

STA EXCEL ME LEVEL 2 END POINT ASSESSMENT FOR ST0478 COMMUNITY ACTIVATOR COACH

SPECIFICATION

The Standard and Assessment Methods

Standard title and version	Community Activator Coach 1.2
Standard code	ST0478
Level	2
Duration of EPA	Assessments must be attempted over a maximum 2-week period

Assessment Methods

During EPA the apprentice must complete three assessment methods as outlined in the table below.

Assessment Method	Timings
Practical Coaching Observation	2 hours (+/- 10%)
Presentation with question and answers	30 minutes
Panel interview	30 minutes

Gateway Requirements

Prior to EPA, the following requirements must be met by the apprentice.

Requirement	Description
Occupational competency	The training provider and employer agree the apprentice has sufficiently met the KSBs within the assessment plan
Gateway declaration	The training provider, employer and apprentice must sign and submit the gateway declaration
Functional skills	Complete training towards English and mathematics qualifications in line with the apprenticeship funding rules
Reflective accounts	<p>At least five and no more than 10 different pieces of evidence</p> <p>The Accounts themselves, should:</p> <ul style="list-style-type: none"> • reflect the typical duties and responsibilities of a Community Activator Coach – including delivering sessions or leading participants; • include the apprentice producing and distributing written and non-written content; • involve working with internal colleagues and external clients; • require the use of IT software and social media; • must be 'real' work completed for the apprentice's employer i.e. simulated activities are not allowable; • can be completed as part of and alongside the apprentice's normal work duties/responsibilities <p>Examples of major pieces of evidence may include:</p> <ul style="list-style-type: none"> • initiatives which show consultation with the local community (evidence might include: structured conversations with communities and individuals, surveys, market analyses, focus groups, meeting notes, marketing exercises); • session planning and delivery (evidence might include: showing how customer motivations linked to modified sessions). This might include amending times, places, the nature of the activity or sport and identified barriers to participation; • collaboration 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 organisation to take products and programmes to the market; • participation in the design of sessions that generate 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.

Assessment can only take place once these requirements have been met.

Grading

Each assessment component is graded individually which are combined to produce an overall grade. Each assessment component outcome includes a fail, pass and distinction grade.

Assessment Method	Component of Standard Assessed	Assessed by	Grading
Practical Coaching Observation	Skills Knowledge Behaviours	Independent Assessor	Fail Pass Distinction
Presentation and Q&A	Knowledge Behaviours Skills	Independent Assessor Independent Employer or Stakeholder	Fail Pass Distinction
Panel Interview	Knowledge Behaviours Skills	Independent Assessor Independent Employer or Stakeholder	Fail Pass Distinction
Final Grade	Whole Standard	Independent Assessor	Fail Pass Distinction

If one or more individual tasks are failed, then the apprentice will be deemed to have failed and required to recomplete any Tasks again within 12 months. If all tasks are passed, then the apprentice will be deemed to have passed. If two or more tasks (assessment methods) are recognised as distinctions, then the apprentice will be deemed to have passed with a distinction.

Retake and Resits

A retake or resit will be determined when the apprentice fails an assessment component. Depending upon the nature of the fail, Excel Me determine whether a retake or resit is most appropriate.

A retake requires the apprentice to undertake additional training prior to attempting the reassessment. A resit involves scheduling a reassessment without the requirement for additional training.

If an apprentice fails any of the component parts of their end-point assessment, they will be eligible for two further opportunities to retake inside a 12-month window. At retake, they will be expected to only complete the elements which they failed initially.

Results and Certification

Once all assessments have been successfully completed a final grade will be allocated. Confirmation of achievement will be communicated to the apprentice employer and training provider. Excel Me will claim certificates via the Institute for Apprenticeships and Technical Education (IfATE) and sent to the address provided during the planning meeting.

Assessment Location

Assessment	Assessment Location
Practical Coaching Observation	Face-to-face
Presentation with Q&A	Remote
Panel Interview	Remote

Language of Assessment

All assessments are conducted in English unless a reasonable adjustment is in place.

