



## **Specification**

**Level 2 Community Activator Coach v1.3**

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## Welcome to Innovate Awarding

Welcome to the Level 2 Community Activator Coach Apprenticeship. Our Innovate Awarding Specifications are designed to ensure the employer, provider and apprentice have the appropriate support and guidance to allow successful completion of an apprenticeship, providing further confidence and assurance having chosen us as an End-Point Assessment Organisation.

We are an Ofqual approved End-Point Assessment Organisation (EPAO), experienced in operating within a regulated market. Driven by the employers we work in partnership with, we deliver End-Point Assessment (EPA) in the Health, Care, Education, Leadership, Management, Leisure, Customer Service, Creative, Hospitality, Retail, Transport and Logistics sectors.

Delivering an apprenticeship is an extremely rewarding role. We recognise the need for a clear specification, resources and support, so more valuable time can be spent delivering to an apprentice.

At Innovate Awarding we stand by our 'no surprises' approach to assessment, making an apprenticeship journey as simple as possible, ensuring the best chance of success for every apprentice who undertakes EPA with us.

### About Innovate Awarding

We are an EPAO with a collaborative approach to doing business. We work with providers to deliver fit for purpose EPA, providing assessments for a wide range of apprenticeship Standards, certificating thousands of apprentices, continuing to learn and improve with each experience.

We have experienced and responsive teams to ensure the EPA experience is smooth and efficient, working closely with our provider partners.

Please see our website for the range of Standards we are approved to deliver:

<https://innovateawarding.org/end-point-assessment/apprenticeship-standards/>

## The Apprenticeship Standard and Assessment Plan

An Apprenticeship Standard details the knowledge, skills and behaviours (KSBs) required to be occupationally competent:

- **Knowledge** - the information, technical detail, and 'know-how' that someone needs to have and understand to successfully carry out the duties. Some knowledge will be occupation-specific, whereas some may be more generic.
- **Skills** - the practical application of knowledge needed to successfully undertake the duties. They are learnt through on and/or off-the-job training or experience.
- **Behaviours** - mindsets, attitudes or approaches needed for competence. Whilst these can be innate or instinctive, they can also be learnt. Behaviours tend to be very transferable. They may be more similar across occupations than knowledge and skills. For example, team worker, adaptable and professional.

Apprenticeships are an invaluable tool for upskilling in areas that matter most to employers. They are a highly effective route to recruit and train future talent, address skills shortages and develop careers across core parts of the business.

The Level 2 Community Activator Coach apprenticeship has been developed by employers working in the sector detailing the knowledge, skills and behaviours required to be occupationally competent and outlining the training and assessment journey for an apprentice.

The apprentice will typically spend 18 months on-programme, working towards the Level 2 Community Activator Coach Standard, combining practical training in a job with study. The extent of the on-programme time should be decided for each apprentice based on their prior learning, skills and experience. If employers are using this Standard for an existing employee, it is important to be aware that the role must represent new learning. Providers should support employers with this.

It is vital the apprentice is prepared and fully ready before they commence their EPA period, which is detailed in the Assessment Plan.

The EPA period will last three months, consisting of:

- Observation with questions
- Professional discussion underpinned by portfolio

## The Apprentice

This occupation is found in sport for social change charities, local authorities, sports clubs, leisure centres, after school clubs, youth work organisations, housing associations and outdoor education centres.

The broad purpose of the occupation is to improve the health and wellbeing of the nation and provide a positive environment which supports people to grow and develop through sport and physical activity. Community Activator Coaches do this by promoting, delivering and coaching fun, inclusive and engaging activities that help whole communities adopt and maintain physically active lifestyles.

In their daily work, an employee in this occupation interacts with managers and collaborates with colleagues within their organisation. They also interact with other professionals and organisations working with the local community, such as youth workers, teachers, community agencies and health workers.

An employee in this occupation will be responsible for delivering and adapting sport and physical activity sessions, promoting their benefits, and engaging local communities. It involves acting as a positive role model to build rapport with diverse individuals and communities especially those who are young, inactive, or from low-income and marginalised communities.

The role also involves personal, professional development and is a flexible one in which an individual can expect to work varied and unsociable hours, including evenings, weekends and school holidays.

