

DRAFT END-POINT ASSESSMENT PLAN FOR THE COMMUNITY ACTIVATOR COACH APPRENTICESHIP

APPRENTICESHIP REFERENCE NUMBER	LEVEL OF THIS END-POINT ASSESSMENT (EPA)	INTEGRATION
ST0478	2	None

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Introduction and overview

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This document explains the requirements for end-point assessment (EPA) for the community activator coach apprenticeship. End-point assessment organisations (EPAOs) must follow this when designing and delivering the EPA.

Community activator coach apprentices, their employers and training providers should read this document.

A full-time community activator coach apprentice typically spends 18 months on-programme. The apprentice must spend at least 12 months on-programme and complete the required amount of off-the-job training in line with the apprenticeship funding rules.

The EPA should be completed within an EPA period lasting typically 3 months.

The apprentice must complete their training and meet the gateway requirements before starting their EPA. The EPA will assess occupational competence.

An approved EPAO must conduct the EPA for this apprenticeship. Employers must work with the training provider to select an approved EPAO from the apprenticeship providers and assessment register (APAR).

This EPA has 2 assessment methods.

The grades available for each assessment method are below.

Assessment method 1 - observation with questions:

- fail
- pass
- distinction

Assessment method 2 - professional discussion underpinned by portfolio:

- fail
- pass
- distinction

The result from each assessment method is combined to decide the overall apprenticeship grade. The following grades are available for the apprenticeship:

- fail
- pass
- merit
- distinction

EPA summary table

[Edit epa gateway form](#)[Edit available grades form](#)[Edit overall epa grading form](#)[Edit re-sits and re-takes form](#)

**On-programme -
typically 18 months**

The apprentice must:

- complete training to develop the knowledge, skills and behaviours (KSBs) outlined in this apprenticeship's standard
- complete training towards English and mathematics qualifications in line with the apprenticeship funding rules
- compile a portfolio of evidence

<p>End-point assessment gateway</p>	<p>The apprentice’s employer must be content that the apprentice is occupationally competent.</p> <p>The apprentice must:</p> <ul style="list-style-type: none"> • confirm they are ready to take the EPA • have achieved English and mathematics qualifications in line with the apprenticeship funding rules <p>For the professional discussion underpinned by portfolio, the apprentice must submit a portfolio of evidence. Gateway evidence must be submitted to the EPAO, along with any organisation specific policies and procedures requested by the EPAO.</p>
<p>End-point assessment - typically 3 months</p>	<p>The grades available for each assessment method are below</p> <p>Observation with questions:</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>Professional discussion underpinned by portfolio:</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>Overall EPA and apprenticeship can be graded:</p> <ul style="list-style-type: none"> ○ fail ○ pass ○ merit ○ distinction
<p>Professional recognition</p>	<p>This apprenticeship aligns with:</p> <ul style="list-style-type: none"> • Chartered Institute For The Management of Sport And Physical Activity for Affiliate Member
<p>Re-sits and re-takes</p>	<p>The details for re-sits and re-takes are below:</p> <ul style="list-style-type: none"> • re-take and re-sit grade cap: pass • re-sit timeframe: typically 2 months • re-take timeframe: typically 3 months

Duration of end-point assessment period

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The EPA is taken in the EPA period. The EPA period starts when the EPAO confirms the gateway requirements have been met and is typically 3 months.

The EPAO should confirm the gateway requirements have been met and start the EPA as quickly as possible.

EPA gateway

[Edit epa gateway form](#)

The apprentice's employer must be content that the apprentice is occupationally competent. That is, they are deemed to be working at or above the level set out in the apprenticeship standard and ready to undertake the EPA. The employer may take advice from the apprentice's training provider, but the employer must make the decision. The apprentice will then enter the gateway. The apprentice must meet the gateway requirements before starting their EPA.

They must:

- confirm they are ready to take the EPA
- have achieved English and mathematics qualifications in line with the apprenticeship funding rules
- submit a [portfolio of evidence](#) for the [professional discussion underpinned by portfolio](#)

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. Evidence sources may include workplace documentation and records, for example:

- workplace policies and procedures
- 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.

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.

The EPAO should not assess the portfolio of evidence directly as it underpins the discussion. The independent assessor should review the portfolio of evidence to prepare questions for the discussion. They are not required to provide feedback after this review.

