

STA Excel Me Level 2 End Point Assessment for ST0390 Leisure Team Member

Specification



The Standard and Assessment Methods

Standard title and version	Leisure Team Member 1.1
Standard code	ST0390
Level	2
Duration of EPA	The EPA must be completed within an EPA period lasting a maximum of 3 month(s), beginning when the apprentice has passed the EPA gateway.

Assessment Methods

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

Assessment Method	Timings
Professional Discussion (supported by a portfolio of evidence)	The Professional Discussion must last for 60 minutes. The independent assessor has the discretion to increase the time of the Professional Discussion by up to 10% to allow the apprentice to complete their last answer.
Observation of Practical Activities with questioning	The observation should take 6 ½ hours to complete during an 8-hour shift. The assessor has the discretion to increase the time of the observation by up to 10% to allow the apprentice to complete a task at the end of this component of the EPA.

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.

Portfolio of evidence	<p>The portfolio must include:</p> <ul style="list-style-type: none"> • Evidence to cover the KSBs linked to the interview assessment • Signed statement of authenticity • Completed evidence matrix
Approved Qualifications	<p>Apprentices must complete the following approved qualifications mandated in the standard:</p> <ul style="list-style-type: none"> • IQL Level 2 Award in Pool Lifeguarding • Level 2 Certificate in Fitness or Gym Instruction awarded by; 1st4sport qualifications, Active IQ, Innovate Awarding, NCFE, VCTC or YMCA Awards. • Level 2 certificate in First Aid (to be taken either as a standalone qualification or as a separate part of the IQL Level 2 Award in Pool Lifeguarding). • Swim England Level 2 in Teaching Swimming or A STA level 2 Certificate in Teaching Swimming

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. A fail grade in any of the assessment methods results in an overall fail outcome.

Assessment Method	Assessment Outcomes			
Professional Discussion (supported by a portfolio of evidence)	PASS	PASS	DISTINCTION	DISTINCTION
Observation of Practical Activities with questioning	PASS	DISTINCTION	PASS	DISTINCTION
Overall grading	PASS	PASS	PASS	DISTINCTION

To achieve a PASS, the apprentice must achieve all pass criteria in all assessment methods. To achieve a DISTINCTION, the apprentice must achieve all distinction criteria in all assessment methods.

Retake and Resits

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit or a re-take. A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for the re-sit or a re-take. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

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

Any assessment method re-sit or re-take must be taken during the maximum EPA period, otherwise the entire EPA must be taken again, unless in the opinion of the EPAO exceptional circumstances apply outside the control of the apprentice or their employer.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to merit/distinction or merit to distinction.

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of pass, unless the EPAO determines there are exceptional circumstances requiring a re-sit or re-take.

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

- **Professional Discussion (supported by a portfolio of evidence)**

Video conferencing can be used to conduct the Professional Discussion, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided in any way e.g. use of a 360-degree camera to allow the assessor to look around the room during the discussion.

- **Observation of Practical Activities with questioning**

The observation can take place in:

- a. the employer's premises
- b. a workplace other than the employer's own premises (e.g. premises of a client or another leisure centre with wider access to facilities). The EPAO is responsible for ensuring that the environment is representative of the apprentice's workplace and can facilitate EPA.

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.

Additional Guidance

Additional guidance to support EPA guidance including the gateway declaration form and portfolio of evidence matrix is available from Excel Me

End Point Assessment Components

1. Professional Discussion (supported by a portfolio of evidence)

This assessment will take the form of a Professional Discussion, which must be appropriately structured to draw out the best of the apprentice's competence and excellence and cover the KSBs assigned to this assessment method. It will involve the questions that will focus on coverage of prior learning or activity.

The Professional Discussion will take place within the apprentice's 3-month EPA period, giving an apprentice a minimum of 2-weeks' notice of the time, date and venue. The Professional Discussion must take place on a one-to-one basis between an independent assessor and the apprentice. Questions should be open and allow the apprentice to demonstrate their competence, the assessor should ask follow up questions to clarify understanding.

Portfolio of Evidence

The Professional Discussion will be supported by a portfolio of evidence provided by the apprentice at the Gateway. The portfolio will be a summary of evidence linked to the KSB's outlined to be assessed by the Professional Discussion. It will be used by the apprentice to exemplify a point, the apprentice should submit the portfolio to the assessor at the gateway point, and a minimum of two weeks prior to the Professional Discussion.

