



## **STANDARD ASSESSMENT SPECIFICATION**

Level 3  
Community Sport and Health Officer  
Specification

### 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.

### Change Control Sheet

Innovate Awarding will continuously review all support material to ensure its accuracy. All amendments will be recorded on the below change control table. New and updated support material will be listed on the dashboard section of EPA Pro. Please ensure that you are using the most up-to-date version. Any enquiries about this process can be directed to [epa@innovateawarding.org](mailto:epa@innovateawarding.org)

Version Number	Date Uploaded	Description of Revision	Page Affected
V1		Criterion S4, B1, B6 missed from the Professional Discussion assessment box	
V2		Specification review / changes to specification for assessment criteria and delivery guidance and rebrand of whole document	
3	June 2021	Specification rebrand	All pages
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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](http://www.innovateawarding.org/apprenticeship-standards/end-point-assessment)

### Apprenticeship overview

Overview of the standard including what's involved and key elements of the standard.

Standard Name	Community Sport and Health Officer
Level	3
Sector	Active Leisure
Programme duration	16-20 months
Minimum time on programme	16 months
EPA Duration	2 months
EPA Methods	<ul style="list-style-type: none"> <li>• Work-based observation</li> <li>• Case Study Challenge</li> <li>• Presentation and Questions and Answers (Q&amp;As)</li> <li>• Panel Interview supported by the reflective accounts</li> </ul>
Outcomes	Fail, Pass, Distinction
External Quality Assuring Centre	People 1st International

### Who is the apprenticeship for?

The Community Sport and Health Officer (CSHO) apprenticeship is for those individuals who have a passion for health, physical activity and sport and have a desire to channel this energy into contributing and initiating behaviour changes with residents and communities regarding their relation to engagement in sport and physical activities. A CSHO will work within and across local organisations, to scope, organise and coordinate the delivery of opportunities for local communities to encourage them to get more physically active. The role is a flexible and individuals can expect to work varied and sometimes, unsociable hours which include evenings / weekends and during school holiday periods. The CSHO will work with a variety of community groups and professions such as the police and uniformed services, Allied Health Professionals, counsellors, personal trainers, sports coaches or youth workers, when tasks surpass the limitations and boundaries of the role. The occupation exists within the sport for development sector and will play an important role in improving the health of the nation.

### 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:

- Assessment journey
- Assessment specifications
- Apprentice guidance
- Practice papers
- Full mock papers
- 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.

For this standard, it is mandatory that you complete:

- Level 2 English and Maths

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

## Gateway

To qualify for End-point Assessment, the apprentice must pass through the gateway.

To do this, they need to: -

- Level 2 English and mathematics
- Complete and submit a completed set of reflective accounts.

The employer and training 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.

### **Reflective Accounts information:**

The Reflective Accounts will underpin the Panel Interview assessment component at EPA and must be submitted as part of the gateway requirement.

The apprentice must complete several 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. 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.
- Programme delivery and management.
- 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.

## Module Overview

The modules are the titles of the knowledge, skills and behaviours highlighted in the standards.

Modules		Assessment 1 Work-based observation	Assessment 2 Case Study Challenge	Assessment 3 Presentation with Q&A	Assessment 4 Panel Interview
A	Creating meaningful effective community sport and health activities	✓	✓	✓	
B	Delivering community sport and health activities	✓	✓	✓	✓
C	Managing challenges in implementing and delivering community sport and health activities	✓	✓	✓	✓
D	Working in partnership with other organisations	✓		✓	

## 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 remotely 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 will be held remotely.

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 on to Tasks 2, 3 and 4. It is recommended that tasks 2, 3 and 4 must be undertaken sequentially and should be undertaken within a 72-hour period of each other. Ideally, all 3 tasks will be undertaken across 1 full day and will be led by independent assessors working for Innovate Awarding.