Gateway evidence must be submitted to the EPAO, along with any organisation specific policies and procedures requested by the EPAO.

Order of assessment methods

[Edit order of assessment methods form](#)

The assessment methods can be delivered in any order. The result of one assessment method does not need to be known before starting the next.

Observation with questions

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Overview

In the observation with questions, an independent assessor observes the apprentice 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
- 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 colleagues, customers or members of the public

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. An independent assessor must conduct and assess the observation with questions.

The independent assessor must only observe one apprentice at a time to ensure quality and rigour. They must be as unobtrusive as possible.

The EPAO must give the apprentice 14 days' notice of the observation with questions.

The observation must take 1 hour.

The independent 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 EPAO 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 independent assessor must explain to the apprentice the format and timescales of the observation with questions before it starts. This does not count towards the assessment time.

The independent assessor should observe the following during the observation:
TO BE COMPLETED.

Themes.

- Physical activity and coaching
- Motivation and communication

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

The independent 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

Questions must be asked after the observation. The total duration of the observation assessment method is 1 hour and the time for questioning is included in the overall assessment time. The total time for the observation element is 50 minutes. The time allocated for questioning is 10 minutes. The independent assessor must ask at least 3 questions. Follow-up questions are allowed where clarification is required. The independent assessor must use the questions from the EPAO's question bank or create their own questions in line with the EPAO's training. Follow-up questions are allowed where clarification is required.

The independent assessor must ask questions about KSBs that were not observed to gather assessment evidence. These questions are in addition to the set number of questions for the observation with questions and should be kept to a minimum.

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 independent assessor or EPAO must ensure the apprentice is fully aware of all assessment requirements. The independent assessor or EPAO cannot suggest or choose to end the assessment methods early, unless in an emergency. The EPAO 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 independent assessor must document the apprentice's request to end the assessment early.

The independent assessor must make the grading decision. The independent assessor must assess the observation and responses to questions holistically when deciding the grade.

Professional discussion underpinned by portfolio

[Edit professional discussion underpinned by portfolio form](#)

Overview

In the professional discussion, an independent 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
- it allows for the assessment of KSBs that do not occur on a predictable or regular basis
- it allows for assessment of responses where there are a range of potential answers
- it can be conducted remotely, potentially reducing cost

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. An independent assessor must conduct and assess the professional discussion.

The purpose of the independent 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 EPAO must give an apprentice 14 days' notice of the professional discussion.

The independent assessor must have at least 2 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 35 minutes. The independent 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 independent 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 independent assessor must ask at least 8 questions. The independent assessor must use the questions from the EPAO's question bank or create their own questions in line with the EPAO's training. 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 independent assessor or EPAO must ensure the apprentice is fully aware of all assessment requirements. The independent assessor or EPAO cannot suggest or choose to end the assessment methods early, unless in an emergency. The EPAO 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 independent assessor must document the apprentice's request to end the assessment early.

The independent assessor must make the grading decision.

The independent assessor must keep accurate records of the assessment. They must record:

- the apprentice's answers to questions
- the KSBs demonstrated in answers to questions
- the grade achieved

Assessment location

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

The professional discussion can be conducted by video conferencing. The EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

The professional discussion should take place in a quiet room, free from distractions and influence.

Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO must maintain the security and confidentiality of EPA materials when consulting with

employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must ensure that the apprentice has a different set of questions in the case of re-sits or re-takes.

The EPAO must produce the following materials to support the professional discussion underpinned by portfolio:

- independent assessor assessment materials which include:
 - training materials
 - administration materials
 - moderation and standardisation materials
 - guidance materials
 - grading guidance
 - question bank
- EPA guidance for the apprentice and the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

Grading

[Edit add grade descriptor form](#)[Edit mapping of ksbs to grade themes form](#)[Edit available grades form](#)

Observation with questions

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
Physical activity and coaching K1 K2 K3 K4 K6 K7 K8 S1 S2 S3 S4 S6 S7 S8 B1 B2	Demonstrates how they act as a positive role model when delivering activities, promoting the benefits of a healthy lifestyle, lifelong activity habits and physical activity (K1, K6, S1, S6, B2). Uses tools and techniques that build rapport, motivates and encourages participants on their behaviour change journey related to sport and physical activity (K2, K7, S2, S7)	Instils motivation in participants that supports the behaviour changes related to sport and physical activity (K2, S2). Reflects on how they adapted the session plan in a way that enables the participants to remain included, feel safe and benefit from the activity habits (K3, K4, S3, S4).

