

# **ST0478 Level 2 Community activator coach Assessment Plan**

## **Introduction**

This Apprenticeship Assessment Plan (AAP) sets out the requirements for the assessment of the Level 2 community activator coach apprenticeship. It should be read in conjunction with the General Requirements for Apprenticeship Assessment. Where there is conflict between this AAP and the General Requirements, this AAP takes precedence. Assessment organisations must also comply with the relevant regulatory framework for apprenticeship assessment.

It is important that the assessment of apprentices is proportionate, valid, and provides reliable evidence of an apprentice's attainment of the relevant knowledge and skills. As such, assessment organisations must design assessments to ensure:

- employers have confidence that the apprentice has reached the expected performance standard
- apprentices are sufficiently secure in their knowledge and skills, so that they could demonstrate their competence in different contexts (for example, a different workplace)

## **Assessment Outcomes**

The assessment outcomes group and summarise the knowledge and skills that must be demonstrated in assessments. All assessment outcomes must be assessed.

Knowledge and skills statements in **bold** are mandatory and must be assessed in every version of the assessment that is made available.

(\*) Knowledge and skills statements that offer opportunities to develop functional English and maths are identified with an asterisk.

<b>Assessment Outcomes</b>	<b>Mapping</b>
<b>AO1: Positive habits and overcoming barriers</b> Promotes the benefits of lifelong activity habits, sport and physical activity to support mental health and wellbeing. Identifies barriers and uses strategies to support participants.	K1, K2, K6, <b>K9</b> , <b>K17</b> S1, S2, <b>S6</b> , <b>S9</b> , S17

Assessment Outcomes	Mapping
<p><b>AO2: Session planning and delivery</b> Plans, adapts and delivers inclusive, safe, activity sessions using participant feedback, appropriate coaching styles and behaviour management techniques.</p>	<p>K3*, K4, K5, K10, K21* S3, S4*, S5, S10, S21*</p>
<p><b>AO3: Collaboration and event support</b> Works with community organisations and services to support activities and events. Carries out the tasks required before, during and after a community activity or event.</p>	<p>K8, K11 S8, S11</p>
<p><b>AO4: Communication and building rapport</b> Builds rapport and adapts communication methods to suit different participant needs.</p>	<p>K7*, K13, K14* S7*, S13, S14*</p>
<p><b>AO5: Safeguarding, inclusion and professional boundaries</b> Supports safeguarding in line with organisational protocols and promotes equity, diversity and inclusion. Maintains professional boundaries and understands their responsibilities within the role.</p>	<p>K15, K16, K20 S15, S16, S20</p>
<p><b>AO6: Health, safety and data protection</b> Complies with health and safety legislation, data recording and storage policies, and organisational procedures.</p>	<p>K12*, K18, K19, K22 S12*, S18, S19, S22</p>

## **Assessment requirements**

Assessment organisations must set apprenticeship assessments. Assessment organisations should consider how technology and digital tools can support innovation and efficiency.

Assessment organisations must design apprenticeship assessments to include at least one **observation**.

Any additional assessments must be selected from the following list of methods to ensure the assessment outcomes are met in full. Assessments available in the list may be used more than once:

- **professional discussion**
- **portfolio**
- **question and answers**
- **case study**
- **journal**
- **additional observation**

Apprentices may be assessed at any appropriate point during their apprenticeship programme.

Assessments may be designed to allow a centre or training provider to mark assessments. The assessment organisation is responsible for ensuring all assessments are sufficiently reliable and valid, and for the accuracy of any centre or training provider marking.

## **Performance descriptors**

Performance descriptors describe the level of performance required to achieve a pass or distinction grade. Assessment organisations must design assessments that align with these descriptions.

Performance Category	Pass	Distinction
Applied Knowledge	Applies community activator knowledge, procedures, and ideas to complete well defined tasks and solve straightforward problems across routine and some varied work activities.	Applies highly accurate, insightful, and efficient application of community activator knowledge, procedures, and ideas to solve straightforward problems and adapt effectively to well defined tasks, showing confident understanding across

		routine and some varied work activities.
Applied Skills	Selects and uses cognitive and community activator practical skills to carry out mostly routine tasks with consistency and purpose, applying established approaches when supporting participants, activities, and contributing to safe and inclusive delivery.	Integrates cognitive and community activator practical skills to execute mostly routine tasks with precision, even when faced with shifting requirements, consistently strengthening engagement, and delivery practices.
Regulatory and Procedural Awareness	Applies safeguarding, health and safety, data protection, and organisational procedures relevant to the role, although depth of insight or adaptability may be limited.	Demonstrates proactive and confident interpretation of safeguarding, health and safety, data protection, and organisational procedures.
Communication and Collaboration	Communicates and collaborates effectively within team and participant settings, showing reliable delivery and teamwork skills when required, and adapts communication methods appropriately across familiar situations.	Consistently communicates with clarity and sensitivity, showing strong awareness of others and responding resourcefully in varied team and participant scenarios, demonstrating confident adaptation to support engagement and delivery.
Information Use and Decision Making	Gathers and interprets relevant information to inform decisions and actions that are fit for purpose in the work context, using feedback	Gathers and interprets relevant information and feedback to shape actions that are purposeful and show clear added value in

	and routine data to support well-defined tasks and problems.	terms of efficiency or outcomes, improving responses to well-defined tasks.
Responsibility and Autonomy	Takes responsibility for completing community activator tasks, demonstrating autonomy within familiar situations and contributing reliably to routine and some varied work activities.	Exercises informed judgement and self-direction, often anticipating the needs of the task or team.

**Professional recognition**

This apprenticeship aligns with the requirements for professional body recognition as detailed in the occupational standard.