### What is the “Work-based Observation”?

The work-based observation will take place during the apprentice’s normal course of work in their usual workplace. The observations must be conducted in realistic work situation under normal conditions. The apprentice will be observed by an independent assessor for 90 minutes (+/- 10%) completing activities which provide the opportunity to be assessed against the skills and behaviours mapped for this Task. Apprentices must be provided with both written and verbal instructions on the tasks they must complete including timescales. During or after the task is completed, the independent assessor must ask 4 set open questions to assess the related underpinning knowledge, follow-up questions can be asked where clarification is required.

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

- Working with external partners, funders, stakeholders.
- Presenting or reporting on frontline delivery work in supporting local people to change their behaviour in approaches to sport and physical activity.
- Working individually as well as working as part of a team.

The observations must be carried out over a maximum total assessment period of 100 minutes, this will not include any travel time between locations. There may be breaks during the observation to allow the apprentice to move from one location to another.

### What is the “Case Study Challenge”?

The case study challenge is a desk-top exercise carried out over 2.5 hours, under controlled exam conditions and invigilated by an independent assessor. The case study challenge requires the apprentice to solve one regular problem faced in community sport when getting inactive people to become firstly involved in, and then to 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 are 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.

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.

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.



### What is the “Presentation, question and answers (Q&A)”?

The presentation followed by a Q&A will take 30 (+/- 10%) minutes, this will be comprised of a 12 minute (+/- 10%) presentation followed by a 15 minute (+/- 10%) Q&A session on the presentation. The apprentice must select one major piece of work NOT included in their reflective accounts and give a 12-minute presentation.

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.

The presentation must outline the task from start to finish including:

- the obstacles they faced.
- the solutions they designed.
- the implementation plan.
- the achievements.
- 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.

### What is the “Panel interview supported by the reflective accounts”?

The Panel Interview, supported by the reflective account will take 45 minutes (+/- 10%) to complete. This task is to check and challenge 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 the task.

Innovate Awarding 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 the standard. 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 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.

## Apprenticeship Standard Amplification

### Module A – Creating meaningful and effective community sport and health activities

Ref	Knowledge - Apprentices will need to	Maps to standard	Ref	Skill - apprentices will need to	Maps to standard
K1.1	Explain how to plan programmes using sport and physical activity to engage the community	K3	S1.1	Apply a range of approaches to bring about changes to attitudes and behaviours within target communities	S2
K1.2	Describe where to source useful information and how to use customer insight to design sport or physical activity interventions	K6	S1.2	Support people to become involved in the preparation, planning and delivering sport and active lifestyles within their own communities	S3
K1.3	Describe how to measure effectiveness and client satisfaction with a sport or physical activity programme	K5			
K1.4	Explain how to create positive activities through the use of experiential play across community assets	K12			

### Delivery & Guidance Content

Ref	Knowledge	Maps to standard	Ref	Skills	Maps to standard
K1.1	<p>Plan programmes using sport/ physical activity that are engaging and innovative, ensuring that they are:</p> <ul style="list-style-type: none"> <li>• appropriate for clients/target communities/groups</li> <li>• motivating</li> <li>• fun</li> <li>• challenging</li> <li>• up to date</li> <li>• exciting</li> <li>• forward thinking</li> <li>• dynamic</li> </ul> <p>Evaluation tools that can be used to assess the impact of planned activities (e.g. client feedback (e.g. group discussion, 1 to 1, questionnaire etc.) data exploration, peer feedback etc.)</p>	K3	S1.1	<p>Use relevant approaches to change attitudes and behaviours within target communities by gaining:</p> <ul style="list-style-type: none"> <li>• community insight</li> <li>• use of healthy lifestyle education and empowerment</li> <li>• support in the removal of barriers to participation e.g. financial, transport, clothing and equipment</li> <li>• use of buddy/ mentoring system</li> <li>• use of incentive and reward schemes</li> <li>• engagement with community groups</li> <li>• volunteering/coaching programmes</li> <li>• building sustainability</li> <li>• creating job opportunities</li> </ul>	S2