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
	<p>Delivers inclusive, safe and effective sessions, following and adapting session plans based on participant feedback that encourages lifelong activity habits (K3, K4, S3, S4).</p> <p>Demonstrates how they are adaptable and reliable when they carry out the tasks required before, during and after a community event (K8, S8, B1).</p>	
<p>Motivation and communication K5 K10 K14 S5 S10 S14</p>	<p>Demonstrates coaching styles for sport and physical activity sessions that meet the participants motivations (K5, S5).</p> <p>Manages individual's behaviours in group settings adapting communication methods to suit participants and groups (K10, K14, S10, S14).</p>	<p>Adapts coaching style during the sport and physical activity session to meet the individual's behaviour (K5, K10, S5, S10).</p>

Professional discussion underpinned by portfolio

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
<p>Coaching role K11 K19 K20 S11 S19 S20 B3 B4 B5</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</p>	<p>Summarises the benefits of collaborative working and use of resources (K11, S11).</p>

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
	<p>own initiative to run events that make the best use of resources (K11, S11, B3, B4).</p> <p>Explains their commitment and participation to personal and professional development (K19, S19, B5).</p> <p>Explains their responsibility and accountability in the scope of their role and how they maintain professional boundaries (K20, S20).</p>	<p>Interprets the risks if they did not maintain professional boundaries (K20, S20).</p>
<p>Recording and reviewing K12 K13 K21 S12 S13 S21</p>	<p>Describes how they record and store data and information in line with legislation and organisational policies and procedures (K12, S12).</p> <p>Explains how they use digital technology to deliver targeted messages to participant groups (K13, S13).</p> <p>Explains how they monitor and review the effectiveness of activity sessions (K21, S21).</p>	<p>Identifies the benefits of using digital technology when they target messages to participant groups (K13, S13).</p> <p>Outlines the purpose of monitoring and reviewing activity sessions (K21, S21).</p>
<p>Risks K15 K18 S15 S18</p>	<p>Explains how they identify and respond to safeguarding concerns in their role and within organisational protocols (K15, S15).</p> <p>Explains how they comply with health and safety legislation and regulations and risk assessment procedures (K18, S18).</p>	<p>None</p>

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
Equity, diversity, inclusion and wellbeing K9 K16 K17 S9 S16 S17	<p>Describes how they support equity, diversity and inclusion following legislation and organisational policies and support participants to overcome personal or societal barriers (K9, K16, S9, S16).</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 (K17, S17).</p>	<p>Explains the impact of equity, diversity and inclusion legislation and organisational policies on the barriers participants face personally and in society (K9, K16, S9, S16).</p>

Overall EPA grading

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Performance in the EPA determines the overall grade of:

- fail
- pass
- merit
- distinction

An independent assessor must individually grade the observation with questions and professional discussion underpinned by portfolio in line with this EPA plan.

An independent assessor must individually grade the

- **Observation with questions** ~~An independent assessor must individually grade the~~
 - **Professional discussion underpinned by portfolio**

The EPAO must combine the individual assessment method grades to determine the overall EPA grade.

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

~~To achieve an overall pass, the apprentice must achieve at least a pass in all the assessment methods.~~ To achieve an overall pass, the apprentice must achieve at least a pass in all the assessment methods. To achieve a merit the apprentice must achieve a distinction in either the professional discussion underpinned by portfolio or presentation with questions and a pass in the other method. In order to achieve an overall EPA distinction, apprentices must achieve a distinction in two assessment methods, professional discussion underpinned by portfolio and presentation with questions. Grades from individual assessment methods must be combined in the following way to determine the grade of the EPA overall.

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

OBSERVATION WITH QUESTIONS	PROFESSIONAL DISCUSSION UNDERPINNED BY PORTFOLIO	OVERALL GRADING
Fail	Fail	Fail
Any grade	Fail	Fail
Fail	Any grade	Fail
Pass	Pass	Pass
Distinction	Pass	Merit
Pass	Distinction	Merit
Distinction	Distinction	Distinction

Re-sits and re-takes

[Edit re-sits and re-takes form](#)

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 EPAO should agree the timescale for a re-sit or re-take. A re-sit is typically taken within 2 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 3 months of the EPA outcome notification.