## Off-the-Job Training

Off-the-job training is a statutory requirement for an English apprenticeship. It is training, which is received by the apprentice during the apprentice's normal working hours, for the purpose of achieving the knowledge, skills and behaviours of the approved apprenticeship the learner is completing.

It is an important aspect of apprenticeship training, as it gives the learner time to properly develop knowledge and skills from the programme.

Off-the-job training allows the learner to take full advantage of the programme, improving the return on investment in training costs for the employer. A developed and upskilled apprentice will lead to an increase in productivity, a clear benefit to the business.

Examples of off-the-job training include:

- Learning new skills at work through shadowing other members of the team, where this activity has been agreed and documented as part of the agreed training plan
- In-house training programmes relevant to the apprenticeship
- Coaching sessions
- Attendance at workshops, training days and webinars relevant to the apprenticeship
- Completion of online learning
- Self-study that includes reading or watching videos
- Training in new working practices or new equipment
- Role-playing or simulation exercises
- Industry visits/conferences relevant to apprenticeships
- Writing assessments, assignments and completing projects or activities
- Practical training or training in the workplace relevant to the apprenticeship

## Gateway

Gateway is the entry point to EPA, and it is vital that all parties understand its importance. It is the point at which the apprentice has completed their learning, met the requirements of the Level 2 Community Activator Coach Apprenticeship Standard, and the provider and employer have reviewed the apprentice's knowledge, skills and behaviours to confirm they satisfied the provider and employer that they are competent and ready to enter their EPA.

Employers are ultimately responsible for deciding when their apprentice is competent as a Community Activator Coach and ready to enter EPA. This decision should be taken after conversation with the provider and apprentice. It is vital this decision is based on each individual apprentice's readiness and not because they have reached the end of the initially agreed training period.

## Pre-Gateway Checks

Knowing when an apprentice is Gateway-ready is much more than simply checking the apprentice has completed their learning and obtained all the mandatory requirements outlined in the Level 2 Community Activator Coach Assessment Plan. Although this is important, it is about the provider, apprentice and employer being convinced that the apprentice is at the level of competence set out in the Standard and that they are prepared for the EPA, so they can claim that competency.

To pass through Gateway, typically the apprentice will have been training for a minimum of 12 months. They must also have:

- Achieved Level 2 English and Maths, if applicable
- Satisfied their employer that they are consistently working at, or above, the occupational competence of the Level 2 Community Activator Coach
- Compiled, and be ready to submit, a portfolio of 10 discrete pieces of evidence towards the professional discussion
- A signed declaration
- Declared any reasonable adjustments and special considerations

Readiness for Gateway includes confirming that the apprentice's portfolio meets the requirements of the knowledge, skills and behaviours set out within the Level 2 Community Activator Coach Standard. This will be confirmed at Gateway and documented on epaPRO. This notifies us that the apprentice is ready for their assessment and the EPA planning meeting will be organised.

Readiness for Gateway requires confirmation from the employer, provider and apprentice, that the apprentice has met all the mandatory requirements.

Employers will liaise with us to agree a project brief which will include the project's subject, title and scope.

## Assessment Booking

The planning meeting will be booked on epaPRO once the apprentice has been allocated to an Innovate Awarding Assessor, and the Gateway documents have been reviewed and approved. The planning meeting will take place between the apprentice and an Innovate Awarding representative (in most cases this will be the allocated End-Point Assessor). Unless specified in the Assessment Plan, there is no requirement for the employer to attend, however some employers may wish to be present for this meeting.

The purpose of the meeting is to discuss assessment dates, confirm assessment timings, assessment requirements and assessment preparation. During the meeting we will discuss what happens if assessments are cancelled/rescheduled and how this could impact the end-point assessment (EPA) period, as well as providing information on certification and appeals.

The Level 2 Community Activator Standard 20 minute planning meeting will book assessment timeslots for the:

- Observation with questions
- Professional discussion underpinned by portfolio

After the planning meeting, the apprentice will receive an email confirming everything discussed in the meeting and a calendar invitation for all booked assessments. The apprentice will then prepare for their end point assessment.

## Portfolio of Evidence Guidance

Employers will ensure their apprentice has compiled a portfolio of evidence during the on-programme period of the apprenticeship, which will be submitted at Gateway. It underpins the professional discussion but will not be assessed by us.