For Professional Discussion (supported by a portfolio of evidence), the apprentice will be required to submit the portfolio at the Gateway:

- The format and structure of the portfolio needs to be agreed between the employer, the apprentice and the EPA (e.g. hard copy or on-line). However, the content must be sufficient to evidence the apprentice can apply the knowledge, skills and behaviours required as mapped to assessment method 1, the Professional Discussion.
- There must be at least one piece of evidence relating to each knowledge, skill and behaviour mapped to the Professional Discussion. One piece of evidence can be referenced against more than one knowledge, skill or behavioural requirement. There will be typically 10-12 pieces of evidence.
- The portfolio should contain written accounts of activities that have been completed and referenced against the knowledge, skills and behaviours, supported by appropriate evidence, including photographic evidence and work products, such work instructions, safety documentation, company policies and procedures as appropriate to the activities, for example; risk assessments, teaching and session plans, client screening data reports, clients gym programmes. Progress review documentation, witness testimonies, and feedback from colleagues and/or clients should also be included. The apprentice's Manager/Mentor will typically support the development of the portfolio in accordance with company policy and procedures, although the assessment organisation will provide further guidance on the content.
- The portfolio of evidence will allow the apprentice to document evidence achieved throughout the apprenticeship and exemplify points during the professional discussion. Within this apprenticeship they will be acting as a Swimming Teacher, Lifeguard & Gym Instructor and there will be lots of naturally generated evidence that the apprentice will document throughout the apprenticeship.

- As well as evidence to support the KSBs mapped to this assessment method, all portfolios should include;
 - a. An outline of their business, for example the structure, vision, mission, targets, customer charter, products and services, Normal/standard and emergency operating procedures.
 - b. An outline of their work programme/shift pattern(s)
 - c. Their certificates to show completion of mandatory qualifications.

Assessment Criteria

KSBs	Pass Criteria	Distinction Criteria
K1, K2, K3, K5, K7, K8, K9, K10, K11 S1, S2, S3, S4, S5, S7, S8, S9 B1, B2, B3, B5	Describes the businesses structure, vision, values mission and goals and how own area of work and that of colleagues contributes to the business achieving its targets and explain how they are a proactive member of the team. K1, K2, S1, B1	Explains the business offer making realistic and justified recommendations suggesting how to improve the services offered by the business and how this would result in improved customer satisfaction and targets achieved. Explains how they have communicated this to peers and line manager. K1, K2, K3, S1, B1
	Describes the Sports and Leisure activities, products and services offered by the leisure facility, and how they matched them to different types of customers' needs. K3, S4	Explains business practices making realistic and justified recommendations suggesting how to improve the businesses health and safety policies, procedures and practices. Shows how they have communicated this to peers and line manager. K5, S2, S4, B3
	Describes key legal and regulatory requirements within the leisure industry. e.g. Health and Safety, RIDDOR, COSHH, Safeguarding. K5	
	Describe how exercise plays a role in improving public health and the impact of a sedentary lifestyle on physical and mental well-being. Includes information regarding how they have worked with people from a wide range of age groups, backgrounds, cultures and abilities and with different needs and motivations, and how they supported them in the safe use of sports and fitness activities which has supported customer retention, product sales and a long-term improvement in the customer's lifestyle. Provides examples of	Demonstrates data/information of the range and types of customer they have worked with and how their work as a swimming teacher and/or gym instructor has resulted in increased customer retention and is able to relate this to the impact on their local community and wider society. K7, K8, K9, K11, S7, S8, S9.

	how and when to refer customer feedback / questions to colleagues. K7. K8	
	Describes how they have performed all the duties of a swimming teacher, supported by evidence from their portfolio, including; developing water confidence, core aquatic skills, safety and technical skills across a range of participants or different abilities from non-swimmer to advanced. How they have supported with the promotion and awareness of swimming opportunities and supervised and led assistant swimming teachers. K9. S7	
	Describes examples of how they have performed all of the duties of a lifeguard, supported by evidence from their portfolio, including; working as part of a team to provide safe supervision of swimmers and prevent accidents. How to intervene, providing rescues and life saving techniques when necessary. K10. S8.	
	Describes how they have performed all of the duties of a gym instructor, supported by evidence from their portfolio, including; conducting, client consultations, assessment and review and health screening. Using underpinning knowledge of anatomy, physiology, human movement and biomechanics and applying fitness training techniques. Planning, reviewing and delivering safe and effective gym based exercise programmes with individuals and small groups. K11. S9.	
	Demonstrate how their communication (written, verbal) is accurate and effective and in line with legal requirements. e.g. information on products and accident reporting procedures. S2	
	Provides examples of when they have undertaken cleaning tasks. Been part of opening and closing procedures, including evacuation and safely set up equipment and activities. S3	

	Describes how they have complied with the legal requirements to ensure the safety, security and well-being of all colleagues and customers within the facility, such as Equality Act, HSE Act, COSHH, RIDDOR, Safeguarding, Data Protection, BSI and European guidelines relevant to the environment, first aid regulations and been mindful and respectful of the safety of self and all others by always putting safety first and completing risk assessments. S5. B3	
	Describes how they have carried out activities and organised their own work in a professional manner, e.g. time keeping, attendance, personal appearance and have demonstrated pride in own role through a consistently positive and professional approach with an ongoing commitment to self-development. B2. B5	

2. Observation of Practical Activities with questioning

Project

Apprentices must be observed by an independent assessor completing work in their normal workplace, in which they will demonstrate the KSBs assigned to this assessment method. The EPAO will arrange for the observation to take place, in consultation with the employer.