Failed assessment methods must be re-sat or re-taken within a 6-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 the EPAO determines there are exceptional circumstances.

Roles and responsibilities

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ROLES	RESPONSIBILITIES
Apprentice	<p>As a minimum, the apprentice should:</p> <ul style="list-style-type: none"> complete on-programme training to meet the KSBs as outlined in the apprenticeship standard for a minimum of 12 months

ROLES	RESPONSIBILITIES
	<ul style="list-style-type: none"> • complete the required amount of off-the-job training specified by the apprenticeship funding rules and as arranged by the employer and training provider • understand the purpose and importance of EPA • prepare for and undertake the EPA including meeting all gateway requirements
Employer	<p>As a minimum, the apprentice's employer must:</p> <ul style="list-style-type: none"> • select the training provider • work with the training provider to select the EPAO • work with the training provider, where applicable, to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs • arrange and support off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the apprenticeship standard and is ready for EPA • ensure the apprentice is prepared for the EPA • ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan • confirm arrangements with the EPAO for the EPA in a timely manner, including who, when, where • provide the EPAO with access to any employer-specific documentation as required for example, company policies • ensure that the EPA is scheduled with the EPAO for a date and time which allows appropriate opportunity for the apprentice to meet the KSBs • ensure the apprentice is given sufficient time away from regular duties to prepare for, and complete the EPA • ensure that any required supervision during the EPA period, as stated within this EPA plan, is in place • ensure the apprentice has access to the resources used to fulfil their role and carry out the EPA for workplace based assessments • remain independent from the delivery of the EPA • pass the certificate to the apprentice upon receipt

ROLES	RESPONSIBILITIES
EPAO	<p>As a minimum, the EPAO must:</p> <ul style="list-style-type: none"> • conform to the requirements of this EPA plan and deliver its requirements in a timely manner • conform to the requirements of the apprenticeship provider and assessment register • conform to the requirements of the external quality assurance provider (EQAP) • understand the apprenticeship including the occupational standard and EPA plan • make all necessary contractual arrangements including agreeing the price of the EPA • develop and produce assessment materials including specifications and marking materials, for example mark schemes, practice materials, training material • maintain and apply a policy for the declaration and management of conflict of interests and independence. This must ensure, as a minimum, there is no personal benefit or detriment for those delivering the EPA or from the result of an assessment. It must cover: <ul style="list-style-type: none"> ○ apprentices ○ employers ○ independent assessors ○ any other roles involved in delivery or grading of the EPA • have quality assurance systems and procedures that ensure fair, reliable and consistent assessment and maintain records of internal quality assurance (IQA) activity for external quality assurance (EQA) purposes • appoint independent, competent, and suitably qualified assessors in line with the requirements of this EPA plan • appoint administrators, invigilators and any other roles where required to facilitate the EPA • deliver induction, initial and on-going training for all their independent assessors and any other roles involved in the delivery or grading of the EPA as specified within this EPA plan. This should include how to record the rationale and evidence for grading decisions where required • conduct standardisation with all their independent assessors before allowing them to

ROLES	RESPONSIBILITIES
	<p>deliver an EPA, when the EPA is updated, and at least once a year</p> <ul style="list-style-type: none"> • conduct moderation across all of their independent assessors' decisions once EPAs have started according to a sampling plan, with associated risk rating of independent assessors • monitor the performance of all their independent assessors and provide additional training where necessary • develop and provide assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders • use language in the development and delivery of the EPA that is appropriate to the level of the apprenticeship • arrange for the EPA to take place in a timely manner, in consultation with the employer • provide information, advice, and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA • confirm the gateway requirements have been met before they start the EPA for an apprentice • arrange a suitable venue for the EPA • maintain the security of the EPA including, but not limited to, verifying the identity of the apprentice, invigilation and security of materials • where the EPA plan permits assessment away from the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary • confirm the overall grade awarded • maintain and apply a policy for conducting appeals
Independent assessor	<p>As a minimum, an independent assessor must:</p> <ul style="list-style-type: none"> • be independent, with no conflict of interest with the apprentice, their employer or training provider, specifically, they must not receive a personal benefit or detriment from the result of the assessment • have, maintain and be able to evidence up-to-date knowledge and expertise of the occupation