We will review the portfolio of evidence in preparation for the professional discussion prior to Gateway. Feedback is not required, although generally if Gateway is rejected due to the portfolio of evidence being inadequate, a courtesy email will be sent with an explanation, including the rejection reason on epaPRO.

Portfolio of evidence content and format are typically Word documents, presentations, video or audio recordings. The provider will upload the portfolio of evidence to epaPRO at Gateway, either by inserting a link to a SharePoint or including a zip file.

### **Portfolio of evidence requirements:**

The apprentice must compile a portfolio of evidence during the on-programme period of the apprenticeship. It should only contain evidence related to the KSBs that will be assessed by the professional discussion. It will typically contain 10 discrete pieces of evidence. Evidence must be mapped against the KSBs. Evidence may be used to demonstrate more than one KSB as a qualitative rather than quantitative approach is suggested.

The portfolio of evidence should not include reflective accounts or any methods of self-assessment. Any employer contributions should focus on direct observation of performance, for example, witness statements, rather than opinions. The evidence provided must be valid and attributable to the apprentice and the portfolio of evidence should contain a statement from the employer and apprentice confirming this.

Evidence sources may include:

- workplace policies and procedures particularly safeguarding, health and safety and equality, diversity and inclusion
- continual professional development records
- reviews of sessions
- examples of working with different individuals that shows progress in their behaviour towards sport or physical activity and barriers they have overcome
- use of digital technology
- witness statements
- annotated photographs
- video clips with a maximum total duration 10 minutes; the apprentice must be in view and identifiable

This is not a definitive list and other evidence sources can be included.

# End-Point Assessment

## Assessment Method 1: Observation with questions

### Overview

In the observation with questions, the Innovate Awarding Assessor observes the apprentice face to face in their workplace and asks questions. The apprentice completes their day-to-day duties under normal working conditions. Simulation is not allowed. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

### Rationale

This assessment method is being used because:

- This is a practical role, it can assess KSBs holistically
- Delivering an activity session is an essential part of the role
- It should give employers assurance about an apprentice's competence as it takes place in a real work setting
- The familiar environment should allow the apprentice to perform at their best
- It is cost effective, tasks completed during the observation should contribute to workplace productivity and it makes use of the employer's resources and equipment
- It allows for the assessment of KSBs that relate to interaction with participants

### Delivery

The observation with questions must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

The Innovate Awarding Assessor must conduct and assess the observation with questions. The Innovate Assessor must only observe one apprentice at a time to ensure quality and rigour. They must be as unobtrusive as possible.

The Innovate Awarding Assessor must give the apprentice 14 days' notice of the observation with questions.

The apprentice must ensure they submit the session plan they intend to use, prior to the observation with questions and must make this available to the Innovate Awarding Assessor at least seven days in advance of the observation.

The session plan should include:

- Timings
- Number of participants, which must be a minimum of four people
- Age range
- Any participant additional support requirements
- Identification of whether the session is indoor or outdoor
- Any equipment that is planned to be used
- Any identified risks

The apprentice can refer to the session plan, however, the session plan is not directly assessed.

The observation with questions must take one hour. The Innovate Awarding Assessor can increase the time of the observation with questions by up to 10%. This time is to allow the apprentice to complete a task or respond to a question if necessary.

The observation may be split into discrete sections held on the same working day. The Innovate Awarding Assessor must manage invigilation of the apprentice during the assessment, to maintain security of the EPA, in line with their malpractice policy. This includes breaks and moving between locations.

The Innovate Awarding Assessor must explain to the apprentice the format and timescales of the observation with questions before it starts. The apprentice must inform the Innovate Awarding Assessor if there are any changes to the submitted session plan, they intend to deliver. This does not count towards the assessment time.

The independent assessor should observe the following during the observation:  
Themes.

- Physical activity and coaching
- Motivation and communication

A live sport or physical activity session for a minimum of four participants that may include:

- Indoor or outdoor location
- A type of sport, physical activity or movement session
- Equipment relevant to the activity, participants and space, such as balls, cones, goals, posts, rackets and bats
- Activities that meet the needs of all participants
- A warm up, main activity and cool down as part of the session

The apprentice should:

- Check the area and facilities for any possible hazards
- Check equipment is safe and ready for use
- Set up and prepare the activity session
- Check participants previous experience is established

- Check participants readiness for taking part such as appropriate clothing, footwear, eye wear and removal of jewelry
- Confirm to the participants any health and safety procedures or rules and make them aware of any potential hazards

These activities provide the apprentice with the opportunity to demonstrate the KSBs mapped to this assessment method.