Reasonable Adjustment

Reasonable adjustments are changes made to an assessment or to the way an assessment is conducted that reduce or remove a disadvantage caused by a student's disability. Further information on reasonable adjustment can be found within the Excel Me Reasonable Adjustment policy made available on the Excel Me website.

If an apprentice requires adjustment to their assessment, this must be recorded at the planning meeting.

End Point Assessment Components

1. Practical Coaching Observation

The Coaching Observation must take place in situ at the apprentice's employment environment and after gateway, within 2 weeks of the other EPA Tasks; and the date, time and format must be mutually agreed with the apprentice, their independent assessor and the employer. The coaching session should ideally take place with the apprentice's regular clients or at one of their regular / existing coaching sessions.

- Duration: 2 hours (+/- 10%)
- Customers: existing clients
- Environment: chosen by apprentice in consultation with independent assessor and restricted to the courts, pitches, halls or areas available at the employer's workplace
- Kit and Equipment: chosen by apprentice and agreed with independent assessor
- Type of session: chosen by apprentice and agreed with independent assessor

All apprentices will have been required first to master skills and then adapt them to meet the needs of various customer groups throughout the duration of their apprenticeship with their employer. The ability to adapt communication styles and behaviours according to customer motivations and their environment will be crucial to their individual success and occupational competence. It is imperative that apprentices are assessed according to their ability to work with a group of individuals in a live sport or physical activity session, where the independent assessor can see their skills being exhibited live and assess many of the skill requirements of this Standard. As part of their EPA experience, apprentices will be asked to plan, deliver and evaluate a coaching or physical activity session within a real workplace environment – using existing participants (e.g. a student base or local project) as the customer group. The total duration of this task will be between 2 hours and 15 minutes and 2 hours and 30 minutes. Apprentices will have at their disposal a variety of tools and resources which they can utilise to demonstrate their coaching skills.

Planning and Preparing (1 hour)

Apprentices will be asked to design and produce a new, robust and relevant session plan. The apprentice will be expected to include reference to alternative approaches which cater for disruptive behaviour; changes in the weather; customer response/feedback; and environmental circumstances. The apprentice will produce a final collection of evidence (paper or digital) which can be shared with the independent assessor. Independent assessors will be able to choose from the following categories to design this task for each apprentice:

- Environment – (e.g.) indoors or outdoors;
- Activity – (e.g.) type of sport or physical activity or movement session;
- Equipment – (e.g.) balls, cones, goals, posts, rackets, bats (etc.) will be available
- Type of session – (e.g.) first engagement with the sport or activity; part of a regular group; the culmination of a project or series of sessions; preparing for a festival or tournament; an experiential or one-off scenario

Delivery of the session (No less than 30 minutes and no more than 45 Minutes)

Apprentices will be asked to execute that session plan with the customer group in the chosen environment. The independent assessor will be looking to evaluate and grade areas such as relationship building and building trust (with customers); listening and responding; communicating and questioning; use of resources and management of the environment; safe and effective practice.

Self-Reflection (No more than 15 Minutes with the Independent Assessor)

The apprentice will be expected to undertake a short de-brief at the end of the session with the independent assessor which will give an immediate snapshot of their views on the success of the session.

The apprentice will be asked to complete a written reflective log (paper or online) which may also include some media files and participant feedback, and the log should consider all aspects of their performance - incorporating the discussion with the independent assessor. This will be styled as an aide mémoire for future coaching activities and the apprentice will be expected to set an action plan or complete some basic goal setting to ensure their performance improves in the future. They will be expected to acknowledge weakness or shortfalls identified in the delivery of this Task. The reflective log will be required to be submitted (paper or electronically) on the day of the completion of this Task.