K1.2	<p>Source customer insight/satisfaction through:</p> <ul style="list-style-type: none"> <li>researching through 1-2-1 conversations</li> <li>group discussions</li> <li>surveys, questionnaires</li> <li>data mining</li> <li>local community groups</li> </ul> <p>These insights can be used to design and deliver sport and physical activity interventions in context, can include: weekly coaching sessions, social skills groups, volunteering etc.</p>	K6	S1.2	<p>Select appropriate support and engagement techniques to empower members of target groups to become involved in the planning and delivery of sport, physical activity and/or active lifestyles in their own community, including:</p> <ul style="list-style-type: none"> <li>use of community insight and feedback</li> <li>community advocates/champions</li> <li>tailored opportunities</li> <li>targeted advertising</li> <li>courses/qualifications</li> <li>mentoring/volunteering/job opportunities</li> <li>liaison with NGB's</li> </ul>	S3
K1.3	<p>Evaluate the effectiveness of client satisfaction with sport or physical activity programmes, including:</p> <ul style="list-style-type: none"> <li>achieving set targets.</li> <li>how well they met participant needs.</li> <li>to what extent participants: enjoyed, achieved, feel motivated to continue their involvement.</li> </ul>	K5			
K1.4	<p>Experiential play should include how to adapt traditional forms of games and sports.</p> <ul style="list-style-type: none"> <li>Community assets such as:</li> <li>environment</li> <li>formal and informal spaces</li> <li>resources</li> <li>people</li> </ul>	K12			

### Module B – Delivering community sport and health activities

Ref	Knowledge - Apprentices will need to	Maps to standard	Ref	Skill - apprentices will need to	Maps to standard
K2.1	Explain the importance of physical activity and healthy lifestyles	K10	S2.1	Apply tactics and strategies to empower people from inactive and hard to reach populations to take up an active lifestyle	S1
K2.2	Describe the principles of basic first aid in a community sport environment	K14	S2.2	Use local insight and client orientated marketing skills to attract high priority groups into existing leisure, parks and sport infrastructure	S4
K2.3	Explain how to use information technology to monitor and evaluate sport and physical activity programmes	K8	S2.3	Use clear and effective communication techniques to give and receive information in an accurate, positive and timely manner	S6
			S2.4	Manage and adapt personal behaviour to ensure provision is inclusive, client focused and accessible	S10

### Delivery & Guidance Content

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K2.1	Explain the importance of a healthy lifestyle including: <ul style="list-style-type: none"> <li>Nutrition - healthy eating advice in line with national guidelines i.e., recommended daily calorie intake for men and women, portion sizes, food groups, balanced diet, food labelling/traffic light system.</li> <li>Fitness to work - fitness in context, impact of sickness on the economy.</li> <li>Regular daily physical activity National guidelines for physical activity according to age, health benefits of physical active, risks of a sedentary lifestyle.</li> <li>Mental well-being - benefits of physical activity for mental health and well-being.</li> </ul>	K10	S2.1	Use effective approaches and strategies to empower people from inactive and hard to reach populations to take up an active lifestyle, including: <ul style="list-style-type: none"> <li>SMART Goals</li> <li>Rewards-based systems</li> <li>Tailored approaches</li> <li>Use of community advocates</li> </ul>	S1

K2.2	The importance of knowing how to administer basic first aid for people involved in community sport, including actions that may be/have been taken in specific situations to ensure the welfare of clients.	K14	S2.2	Use local insight, such as: knowledge of local groups, cultures, customs, tensions, problems, opportunities, current provision, and client orientated marketing skills, such as: matching target groups with most effective communication methods, creating marketing messages, that are appropriate and relevant, to increase priority groups' use of existing opportunities, formal and informal leisure provision and local recreation spaces.	S4
K2.3	Information technology is used to: <ul style="list-style-type: none"> <li>• Monitor and evaluate programmes</li> <li>• Measure impact</li> <li>• Capture outcomes</li> </ul>	K8	S2.3	Select and apply communication techniques to deliver information that is engaging and appropriate for the client group: <ul style="list-style-type: none"> <li>• Verbal - volume, voice projection, terminology, clarity of instruction, pitch and tone.</li> <li>• Non-verbal - use of demonstration, positioning, body language, eye contact, signs/signals and gestures etc.</li> <li>• Adapting communication approaches according to different situations and audiences</li> </ul>	S6