ROLES	RESPONSIBILITIES
	<ul style="list-style-type: none"> • have the competence to assess the EPA and meet the requirements of the IQA section of this EPA plan • understand the apprenticeship’s occupational standard and EPA plan • attend induction and standardisation events before they conduct an EPA for the first time, when the EPA is updated, and at least once a year • use language in the delivery of the EPA that is appropriate to the level of the apprenticeship • work with other personnel, where used, in the preparation and delivery of assessment methods • conduct the EPA to assess the apprentice against the KSBs and in line with the EPA plan • make final grading decisions in line with this EPA plan • record and report assessment outcome decisions • comply with the IQA requirements of the EPAO • comply with external quality assurance (EQA) requirements
Training provider	<p>As a minimum, the training provider must:</p> <ul style="list-style-type: none"> • conform to the requirements of the apprenticeship provider and assessment register • ensure procedures are in place to mitigate against any conflict of interest • work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the KSBs as outlined in the occupational standard • deliver training to the apprentice as outlined in their apprenticeship agreement • monitor the apprentice’s progress during any training provider led on-programme learning • ensure the apprentice is prepared for the EPA • work with the employer to select the EPAO • advise the employer, upon request, on the apprentice’s readiness for EPA • ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan

ROLES	RESPONSIBILITIES
	<ul style="list-style-type: none"> • remain independent from the delivery of the EPA

Reasonable adjustments

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Reasonable adjustments

The EPAO must have reasonable adjustments arrangements for the EPA.

This should include:

- how an apprentice qualifies for a reasonable adjustment
- what reasonable adjustments may be made

Adjustments must maintain the validity, reliability and integrity of the EPA as outlined in this EPA plan.

Special considerations

The EPAO must have special consideration arrangements for the EPA.

This should include:

- how an apprentice qualifies for a special consideration
- what special considerations will be given

Special considerations must maintain the validity, reliability and integrity of the EPA as outlined in this EPA plan.

Internal quality assurance

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Internal quality assurance refers to the strategies, policies and procedures that an EPAO must have in place to ensure valid, consistent and reliable EPA decisions.

EPAOs for this EPA must adhere to the requirements within the roles and responsibilities table.

They must also appoint independent assessors who:

- have recent relevant experience of the occupation or sector to at least occupational level 2 gained in the last 2 years or significant experience of the occupation or sector

Value for money

[Edit value for money form](#)

Affordability of the EPA will be aided by using at least some of the following:

- ~~assessing multiple apprentices simultaneously where the assessment method permits this~~
- using the employer's premises

- conducting assessment methods on the same day

Professional recognition

[Edit professional recognition form](#)

This apprenticeship aligns with:

- Chartered Institute For The Management of Sport And Physical Activity for Affiliate Member

Mapping of KSBs to assessment methods

[Edit mapping of ksbs to assessment methods form](#)

KNOWLEDGE	ASSESSMENT METHODS
K1 The benefits of a healthy lifestyle and physical activity for individuals and communities.	Observation with questions
K2 Tools and techniques to encourage behavioural changes and motivation related to sport and physical activity.	Observation with questions
K3 The structure of a session plan and how to plan inclusive, safe and effective sessions	Observation with questions
K4 Ways to deliver and adapt session and review sessions based on participant feedback to encourage a lifelong activity habit.	Observation with questions
K5 Coaching styles used for different participant motivations	Observation with questions
K6 The value of developing a lifelong activity habit	Observation with questions
K7 Techniques to build rapport with participants	Observation with questions
K8 The tasks involved before, during and after a community event	Observation with questions
K9 The personal and societal barriers to participation and strategies to address them.	Professional discussion underpinned by portfolio

KNOWLEDGE	ASSESSMENT METHODS
K10 Ways of managing individuals' behaviours within a group setting	Observation with questions
K11 Ways to work collaboratively with services and other community organisations to run events that make the best use of resources	Professional discussion underpinned by portfolio
K12 Ways to record and safely store data and information, in line with legislation and organisational policies and procedures.	Professional discussion underpinned by portfolio
K13 How digital technology can be used to deliver messages to participant groups.	Professional discussion underpinned by portfolio
K14 Different communication methods and how to adapt them to meet the needs of participants and groups.	Observation with questions
K15 Principles of Safeguarding and protection for vulnerable adults within own scope of role and in line with organisational protocols.	Professional discussion underpinned by portfolio
K16 Legislation and organisational policies relating to equity, diversity and inclusion.	Professional discussion underpinned by portfolio
K17 The positive impact of sport and physical activity on mental health and wellbeing for self and participants.	Professional discussion underpinned by portfolio
K18 Health and safety legislation, regulations, risk assessment procedures, guidelines and procedures relevant to own role.	Professional discussion underpinned by portfolio
K19 The importance of personal and professional development	Professional discussion underpinned by portfolio
K20 Responsibility and accountability in maintaining professional boundaries in role.	Professional discussion underpinned by portfolio