Grading

The independent assessor will observe the coach in action and score their performance across the following areas which have been mapped to the Knowledge, Skills and Behavioural statements from the Standard:

- Planning
- Delivery
- Self-Reflection

Assessment Criteria

Planning

KSB	Fail	Pass	Distinction – all criteria must be met to achieve a distinction
S1 and B7	<p>Failure to develop a detailed session plan which:</p> <ul style="list-style-type: none"> • reflects customer insight • allocates appropriate timings • demonstrates safe and relevant use of equipment and resources. 	<p>Development of a detailed session plan which:</p> <ul style="list-style-type: none"> • contains relevant components and inclusive activities and addresses client group needs and motivations • allocates appropriate timings • considers safe and relevant use of equipment and resources. 	<p>Development of a detailed and innovative session plan which:</p> <ul style="list-style-type: none"> • contains relevant components and inclusive, creative activities and capitalises on client motivations • demonstrates a depth of understanding of the client groups needs • allocates timings which are designed to ensure flow and manage energy • considers safe, relevant and inventive use of equipment and resources
S8	<ul style="list-style-type: none"> • fully contributes to the employer's design of activities and services • practices the organisation's values, policies and procedures. 	<ul style="list-style-type: none"> • provides details of activities and services. • applies values and adheres to policies and procedures in the workplace. 	<ul style="list-style-type: none"> • meets individual needs breaking down the activities and services to ensure these needs are met. • offers alternative solutions for the client. • applies an in-depth knowledge of the organisations values, policies and procedures.
K16 and B7	<ul style="list-style-type: none"> • fully understands how to support clients in overcoming personal and social barriers, and to develop relationships with them 	<ul style="list-style-type: none"> • supports clients, helping them to participate in sessions and develop relationships with them 	<ul style="list-style-type: none"> • works closely with clients to understand their personal and social barriers in order to develop detailed plans so that they can fully participate in sessions. Thus developing strong relationships with clients.

Delivery

KSB	Fail	Pass	Distinction – all criteria must be met to achieve a distinction
S2 K2, K6 B2, B3	<p>Failure to deliver an effective coaching session through:</p> <ul style="list-style-type: none"> pre-planned activities that attract customers and develop motivational relationships with them demonstrating empathy with clients encouraging them to remain regularly active 	<p>Delivery of an effective coaching session through:</p> <ul style="list-style-type: none"> pre-planning activities that encourage customers to become active and motivates relationships with them demonstrating empathy with the client group and coach them for their activity 	<ul style="list-style-type: none"> Delivery of an excellent coaching session through: pre-planning activities to meet all customer requirements developing motivational relationships supporting them to remain active and take part in additional sessions creating an empathic environment across the client group resulting in individual activity plans for them to use both informally and formally.
S11 K8	<ul style="list-style-type: none"> execution and delivery of the plan in order to maintain safety and wellbeing 	<ul style="list-style-type: none"> maintaining personal safety and wellbeing of the group through communicating safety procedures 	<ul style="list-style-type: none"> ensuring personal safety and group wellbeing by discussing details with the group and ensuring they follow all procedures that are in place. actively encouraging the group to identify potential safety hazards.
S12 and S13 K4, K8, K15 B6, B3, B6	<ul style="list-style-type: none"> communicating inclusively, resulting in clients failing to keep active leading and giving direction which fails to stop disrupt behaviour from individuals engaging and including all clients and encouraging them to use all spaces to develop lifelong activity engaging specific audiences in coaching and activity sessions 	<ul style="list-style-type: none"> execution and commitment to the plan in order to keep client's and specific audiences' active delivers activities for specific audiences such as those individuals with disruptive behaviours builds relationships with their clients and motivates them to continue the activity in an informal environment as well as a gym ability to engage and include all clients including those who can be disruptive in the group setting ability to apply relevant verbal and non-verbal communication techniques ability to provide clear leadership and give positive direction resulting in regular activity for the clients 	<ul style="list-style-type: none"> flexible execution of the plan; real time adaptations drive the inclusive practice in light of client needs ability to continuously adapt verbal and non-verbal communication techniques in response to group and task needs. Thus ensuring that disruptive individuals are fully engaged in the group session. ability to lead, give direction and empower others to own aspects of the session. actively works with individuals to develop specific coaching sessions that can be used in all environments ability to create an engaging and inclusive environment which empowers clients to motivate each other ensures personal safety and group wellbeing by discussing details with the group and ensuring they follow all procedures that are in place. actively encourages the group to identify potential safety hazards.