Ref	Knowledge - Apprentices will need to	Maps to standard	Ref	Skill - apprentices will need to demonstrate that they can:	Maps to standard
			S2.4	Adapt and modify own behaviour in response to feedback from clients, peers, managers and take positive action to ensure provision is: <ul style="list-style-type: none"> <li>• inclusive - everyone can achieve success regardless of ability/disability, previous experience, age, gender.</li> <li>• client focussed - prioritising the client experience by ensuring activities meet their needs and wants.</li> <li>• accessible - open to all (except for specific examples e.g. pregnancy yoga), wide variety of activities on offer, clients are not inhibited or prohibited due to protected characteristic e.g. ability/disability, age, sex, religion, race</li> </ul>	S10

### Module C – Managing challenges in implementing and delivering community sport and health activities

Ref	Knowledge - Apprentices will need to	Maps to standard	Ref	Skill - apprentices will need to	Maps to standard
K3.1	Describe the principles of: <ul style="list-style-type: none"> <li>Safeguarding</li> <li>Child protection</li> <li>Working with vulnerable adults</li> </ul>	K13	S3.1	Solve problems and make effective decisions with regards to the design and implementation of sport and physical activity programmes	S7
K3.2	Analyse the causes, social determinates and distribution of health inequalities	K9	S3.2	Manage disruptive behaviour of clients	S9
K3.3	Describe social barriers and clients' personal motivations and how they can inform solutions to activate local communities	K4			
K3.4	Describe how to initiate meaningful behaviour change using a strength and asset-based approach	K1			
K3.5	Evaluate how sport and physical activity can be used to prevent, minimise and manage anti-social behaviour or low-level criminality	K11			

### Delivery & Guidance Content

Ref	Knowledge	Maps to standard	Ref	Skill -	Maps to standard
K3.1	The fundamental principles across sport include: <ul style="list-style-type: none"> <li>Safeguarding - protecting a child, young person or vulnerable adult to ensure they come to no harm.</li> <li>Child protection - knowledge of relevant policies, following appropriate procedures (e.g., DBS clearance), knowing signs of abuse.</li> <li>Working with vulnerable adults - adults who may be at risk of abuse and/or need extra support due to mental or physical disability, age or illness.</li> </ul>	K13	S3.1	Problem solve and make decisions to ensure that sessions are adapted, fully inclusive and suitable for clients in terms of their: <ul style="list-style-type: none"> <li>Design: baseline assessment to establish client ability, previous experience, needs, planning for differentiation, sourcing differentiated equipment as required - paddle bats, short-handled rackets, slow bounce balls, access requirements and venue accessibility.</li> <li>Implementation: dynamic differentiation in terms of activity, equipment, space, rules and scoring system.</li> </ul>	S7

