific people and/or groups due to real or perceived adverse attitude of local, cultural or wider society) • implement strategies to minimise or overcome identified barriers to participation in sport and physical activity

DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Ref	Skill
K4.4	Why it is important to gain accurate and creditable customer insight (e.g. listening to customer feedback and opinions, understanding their motivations, analysing participation figures etc.) and how this information can be used to shape provision (e.g. what to deliver, where, when, how etc.) and appropriate leadership style (e.g. autocratic, laissez-faire, transformative, democratic etc.)		

End-point Assessment Coverage

The table below shows the practical coaching observation, presentation and panel interview assessment methods, along with the knowledge (K), skill (S) and/or behaviour (B) assessment criteria covered by that assessment method.

Remember that the panel interview assessment may also be used to confirm, clarify, expand upon and capture any information from any modules that the End-Point Assessor identifies for further investigation. As such, it is possible that any of the knowledge, skill and behaviour assessment criteria might be covered in the panel interview.

Practical Coaching Observation

The practical coaching observation will cover the following elements of the standard specification:

Module	Assessment criteria covered by Practical Coaching Observation
1 – Encourage an active and healthy lifestyle	K1.3, S1.1, B1.1, B1.2
2 – Plan and lead sport and physical activity sessions	K2.1, K2.2, K2.3, K2.6, S2.1, S2.2, S2.3, B2.2
3 – Work collaboratively with sports clubs, employers and the community to promote sport and physical activity	S3.5
4 – Support customers to effectively meet their needs	K4.3, S4.1, S4.2, B4.2

Presentation and Q&A

The presentation and Q&A will cover the following elements of the standard specification:

Module	Assessment criteria covered by Presentation and Q&A
1 – Encourage an active and healthy lifestyle	K1.1, K1.2
2 – Plan and lead sport and physical activity sessions	B2.1
3 – Work collaboratively with sports clubs, employers and the community to promote sport and physical activity	K3.3, S3.1, S3.4, S3.7, B3.2
4 – Support customers to effectively meet their needs	K2.5, K4.1, K4.4, S4.1, S4.3

Panel Interview

The panel interview will cover the following elements of the standard specification following completion of the coaching observation and presentation and Q&A assessments. Further clarification to confirm or expand on certain competences in the role [may be explored further by the End-Point Assessor](#).

Module	Assessment criteria covered by Panel Interview
1 – Encourage an active and healthy lifestyle	K1.4
2 – Plan and lead sport and physical activity sessions	K2.4
3 – Work collaboratively with sports clubs, employers and the community to promote sport and physical activity	K3.1, K3.2, S3.2, S3.3, S3.6, B3.1
4 – Support customers to effectively meet their needs	K4.2

Assessment Overview

The End-Point Assessor will review the evidence for each apprentice and grade the apprentice on the following scale: Fail/Pass/Distinction.

In order to successfully complete the apprenticeship, the apprentice must pass all 3 components in the End-point Assessment plan. This means 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.

Assessment method	Area Assessed	Assessed by	Grades
Practical Coaching Observation	<ul style="list-style-type: none"> Knowledge Skills Behaviour Full details above in modules section	<ul style="list-style-type: none"> End-Point Assessor 	Fail Pass Distinction
Presentation and Q&A	<ul style="list-style-type: none"> Knowledge Skills Behaviour Full details above in modules section	<ul style="list-style-type: none"> End-Point Assessor Independent Employer or Stakeholder 	Fail Pass Distinction
Panel Interview	<ul style="list-style-type: none"> Knowledge Skills Behaviour Full details above in modules section	<ul style="list-style-type: none"> End-Point Assessor Independent Employer or Stakeholder 	Fail Pass Distinction
Final Grading	<ul style="list-style-type: none"> Whole Standard 	<ul style="list-style-type: none"> End-Point Assessor 	Fail Pass Distinction

Overall Grading

In order to successfully complete the apprenticeship, the apprentice must pass all 3 components of End-point Assessment as shown below.

PRACTICAL COACHING OBSERVATION	PRESENTATION AND Q&A	PANEL INTERVIEW	GRADING OUTCOME
Scenario			
Apprentice achieves 'Distinction' in any two of the above components			Distinction
Apprentice achieves a 'Pass' in all of the above components			Pass
Apprentice achieves a 'Fail' in any of the above components			Fail

Re-Assessment

Assessment will be carried out through practical coaching observation, presentation and q&a and panel interview in that order. 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, an apprentice will be expected to only complete the elements which they failed initially.

For a list of re-sit costs and the policy on re-sits, please visit Innovate Awarding website. It is the responsibility of the employer and the employer provider/training provider to ensure that apprentices are ready for End-point Assessments and it is anticipated that apprentices will pass the assessments first time.

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 Community Activator Coach standard is the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA). The external quality assurance organisation may require access to an apprentice's assessments and may need 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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