KNOWLEDGE	ASSESSMENT METHODS
<p>K21 Processes to monitor and review effectiveness of activity sessions.</p>	<p>Professional discussion underpinned by portfolio</p>
SKILL	ASSESSMENT METHODS
<p>S1 Promote the benefits of a healthy lifestyle and physical activity for individuals and communities.</p>	<p>Observation with questions</p>
<p>S2 Encourage sport or physical activity sessions which supports individuals on their behaviour change journey.</p>	<p>Observation with questions</p>
<p>S3 Contribute to inclusive, safe and effective sessions</p>	<p>Observation with questions</p>
<p>S4 Follow, adapt, and deliver session plans, and review sessions based on participant feedback to encourage a lifelong activity habit.</p>	<p>Observation with questions</p>
<p>S5 Use coaching styles for sport or physical activity sessions meeting the participant's motivations</p>	<p>Observation with questions</p>
<p>S6 Promote the benefits of a lifelong activity habit</p>	<p>Observation with questions</p>
<p>S7 Use techniques to build rapport with participants</p>	<p>Observation with questions</p>
<p>S8 Carry out the tasks required before, during and after a community event</p>	<p>Observation with questions</p>
<p>S9 Support participants to overcome personal or societal barriers</p>	<p>Professional discussion underpinned by portfolio</p>
<p>S10 Manage individuals' behaviours within a group setting</p>	<p>Observation with questions</p>
<p>S11</p>	<p>Professional discussion underpinned by portfolio</p>

KNOWLEDGE	ASSESSMENT METHODS
Work collaboratively with services and other community organisations to run events that make the best use resources	
S12 Record and store data and information, in line with legislation and organisational policies and procedures.	Professional discussion underpinned by portfolio
S13 Use suitable digital technology to deliver targeted messages to participant groups.	Professional discussion underpinned by portfolio
S14 Adapt communication methods to meet the needs of participants and groups.	Observation with questions
S15 Identify and respond to safeguarding concerns within own scope of role and in line with organisational protocols.	Professional discussion underpinned by portfolio
S16 Support equity, diversity and inclusion in line with legislation and organisational policies.	Professional discussion underpinned by portfolio
S17 Support the mental health and wellbeing of self and participants.	Professional discussion underpinned by portfolio
S18 Comply with health and safety legislation, regulations, risk assessment procedures, guidelines and procedures.	Professional discussion underpinned by portfolio
S19 Participate in personal and professional development	Professional discussion underpinned by portfolio
S20 Maintain professional boundaries within scope of own role.	Professional discussion underpinned by portfolio
S21 Monitor and review the effectiveness of activity sessions.	Professional discussion underpinned by portfolio
BEHAVIOUR	ASSESSMENT METHODS
B1 Adaptable and reliable	Observation with questions

BEHAVIOUR	ASSESSMENT METHODS
B2 Act as a positive role model when delivering activities.	Observation with questions
B3 Works effectively as part of a team and uses own initiative during activities	Professional discussion underpinned by portfolio
B4 Build professional relationships	Professional discussion underpinned by portfolio
B5 Committed to own professional development	Professional discussion underpinned by portfolio

Mapping of KSBS to grade themes

[Edit add grade themes form](#) [Edit mapping of ksbs to grade themes form](#)