Ref	Knowledge	Maps to standard	Ref	Skill -	Maps to standard
K3.2	<p>The definition of 'health inequalities' is the "avoidable and unfair differences between populations, groups or individuals that act to disadvantage their health."</p> <p>The factors surrounding health inequality include:</p> <ul style="list-style-type: none"> <li>• Causes - unequal distribution of income, power and wealth; poverty, marginalisation, discrimination, political agenda/policy.</li> <li>• Social determinants - the impact of education, employment and housing.</li> <li>• Distribution - social class, gender, ethnicity, levels of education, geography.</li> </ul>	K9	S3.2	<p>Manage client behaviour that may be considered disruptive e.g., not listening, talking over other people, inappropriate language, not complying with requests, arriving late/leaving early, preventing others from learning/participating, lack of respect for others.</p> <p>Consideration to be given to activities:</p> <ul style="list-style-type: none"> <li>• Before: setting clear expectations and limits, boundaries and sanctions, ensuring correct fit between clients and their abilities and expectations, getting to know clients (develop mutual trust and respect).</li> <li>• During: range management techniques, such as: positive and negative reinforcement, tactical ignoring of safe inappropriate behaviour, non-verbal cues/body language, diversion, challenging, rule reminders, issuing sanctions, assertive statements, following through with expectations, providing choices.</li> <li>• After: exploring reasons for disruptive behaviour, mediating, target setting for future sessions, revisiting rules and expectations.</li> </ul>	S9
K3.3	<p>Strategies are to be employed in local communities that:</p> <ul style="list-style-type: none"> <li>• Minimise or overcome social barriers to participation e.g. unemployment/income, childcare/lone parenting, marginalised groups, social isolation, family and cultural norms conventions.</li> <li>• Maximise motivation to participate e.g. consultation/engagement in planning and delivery as appropriate, goal setting, enjoyment, personal achievement, social aspects, range of activities/targeted activities, cost/timing/ location of opportunities, transport provision, buddying/mentoring schemes.</li> </ul>	K4			

Ref	Knowledge	Maps to standard	Ref	Skill -	Maps to standard
K3.4	<p>The meaning of a 'strength and asset-based approach' is defined as "where the collective resources, skills, knowledge and potential that individuals and communities have are identified and nurtured for the benefit of that community's health and well-being."</p> <p>This approach needs to be initiated in a meaningful behaviour change that can include:</p> <ul style="list-style-type: none"> <li>identifying assets.</li> <li>matching assets with gaps in/under representation of provision.</li> <li>creating practical and sustainable delivery plans.</li> <li>gaining 'buy-in' from key personnel.</li> </ul> <p>The impact of the approach must be assessed i.e. during client feedback, 1 to 1, questionnaire, data exploration, peer feedback.</p>	K1			
K3.5	<p>Sport and physical activity can be used alongside support from other agencies and public services to prevent, minimise and manage anti-social behaviour and low-level criminality. This can be done by acting as a diversion, as a 'hook' for other interventions, behaviour modification and social inclusion. The agencies and public services include:</p> <ul style="list-style-type: none"> <li>Sport England and County Sports Partnerships</li> <li>StreetGames</li> <li>The National Alliance of Sport for the Desistance of Crime</li> <li>Local Government</li> <li>Community Safety Partnerships</li> <li>Youth Justice Boards</li> </ul>	K11			

### Module D – Working in partnership with other organisations

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill - apprentices will need to	Maps to standard
K4.1	Explain how to build successful working relationships with relevant stakeholders	K2	S4.1	Build partnerships and develop meaningful relationships with local partners and stakeholders in sport and physical activity	S11
K4.2	Describe the current funding landscape relevant to own role	K7	S4.2	Demonstrate ability to negotiate with and lobby relevant stakeholders	S5
			S4.3	Write funding bids in relation to sport/ physical activity	S8

### Delivery & Guidance Content

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K4.1	<p>Work with the following stakeholders and partners to build professional relationships:</p> <ul style="list-style-type: none"> <li>National governing bodies (NGBs) of sport</li> <li>County sports partnerships</li> <li>Community organisations</li> <li>Voluntary sector</li> <li>Sport for development agencies</li> </ul> <p>Develop working techniques that will optimise the success of these relationships by:</p> <ul style="list-style-type: none"> <li>forging links with key contacts/decision makers</li> <li>finding common ground/priorities</li> <li>mutually beneficial arrangements</li> <li>being polite</li> <li>courteous and respectful</li> <li>empathising</li> </ul>	K2	S4.1	<p>Select and apply appropriate techniques to build partnerships and develop meaningful relationships with local partners and stakeholders including:</p> <ul style="list-style-type: none"> <li>community organisations</li> <li>community sport partnerships</li> <li>sport for development agencies</li> <li>NGB's</li> <li>voluntary sector</li> </ul>	S11