The Innovate Awarding Assessor must ask questions. The purpose of the questions is:

- To seek clarification where required
- To assess the level of competence against the grading descriptors
- To assess grading descriptors that were unable to be demonstrated due to the nature of the session or participants

Questions must be asked after the observation. The total duration of the observation assessment method is one hour and the time for questioning is included in the overall assessment time. The total time for the observation element is 45 minutes. The time allocated for questioning is 15 minutes. The Innovate Awarding Assessor must ask at least three questions. Follow-up questions are allowed where clarification is required.

The apprentice may choose to end the assessment method early. The apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method. The Innovate Awarding Assessor must ensure the apprentice is fully aware of all assessment requirements. The Innovate Awarding Assessor cannot suggest or choose to end the assessment methods early, unless in an emergency.

The Innovate Awarding Assessor is responsible for ensuring the apprentice understands the implications of ending an assessment early if they choose to do so. The independent assessor may suggest the assessment continues. The Innovate Awarding Assessor must document the apprentice's request to end the assessment early.

## **Assessment location**

The observation with questions must take place in the apprentice's normal place of work for example, their employer's premises or a customer's premises. Equipment and resources needed for the observation must be confirmed to be available by the Innovate Awarding Assessor, who can liaise with the employer to provide these. They must be in good and safe working condition.

## **Assessment Method 2: Professional discussion, underpinned by a portfolio**

### **Overview**

In the professional discussion, the Innovate Awarding Assessor and Apprentice have a formal two-way conversation. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

### **Rationale**

This assessment method is being used because it:

- Assesses KSBs holistically and objectively
- Allows for the assessment of KSBs that do not occur on a predictable or regular basis
- Allows for assessment of responses where there are a range of potential answers
- Can be conducted remotely, potentially reducing cost
- Reduces the assessment burden on the apprentice

### **Delivery**

The professional discussion must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

The Innovate Awarding Assessor must conduct and assess the professional discussion.

The purpose of the Innovate Awarding Assessor's questions will be to assess the apprentice's competence against the following themes:

- Coaching role
- Recording and reviewing
- Risks
- Equity, diversity, inclusion and wellbeing

The Innovate Awarding Assessor must give an apprentice 14 days' notice of the professional discussion. The Innovate Awarding Assessor must have at least two weeks to review the supporting documentation.

The apprentice must have access to their portfolio of evidence during the professional discussion. The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence however, the portfolio of evidence is not directly assessed.

The professional discussion must last for 45 minutes. The Innovate Awarding Assessor can increase the time of the professional discussion by up to 10%. This time is to allow the apprentice to respond to a question if necessary.

The Innovate Awarding Assessor must explain to the apprentice the format and timescales of the professional discussion before it starts. This does not count towards the assessment time.

The Innovate Awarding Assessor must ask at least eight questions.

The apprentice may choose to end the assessment method early. The apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method. The Innovate Awarding Assessor must ensure the apprentice is fully aware of all assessment requirements. The Innovate Awarding Assessor cannot suggest or choose to end the assessment method early, unless in an emergency.

The Innovate Awarding Assessor is responsible for ensuring the apprentice understands the implications of ending an assessment early if they choose to do so. The Innovate Awarding Assessor may suggest the assessment continues. The Innovate Awarding Assessor must document the apprentice's request to end the assessment early.

### **Assessment location**

The professional discussion must take place in a suitable venue selected by the Innovate Awarding Assessor for example, Innovate Awarding or employer's premises.

The professional discussion can be conducted by video conferencing. The professional discussion should take place in a quiet room, free from distractions and influence.

## **Grading**

Performance in the EPA determines the apprenticeship grade of:

- Distinction
- Merit
- Pass
- Fail

The Innovate Awarding Assessor will grade the observation with questions and the professional discussion underpinned by portfolio.

The Innovate Awarding Assessor will combine the individual assessment method grades to determine the overall EPA grade.