The observation should take 6 ½ hours to complete during an 8-hour shift. This will allow for breaks and for the apprentice to move from one location to another if necessary. The observation may be split into discrete sections held over a maximum of 1 working day(s). The length of a working day is typically considered to be 8 hours in this industry. The assessor has the discretion to increase the time of the observation by up to 10% to allow the apprentice to complete a task at the end of this component of the EPA. In advance of the observation, apprentices must be provided with information on the format of the observation, including timescales.

The following activities **MUST** be observed during the observation: (The independent assessor must be unobtrusive whilst conducting the observation.)

- Assembling, dismantling and storing different types of equipment both simple and complex ranging from badminton nets to trampolines and powered equipment.
- Using technology e.g. front of house systems, IT systems, cash handling procedures, social media, digital channels.
- Basic coaching and motivational techniques such as planning for group activity sessions, leading group activity sessions, including adapting to variations in ability.

- Undertaking the operational housekeeping of the leisure facility. For example, assembling, dismantling, routine maintenance and storage of equipment. Monitoring customer use of equipment and ensuring their safety, intervening as necessary.
- Planning activity sessions using techniques that are suitable for the participant(s) and their goals.
- Undertaking pre-activity screening and health and safety checks when leading group sessions/classes.
- Leading groups using appropriate communication methods and instructing styles and applying suitable group management techniques when instructing participants.

The observation should be conducted in the following way, to take account of the occupational context in which the apprentice operates:

- EPAOs must schedule the observation of practical activities to take place within the apprentice's 3 month EPA period, giving an apprentice a minimum of 2-weeks' notice of the time, date and venue (which will usually be the apprentice's workplace, but may be another workplace if the apprentice's workplace does not have the full range of facilities).
- Apprentices must be observed by an independent assessor completing tasks relating to their role, providing the opportunity to demonstrate the KSBs assigned to this assessment method.
- The observation can be recorded electronically or a manual record can be maintained, A practical observation checklist and KSBs observed and answers to questions must be documented by the independent assessor.

Questions may be asked both during and after the observation is complete. The independent assessor must ask a minimum of 7 questions. KSBs that did not occur naturally during the observation can be covered with questioning after the observation, but these must be completed within the overall time allocated for this assessment method.

Assessment Criteria

Assessment criteria may be assessed via either the project or presentation activities:

KSBs	Pass Criteria	Distinction Criteria
K4, K6, K12 S3, S5, S6, S10, S11, S12 B4, B6, B7	Demonstrates housekeeping of the facility and the use of own initiative including assembling, dismantling and storing different types of equipment, both simple and complex ranging from badminton nets to trampolines and powered equipment. Monitors customer use of equipment and ensure their safety, intervening as necessary. K4, S3, S5, B6	Promotes a culture of safety and security by acting as a role model. Proactively explains the safety features of equipment to others and checks for understanding. Identifies potential risks and non-compliances advising others how to make their practice safer and more secure. K4, S3, S5, B6.

	Demonstrate the correct use of technology e.g. using front of house systems and IT systems, cash handling, company's social media platforms and digital channels. K6, S6	
	Plan and deliver an activity session appropriate to the participants and their goals having conducted pre-activity screening of the participants and health and safety checks. Demonstrate group management skills including adaptation and using appropriate communication methods and motivational techniques. K12, S10, S11, S12	Is able to explain to participants in a language they understand how the session has been planned based on their needs and the impact of regular participation upon their physical and mental wellbeing. K12. S12
	Demonstrate a friendly and outgoing approach, talking, empathising and interacting with others, and communicating in line with business needs. Show a positive outlook, responding in a timely, positive and helpful manner to customers and colleagues. B4, B7.	Proactively seeks customer feedback and asks if there are any areas for improvement. Informs customers of the services available to them and does so in a positive, enthusiastic way. B4, B7.