Observation with questions

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Physical activity and coaching K1 K2 K3 K4 K6 K7 K8 S1 S2 S3 S4 S6 S7 S8 B1 B2	<p>The benefits of a healthy lifestyle and physical activity for individuals and communities. (K1)</p> <p>Tools and techniques to encourage behavioural changes and motivation related to sport and physical activity. (K2)</p> <p>The structure of a session plan and how to plan inclusive, safe and effective sessions (K3)</p> <p>Ways to deliver and adapt session and review sessions based on participant feedback to encourage a lifelong activity habit. (K4)</p> <p>The value of developing a lifelong activity habit (K6)</p>	<p>Promote the benefits of a healthy lifestyle and physical activity for individuals and communities. (S1)</p> <p>Encourage sport or physical activity sessions which supports individuals on their behaviour change journey. (S2)</p> <p>Contribute to inclusive, safe and effective sessions (S3)</p> <p>Follow, adapt, and deliver session plans, and review sessions based on participant feedback to encourage a lifelong activity habit. (S4)</p> <p>Promote the benefits of a lifelong activity habit (S6)</p>	<p>Adaptable and reliable (B1)</p> <p>Act as a positive role model when delivering activities. (B2)</p>

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
	<p>Techniques to build rapport with participants (K7)</p> <p>The tasks involved before, during and after a community event (K8)</p>	<p>Use techniques to build rapport with participants (S7)</p> <p>Carry out the tasks required before, during and after a community event (S8)</p>	
<p>Motivation and communication K5 K10 K14 S5 S10 S14</p>	<p>Coaching styles used for different participant motivations (K5)</p> <p>Ways of managing individuals' behaviours within a group setting (K10)</p> <p>Different communication methods and how to adapt them to meet the needs of participants and groups. (K14)</p>	<p>Use coaching styles for sport or physical activity sessions meeting the participant's motivations (S5)</p> <p>Manage individuals' behaviours within a group setting (S10)</p> <p>Adapt communication methods to meet the needs of participants and groups. (S14)</p>	None

Professional discussion underpinned by portfolio

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
<p>Coaching role K11 K19 K20 S11 S19 S20 B3 B4 B5</p>	<p>Ways to work collaboratively with services and other community organisations to run events that make the best use of resources (K11)</p> <p>The importance of personal and professional development (K19)</p> <p>Responsibility and accountability in maintaining professional boundaries in role. (K20)</p>	<p>Work collaboratively with services and other community organisations to run events that make the best use resources (S11)</p> <p>Participate in personal and professional development (S19)</p> <p>Maintain professional boundaries within scope of own role. (S20)</p>	<p>Works effectively as part of a team and uses own initiative during activities (B3)</p> <p>Build professional relationships (B4)</p> <p>Committed to own professional development (B5)</p>

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Recording and reviewing K12 K13 K21 S12 S13 S21	<p>Ways to record and safely store data and information, in line with legislation and organisational policies and procedures. (K12)</p> <p>How digital technology can be used to deliver messages to participant groups. (K13)</p> <p>Processes to monitor and review effectiveness of activity sessions. (K21)</p>	<p>Record and store data and information, in line with legislation and organisational policies and procedures. (S12)</p> <p>Use suitable digital technology to deliver targeted messages to participant groups. (S13)</p> <p>Monitor and review the effectiveness of activity sessions. (S21)</p>	None
Risks K15 K18 S15 S18	<p>Principles of Safeguarding and protection for vulnerable adults within own scope of role and in line with organisational protocols. (K15)</p> <p>Health and safety legislation, regulations, risk assessment procedures, guidelines and procedures relevant to own role. (K18)</p>	<p>Identify and respond to safeguarding concerns within own scope of role and in line with organisational protocols. (S15)</p> <p>Comply with health and safety legislation, regulations, risk assessment procedures, guidelines and procedures. (S18)</p>	None
Equity, diversity, inclusion and wellbeing K9 K16 K17 S9 S16 S17	<p>The personal and societal barriers to participation and strategies to address them. (K9)</p> <p>Legislation and organisational policies relating to equity, diversity and inclusion. (K16)</p> <p>The positive impact of sport and physical activity on mental health and wellbeing for self and participants. (K17)</p>	<p>Support participants to overcome personal or societal barriers (S9)</p> <p>Support equity, diversity and inclusion in line with legislation and organisational policies. (S16)</p> <p>Support the mental health and wellbeing of self and participants. (S17)</p>	None

Supporting information

External quality assurance

[Edit external quality assurance - eqa form](#)

Option selected: Ofqual

Involved employers

Active Essex, British Cycling, Sport England, Bourne Leisure, Leicester City Council, Manchester Council, 2nd Chance, StreetGames, Inspiring Healthy Lifestyles, British Heart Foundation, National Centre, Royal Society for Public Health, Sporting Futures, Salford Community Leisure, Link4Life, CIMSPA, Chorley Council

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