Self-Reflection

KSB	Fail	Pass	Distinction – all criteria must be met to achieve a distinction
S15 B7	<p>Failure to deliver an effective coaching session through:</p> <ul style="list-style-type: none"> • participation of self-reflection • plans for continuous improvement • motivation and commitment to addressing areas for personal and professional development • keeping and maintaining accurate records and timely reports. • fully evaluating activities to ensure that clients' needs are being met • the confidence to build relationships with the client 	<p>Delivery of an effective coaching session through:</p> <ul style="list-style-type: none"> • contains relevant • clear participation in self-reflection • plans for continuous improvement established • clear motivation and commitment to addressing areas for personal development • uses technology to produce accurate records and reports of activity sessions • evaluates sessions to maintain clients' needs • develops relationships with clients to ensure that needs are being met. 	<p>Delivery of an excellent coaching session through:</p> <ul style="list-style-type: none"> • clear participation in self-reflection both in the moment and after the event • plans for continuous improvement across all aspects of their coaching practice are established • clear motivation and commitment to addressing areas for personal and professional development • produces accurate records and reports which detail areas that need to be changed and offers recommendations on what should be changed to resolve any issues experienced by clients • continually evaluates and changes sessions for clients needs to be met • maintains relationships with clients and uses these to encourages others to get active

2. Presentation and Q&A

Duration of 30 Minutes which will be comprised of:

- Presentation: 10 Minutes
- Q&A on Presentation: up to 20 Minutes

The apprentice will have selected one major piece of work NOT included in their Reflective Accounts and give a 10-minute presentation – using a poster, voxpops, or digital presentation using PowerPoint or Prezi (for example). The work might include the apprentices' role in delivering a funded project; work they undertook in designing a specific programme of sport and physical activity targeted at a specific customer group; ideas they have for future projects; or evaluations they made as part of working with a senior post holder.

The presentation will be marked and should outline the task from start to finish including:

- the obstacles they faced;
- the solutions they designed;
- the implementation plan; 15
- the achievements;
- and some form of independent evaluation or validation.

The presentation aspect to the Interview will also test the apprentice's communication and presentation skills. Given the nature of the Community Activator Coach role – which requires a high level of communication, marketing and selling skills – this approach is both valid and fair. The panel will then have 20 minutes to question the apprentice on the details of their presentation. The Panel will use the standardised profile of questions organised by the EPAO – these can be supported by a guide designed by the Employer Leadership Group who authored the Standard. Panel members will have had full access to the Apprentice's Reflective Accounts 2 weeks in advance before the presentation/ panel interview.

Assessment Criteria

KSB	Fail	Pass	Distinction – all criteria must be met to achieve a distinction
S14 and B5	<p>Failure to develop a detailed session plan which:</p> <ul style="list-style-type: none"> understands and presents on the core responsibilities of a community activator coach uses social media to communicate with target audiences such as teenagers 	<p>Development of a detailed session plan which:</p> <ul style="list-style-type: none"> presents the role of a community activator coach in a clear, structured and comprehensive manner uses technology and social media to attract client groups to attend activities 	<p>Development of a detailed and innovative session plan which:</p> <ul style="list-style-type: none"> presents the role of a successful and innovative community activator coach, with clear examples of best practice such as using social media to target specific groups to activities that are planned for that particular group (such as teenagers)
S3, S6, S7 K1, K3, K10	<ul style="list-style-type: none"> demonstrates successful work with families and community groups through practicing the organisation's values, policies and procedures. 	<ul style="list-style-type: none"> provides a relevant range of examples of professional practice and associated mastery techniques applies values and adheres to policies and procedures in the workplace. understands the importance of working with customer insight and actively promotes sport in the community understands the importance of behaviour change in community sport and uses this to encourage families to participate together demonstrates experience of working with families and community groups, developing group sessions for them 	<ul style="list-style-type: none"> demonstrates experience of producing and utilising customer insight to achieve measurable outcomes such as families undertaking activities together to reduce societal barriers articulates innovative practice when working with families and community groups outside of employer expectations. Using their own initiative to develop sessions that meet specific group needs demonstrates team working and clear leadership responsibilities when working with colleagues such as coaching a team member to improve their delivery of activity sessions
S10, B4	<ul style="list-style-type: none"> supports groups to evaluate activity sessions 	<ul style="list-style-type: none"> supports groups to evaluate activity sessions 	<ul style="list-style-type: none"> shows an understanding of the principles of behavioural change and presents examples of it in action such as supporting groups to evaluate their sessions in order to develop future outdoor activities.