To achieve an overall distinction, the apprentice must achieve distinction in both assessment methods.

To achieve a merit the apprentice must achieve a distinction in either the observation with questions or professional discussion underpinned by portfolio and a pass in the other method.

To achieve an overall pass, the apprentice must achieve at least a pass in all the assessment methods.

If the apprentice fails one or more assessment method, they will be awarded an overall fail.

Grades from individual assessment methods must be combined in the following way to determine the grade of the EPA overall.

<b>Observation with Questions</b>	<b>Professional Discussion underpinned by Portfolio</b>	<b>Overall Grading</b>
Distinction	Distinction	Distinction
Distinction	Pass	Merit
Pass	Distinction	Merit
Pass	Pass	Pass
Any grade	Fail	Fail
Fail	Any grade	Fail
Fail	Fail	Fail

## Grading Descriptors

### Assessment Method 1: Observation with Questions

Theme: Physical activity and coaching		
Knowledge, Skills and Behaviours	Pass Grading Descriptor	Distinction Grading Descriptor
<p><b>K1</b> The benefits of a healthy lifestyle and physical activity for individuals and communities.</p> <p><b>S1</b> Promote the benefits of a healthy lifestyle and physical activity for individuals and communities.</p> <p><b>K6</b> The value of developing a lifelong activity habit.</p> <p><b>S6</b> Promote the benefits of a lifelong activity habit.</p> <p><b>B2</b> Act as a positive role model when delivering activities.</p>	<p>Acts as a positive role model when delivering activities, promoting the benefits of a healthy lifestyle, lifelong activity habits and physical activity (<b>K1, K6, S1, S6, B2</b>).</p>	<p><b>None</b></p>
<p><b>K3</b> The structure of a session plan and how to plan inclusive, safe and effective sessions.</p> <p><b>S3</b> Contribute to inclusive, safe and effective sessions.</p> <p><b>K4</b> Ways to plan, follow, adapt and deliver sessions based on participants needs and feedback.</p> <p><b>S4</b> Plan, follow, adapt, and deliver session plans, based on participant needs and feedback.</p>	<p>Delivers inclusive, safe and effective session following and adapting structured session plan in response to participant needs and feedback (<b>K3, K4, S3, S4</b>).</p>	<p>Reflects on how the adaptations they made to the session contribute to inclusive, safe and effective session (<b>K3, K4, S3, S4</b>).</p>
<p><b>K7</b> Techniques to build rapport with participants.</p> <p><b>S7</b> Use techniques to build rapport with participants.</p>	<p>Uses techniques that builds rapport with participants (<b>K7, S7</b>).</p>	<p>Encourages the participants to take an active part in sport and physical activity through the rapport they built (<b>K7, S7</b>).</p>

<b>K8</b> Tasks involved before, during and after a community activity.	Carries out the tasks required in an organised way before, during and after a community activity, showing how they are adaptable ( <b>K8, S8, B1</b> ).	<b>None</b>
<b>S8</b> Carry out the tasks required before, during and after a community activity.		
<b>B1</b> Adaptable and organised.		
<b>Theme: Motivation and communication</b>		
<b>Knowledge, Skills and Behaviours</b>	<b>Pass Grading Descriptor</b>	<b>Distinction Grading Descriptor</b>
<b>K5</b> Coaching styles used for different participant needs and motivations.	Uses coaching styles for sport or physical activity session that meet the participants needs and motivations ( <b>K5, S5</b> ).	Adapts coaching style and continuously adapts communication methods during the sport or physical activity session in response to the participants needs and behaviour ( <b>K5, K10, S5, S10</b> ).
<b>S5</b> Use coaching styles for sport or physical activity sessions meeting the participants needs and motivations.		
<b>K10</b> Ways of managing individuals' behaviours within a group setting.	Manages individuals' behaviours in group settings adapting communication methods to suit participants and groups ( <b>K10, K14, S10, S14</b> ).	
<b>S10</b> Manage individuals' behaviours within a group setting.		
<b>K14</b> Different communication methods and how to adapt them to meet the needs of participants and groups.		
<b>S14</b> Adapt communication methods to meet the needs of participants and groups.		