4.2	Review the current funding landscape relevant to individual's role, including:	K7	S4.2	Negotiate, lobby and broker deals with a range of local partners, across:	S5
				<ul style="list-style-type: none"> <li>• Public health</li> <li>• Community development</li> <li>• Anti-social behaviour</li> </ul> <p>To include:</p> <ul style="list-style-type: none"> <li>- relevant negotiation and lobbying tactics to support successful outcomes (e.g. demonstrating commitment, identifying clear benefits, requesting an offer compromising etc)</li> <li>- assessing the impact of these tactics (e.g. creating new working partnering, successful bids, increased funding, meeting key performance indicators (KPIs) etc)</li> </ul>	
			S4.3	Write clearly articulated funding bids using insight from work-based activities in order to meet funders' success criteria (e.g. priorities, concerns, requirements, timescales etc.)	S8

### Behaviours

B5.1	Be willing to learn and contribute to their own continuing professional development	B5
B5.2	Display a strong work ethic including attention to detail, willingness to adapt to change and time management	B1
B5.3	Show a positive attitude to work and act as a role model within their local community	B2
B5.4	Be truthful, sincere and trustworthy in their actions; demonstrate integrity by doing the right thing; exhibit high levels of emotional intelligence	B4
B5.5	Work individually and as a member of a team	B3

## 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.

The “Work-Based Observation” will cover the following modules of the standard:

Module	Coverage
A. Creating meaningful and effective community sport and health activities	N/A
B. Delivering community sport and health activities	K2.2
C. Managing Challenges in implementing and delivering community sport and health activities	K3.1
D. Working in partnership with other organisations	N/A

The “Case Study Challenge” will cover the following modules of the standard:

Module	Coverage
A. Creating meaningful and effective community sport and health activities	K1.1
B. Delivering community sport and health activities	S2.1
C. Managing Challenges in implementing and delivering community sport and health activities	K3.2, K3.3, K3.5, S3.1
D. Working in partnership with other organisations	N/A

The “Presentation with Question and Answers (Q&A)” will cover the following modules of the standard:

Module	Coverage
A. Creating meaningful and effective community sport and health activities	K1.3, K1.2, S1.2, B1.1
B. Delivering community sport and health activities	K2.1, K2.3, B2.1
C. Managing Challenges in implementing and delivering community sport and health activities	K3.4, B3.1
D. Working in partnership with other organisations	K4.1, K4.2, S4.1, S4.3

The “Panel Interview” will cover the following modules of the standard:

Module	Coverage
A. Creating meaningful and effective community sport and health activities	N/A
B. Delivering community sport and health activities	K2.2
C. Managing Challenges in implementing and delivering community sport and health activities	K3.1
D. Working in partnership with other organisations	N/A

## Re-Assessment

If the apprentice fails an assessment, this will need to be completed again. A re-sit does not require further learning, whereas a re-take does. The maximum grade awarded to a re-sit or re-take will be pass, unless the EPAO identifies exceptional circumstances accounting for the original fail. Apprentices should have a supportive action plan to prepare for the re-sit or a re-take. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to re-sit or re-take any failed assessment method only.

The timescales for a resit or retake are agreed between the employer and EPAO. A resit/retake is typically taken within 12 months of the EPA outcome notification.

For a list of the re-sit costs, please see the Innovate 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 or 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 pass for each component.

## Grading Requirements

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.

To successfully complete the apprenticeship, the apprentice must achieve a pass in all 4 components of End-point Assessment as shown below.

Work-based Observation	Case study challenge	Presentation with Q&A	Panel Interview	Grading Outcome
Scenario				
Apprentice achieves a 'Distinction' in any two of the above components, and a minimum of a 'pass' in the other components.				Distinction
Apprentice achieves a 'Pass' in all of the above components				Pass
Apprentice achieves a 'Fail' in one or more of the above components				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 Community Sport and Health Officer standard is People 1st International. 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](http://www.innovateawarding.org/apprenticeshipstandards)

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