Mapping of Knowledge, Skills and Behaviours

Professional Discussion (supported by a portfolio of evidence)

KSB Reference	Description
KNOWLEDGE	
K1	The businesses organisational structure, its vision, values, missions and goals.
K2	How own area of work and that of colleagues contributes to achieving business targets.
K3	The Sports and Leisure activities, products and services offered by the leisure facility, and how to match them to different types of customers' needs.
K5	Key legal and regulatory requirements within the leisure industry. e.g. Health and Safety, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), Control Of Substances Hazardous to Health (COSHH), Safeguarding and Protecting Children.
K7	How exercise plays a role in improving public health and the impact of a sedentary lifestyle on physical and mental wellbeing.
K8	How to work with people from a wide range of age groups, backgrounds, cultures and abilities and with different needs and motivations and how to support them in the safe use of sports and fitness activities which support customer retention, product sales and a long-term improvement in the customer's lifestyle. Know how and when to refer customer feedback / questions to colleagues.
K9	How to perform all the duties of a swimming teacher including; develop water confidence, core aquatic skills, safety and technical skills across a range of participants of different abilities from non swimmer to advanced. Support with the promotion and awareness of swimming opportunities and supervise and lead swimming teachers' assistants.
K10	How to perform all the duties of a lifeguard to; work as part of a team to provide safe supervision of swimmers and prevent accidents. How to intervene providing rescues and life saving techniques when necessary.

K11	How to perform all of the duties of a gym instructor; including; induction processes, conducting, client consultations, assessment and review and health screening. Use underpinning knowledge of anatomy, physiology, human movement and biomechanics and applying fitness training techniques. Planning, reviewing and delivering safe and effective gym based exercise programmes with individuals and small groups.
SKILLS	
S1	Work in a team to support peers and colleagues to meet the goals of the business.
S2	Communicate (written, verbal) accurately and effectively and in line with legal requirements. E.g. Information on products and accident reporting procedures.
S3	Undertake the operational housekeeping of the leisure facility. For example, assembling, dismantling, routine maintenance and storage of equipment. Cleaning tasks. Opening and closing procedures, including evacuation. Safe set up of equipment and activities.
S4	Monitor customer use of equipment and ensure their safety, intervening as necessary.
S5	Comply with the legal requirements to ensure the safety, security and well-being of all colleagues and customers within the facility, such as Equality Act, HSE Act, COSHH, RIDDOR, Safeguarding and Protecting Children, Data Protection, BSI and European guidelines relevant to the environment, first aid regulations.
S7	Perform all the duties of a swimming teacher including; delivering swimming lessons that develop water confidence, core aquatic skills, safety and technical skills across a range of participants of different abilities from non swimmer to advanced. Promoting and raising awareness of swimming opportunities. Supervising and leading swimming teacher's assistants.
S8	Perform the duties of a lifeguard including; working as part of a team to provide safe supervision of swimmers and prevent accidents. How to intervene providing rescues and life saving techniques when necessary.
S9	Perform all of the duties of a gym instructor; including; conducting, gym inductions, client consultations, assessment and review and health screening. Use underpinning knowledge of anatomy, physiology, human movement and biomechanics and applying fitness

	training techniques. Planning, reviewing and delivering safe and effective gym based exercise programmes with individuals and small groups.
BEHAVIOURS	
B1	Proactively support the organisation's visions and values.
B2	Carry out activities and organise own work in a professional manner, e.g. time keeping, attendance, personal appearance.
B3	Be mindful and respectful of the safety of self and all others by always putting safety first.
B5	Demonstrate pride in own role through a consistently positive and professional approach with an ongoing commitment to self-development.

Observation of Practical Activities with questioning

KSB Reference	Description
KNOWLEDGE	
K4	How to assemble, dismantle and store different types of equipment both simple and complex ranging from badminton nets to trampolines and powered equipment.
K6	How technology is used in the industry e.g. front of house systems, IT systems, cash handling procedures, social media, digital channels
K12	Basic coaching and motivational techniques such as how to plan for group activity sessions, lead group activity sessions and adapt to variations in ability.

SKILLS

S3

Undertake the operational housekeeping of the leisure facility. For example, assembling, dismantling, routine maintenance and storage of equipment. Cleaning tasks. Opening and closing procedures, including evacuation. Safe set up of equipment and activities.

S5

Comply with the legal requirements to ensure the safety, security and well-being of all colleagues and customers within the facility, such as Equality Act, HSE Act, COSHH, RIDDOR, Safeguarding and Protecting Children, Data Protection, BSI and European guidelines relevant to the environment, first aid regulations.

S6

Use IT including front of house system, social media and digital channels.

S10

Plan activity sessions using techniques that are suitable for the participant(s) and their goals.

S11

Undertake pre-activity screening and health and safety checks when leading group sessions/classes.

S12

Lead groups using appropriate communication methods and instructing styles and apply suitable group management techniques when instructing participants.

BEHAVIOURS

B4

Take a friendly and outgoing approach and enjoy talking, empathising and interacting with others, and communicating in line with business needs.

B6

Demonstrate problem solving skills and the use of own initiative.

B7

Demonstrate a positive outlook, responding in a timely, positive and helpful manner to enquiries, complaints and compliments.