## Assessment Method 2: Professional Discussion Underpinned by Portfolio

Theme: Coaching role		
Knowledge, Skills and Behaviours	Pass Grading Descriptor	Distinction Grading Descriptor
<p><b>K2</b> Tools and techniques to encourage individuals' participation, motivation and behaviour changes.</p> <p><b>S2</b> Encourage individuals' participation, motivation and to change their behaviour towards sport or physical activity.</p>	<p>Explains how they use tools and techniques to encourage individuals to change their behaviour towards sport or physical activity (<b>K2, S2</b>).</p>	<p><b>None</b></p>
<p><b>K11</b> Ways to work collaboratively with services and other community organisations to run events that make the best use of resources.</p> <p><b>S11</b> Work collaboratively with services and other community organisations to run events that make the best use of resources.</p> <p><b>B3</b> Work effectively as part of a team and use own initiative during activities.</p> <p><b>B4</b> Build professional relationships.</p>	<p>Describes how they work collaboratively and build professional relationships with services and other community organisations, working effectively as part of a team and using own initiative to run events that make the best use of resources (<b>K11, S11, B3, B4</b>).</p>	<p>Explains the benefits of collaborative working (<b>K11, S11</b>).</p>
<p><b>K19</b> Importance of personal and professional development.</p> <p><b>S19</b> Participate in personal and professional development.</p> <p><b>B5</b> Committed to own professional development.</p>	<p>Describes how they commit to and participate in personal and professional development (<b>K19, S19, B5</b>).</p>	<p>Explains the benefits of personal and professional development (<b>K19, S19, B5</b>).</p>

<b>K20</b> Responsibility and accountability in maintaining professional boundaries in role.	Explains their responsibility and accountability within the scope of their role and how they maintain professional boundaries and assist with resolution of challenges and problems ( <b>K20, K22, S20, S22</b> ).	Explains the risks if they do not maintain professional boundaries ( <b>K20, S20</b> ).
<b>S20</b> Maintain professional boundaries within scope of own role.		
<b>K22</b> Principles of handling challenges and problems and assist in the resolution.		
<b>S22</b> Assist with the resolution of challenges and problems.		

### Theme: Recording and reviewing

Knowledge, Skills and Behaviours	Pass Grading Descriptor	Distinction Grading Descriptor
<b>K12</b> Ways to record and safely store data and information, in line with legislation and organisational policies and procedures.	Describes how they record and store data and information in line with legislation and organisational policies and procedures ( <b>K12, S12</b> ).	Explains the risks if they do not store data and information in line with legislation and organisational policies and procedures ( <b>K12, S12</b> ).
<b>S12</b> Record and store data and information, in line with legislation and organisational policies and procedures.		
<b>K13</b> Safe and responsible use of Artificial Intelligence and how digital technology can be used to deliver messages to participant groups.	Explains how they use digital technology safely and responsibly to deliver targeted messages to participant groups ( <b>K13, S13</b> ).	Identifies the benefits of using digital technology in their work ( <b>K13, S13</b> ).
<b>S13</b> Use suitable digital technology to deliver targeted messages to participant groups.		
<b>K21</b> Processes to monitor and review effectiveness of activity sessions.	Explains how they monitor and review the effectiveness of activity sessions ( <b>K21, S21</b> ).	<b>None</b>

<b>S21</b> Monitor and review the effectiveness of activity sessions.		
<b>Theme: Risks</b>		
<b>Knowledge, Skills and Behaviours</b>	<b>Pass Grading Descriptor</b>	<b>Distinction Grading Descriptor</b>
<b>K15</b> Principles of safeguarding and protection for vulnerable adults within own scope of role and in line with organisational protocols.	Describes how they identify and respond to safeguarding concerns in their role and in line with organisational protocols ( <b>K15, S15</b> ).	<b>None</b>
<b>S15</b> Identify and respond to safeguarding concerns within own scope of role and in line with organisational protocols.		
<b>K18</b> Health and safety legislation, regulations, risk assessment procedures, guidelines and procedures relevant to own role.	Explains how they comply with health and safety legislation and regulations and risk assessment procedures ( <b>K18, S18</b> ).	<b>None</b>
<b>S18</b> Comply with health and safety legislation, regulations, risk assessment procedures, guidelines and procedures.		
<b>Theme: Equity, diversity, inclusion and wellbeing</b>		
<b>Knowledge, Skills and Behaviours</b>	<b>Pass Grading Descriptor</b>	<b>Distinction Grading Descriptor</b>
<b>K9</b> The personal and societal barriers to participation and strategies to address them.	Describes how they support equity, diversity and inclusion following legislation and organisational policies and support participants to overcome personal or societal barriers ( <b>K9, K16, S9, S16</b> ).	Explains how equity, diversity and inclusion legislation and organisational policies contribute to
<b>S9</b> Support participants to overcome personal or societal barriers.		