3. Panel Interview

Task Three: Panel Interview Duration: at least 25 minutes and no more than 30 minutes comprised of a check and challenge process on the apprentices' 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 Task Three.

The panel will have a bank of standardised questions, which will be designed by the EPAO, and from which they will be able to ask one from each of the following sections:

- Developing your professional network
- Dealing with conflict
- Communication
- Individual stories about 121 support of clients
- Contribution to team working
- Showing leadership
- Putting customer insight into action
- Evaluating and measuring success.

The interview will give the panel the opportunity to explore the apprentice's approach, understanding and application of knowledge and skills from across the Standard, and to challenge their learning. This will also allow the apprentice to demonstrate some of their behavioural traits and how they have adapted and developed these during their apprenticeship. This may include their individual plans for career progression; their experiences working with peers; details of any events they may have been involved with; their soft skills development; any challenging situations and how they were managed; and how they have developed their professional network.

Assessment Criteria

Panel Interview

KSB	Fail	Pass	Distinction – all criteria must be met to achieve a distinction
S4, S5, S9, K9, B1	<p>Failure to develop a detailed session plan which:</p> <ul style="list-style-type: none"> provides examples of working with customers on local events and festivals provides evidence of working with volunteers or creating social action demonstrates integrity in experiences and actions 	<p>Development of a detailed session plan which:</p> <ul style="list-style-type: none"> gives clear examples of working with customers and local community representatives on events and festivals demonstrates an ability to work with customers to produce rewarding volunteering opportunities for the community provides a range of relevant examples of integrity in actions and professional practice 	<p>Development of a detailed and innovative session plan which:</p> <ul style="list-style-type: none"> demonstrates experience of working in partnership with sports clubs and assets to deliver events and festivals and measure the successful impact of them demonstrates leadership work when engaging community volunteers and measuring the impact of social action. Co-produce individualised programmes for volunteers demonstrates and can justify integrity across professional practice with relevant examples
K5	<ul style="list-style-type: none"> shows understanding or experience of the diverse portfolio of local spaces where activity can take place 	<ul style="list-style-type: none"> ability to understand and explain how community assets can be utilised to create sport and physical activity projects 	<ul style="list-style-type: none"> An ability to demonstrate innovative use of public spaces and community assets when delivering sport and physical activity
K7	<ul style="list-style-type: none"> shows understanding of the tasks involved with delivering at a community level and the equipment required for them 	<ul style="list-style-type: none"> understands the tasks involved with delivering to the community and the equipment that will be required to do this ability to evaluate the key skills and behaviours required to fulfil the job role 	<ul style="list-style-type: none"> understands and is able to explain the tasks involved with delivering to the community plus what other equipment can be used if requested equipment is unavailable ability to evaluate and prioritise the key skills and behaviours required to fulfil the job role dependent upon the context
K11	<ul style="list-style-type: none"> uses tools to keep accurate records and evaluations of events 	<ul style="list-style-type: none"> uses tools such as Upshot to keep a record of events and evaluates the event when it has ended 	<ul style="list-style-type: none"> uses tools to keep an accurate record of all events. undertakes a full evaluation of the event and uses the findings to improve future events.
K13, K16	<ul style="list-style-type: none"> shows an understanding of the importance of safeguarding and the protection of vulnerable adults understands customer motivations and helps them to overcome barriers in order to take part in activities 	<ul style="list-style-type: none"> explains the importance of safeguarding and working with vulnerable groups. understands what motivates customers and uses this to overcome social barriers so that they can participate in events 	<ul style="list-style-type: none"> demonstrates the ability to articulate detailed knowledge of safeguarding and experience of managing issues or conflicts executes detailed solutions to remove social barriers in order for all clients' to participate in events