<p><b>K16</b> Legislation and organisational policies relating to equity, diversity and inclusion.</p>		<p>removing barriers that participants may face (<b>K9, K16, S9, S16</b>).</p>
<p><b>S16</b> Support equity, diversity and inclusion in line with legislation and organisational policies.</p>		
<p><b>K17</b> The positive impact of sport and physical activity on mental health and wellbeing for self and participants.</p>	<p>Explains how they support the mental health and wellbeing of themselves and the participants identifying the positive impact of sport and physical activity (<b>K17, S17</b>).</p>	<p><b>None</b></p>
<p><b>S17</b> Support the mental health and wellbeing of self and participants.</p>		

## Annex 1: Assessment Plan and Occupational Standard

The Level 2 Community Activator Coach Occupational Standard and the latest version of the Assessment Plan can be accessed by following this link:

<https://www.instituteforapprenticeships.org/apprenticeship-standards/st0478-in-revision>

**Level and Standard: ST0478**

**Version: 1.3**

**Sector: Health and Science**

**EQA Organisation: Ofqual**

## Annex 2: Additional Information

### Results and Certifications

All final assessment component results are published on epaPRO within **10 working days** of the assessment taking place.

We will submit a certificate claim with the DWP within 15 working days after the final result has been uploaded to epaPRO. The DWP will send the certificate directly to the employer.

For replacement certificates a request must be emailed to [epa@innovateawarding.org](mailto:epa@innovateawarding.org) Within two days of receiving the email, a replacement certificate will be requested from the DWP.

### Re-sits and Re-takes

If the apprentice fails one assessment method or more, they can take a re-sit or a re-take at their employer's discretion. The apprentice's employer needs to agree that a re-sit or re-take is appropriate.

A re-sit does not need further learning, whereas a re-take does. The apprentice should have a supportive action plan to prepare for a re-sit or a re-take.

The employer and the Innovate Awarding Assessor should agree the timescale for a re-sit or re-take. A re-sit is typically taken within two months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within three months of the EPA outcome notification.

Failed assessment methods must be re-sat or re-taken within a six month period from the EPA outcome notification, otherwise the entire EPA will need to be re-sat or re-taken in full.

Re-sits and re-takes are not offered to an apprentice wishing to move from pass to a higher grade. The apprentice will get a maximum EPA grade of pass if they need to re-sit or re-take one or more assessment methods, unless Innovate Awarding determines there are exceptional circumstances.

### Reasonable Adjustments, Special Considerations and Appeals

Information on reasonable adjustments, special considerations and the appeals process can be accessed by using this link:

<https://innovateawarding.org/end-point-assessment/apprentice-information>

## Support Materials

All the support materials for this apprenticeship can be found on epaPRO including the Assessment Key Verbs Document.

Support material includes:

- Assessment Specification
- Assessment Journey
- Assessment Criteria Content
- Mock EPA Records
- Portfolio of Evidence Locator for the Professional Discussion
- Grading Descriptors
- Template for a Session Plan

## Use of Artificial Intelligence (AI) and referencing

Apprentice submissions such as reports, presentations, business projects and portfolios must be produced by themselves. Correctly cited quotes and the use of Artificial Intelligence (AI) can be used to enhance and support the document, but the document itself must be the apprentice's own work and not generated by AI.

Innovate Awarding expects all forms of plagiarism to be treated very seriously by staff at centres, and centres should have in place their own plagiarism policy and process for handling suspected cases of plagiarism.

## Version Record

Innovate Awarding continuously review all support material to ensure its accuracy. All amendments will be recorded in the Version Record.

Version Number	Effective From	Reason for Change	Location

Please ensure that you use the current version.

All enquiries relating to the version change of the document should be directed to [epa@innovateawarding.org](mailto:epa@innovateawarding.org)



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