

End-point assessment plan for Leisure team member apprenticeship standard

Apprenticeship standard reference number	Level of this end point assessment (EPA)	Integrated
ST0390	2	No

Contents

Introduction and overview	2
EPA summary table	3
Length of end-point assessment period:	4
Order of assessment methods	4
Gateway	5
Assessment methods.....	7
Weighting of assessment methods	11
Grading.....	11
Roles and responsibilities	16
Internal Quality Assurance (IQA).....	18
Re-sits and re-takes.....	18
Affordability.....	18
Professional body recognition	19
Reasonable adjustments	19
Mapping of knowledge, skills and behaviours (KSBs)	20

Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Leisure Team Member apprenticeship standard. It is for end-point assessment organisations (EPAOs) who need to know how EPA for this apprenticeship must operate. It will also be of interest to Leisure Team Member apprentices, their employers and training providers.

Full time apprentices will typically spend 18 months on-programme (before the gateway) working towards the occupational standard. All apprentices will spend a minimum of 12 months on-programme. All apprentices must complete the required amount of off-the-job training specified by the apprenticeship funding rules.

The EPA period should only start, and the EPA be arranged, once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, all of the pre-requisite gateway requirements for EPA have been met and that they can be evidenced to an EPAO.

All pre-requisites for EPA assessment methods must also be complete and available for the assessor as necessary.

As a gateway requirement and prior to taking the EPA, apprentices must complete all approved qualifications mandated in the Leisure Team Member standard.

The apprentice must achieve English and maths qualifications in line with the apprenticeship funding rules.

The EPA must be completed within an EPA period lasting a maximum of 3 months, beginning when the apprentice has passed the EPA gateway.

EPA must be conducted by an organisation approved to offer services against this apprenticeship standard, as selected by the employer, from the Education & Skills Funding Agency's Register of End-point Assessment Organisations (RoEPAO).

The EPA consists of 2 discrete assessment methods.

The individual assessment methods will have the following grades:

Assessment method 1: Professional Discussion (supported by a portfolio of evidence)

- Pass
- Fail
- Distinction

Assessment method 2: Observation of Practical Activities with questioning

- Pass
- Fail
- Distinction

Performance in the EPA will determine the overall apprenticeship standard and grade of:

- Pass
- Fail
- Distinction

EPA summary table

On-programme (typically 18 months)	Training to develop the occupation standard's knowledge, skills and behaviours.
End-point Assessment Gateway	<ul style="list-style-type: none"> • Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard. • The apprentice must have achieved English and maths qualifications in line with the apprenticeship funding rules. <p>Apprentices must complete the following approved qualifications mandated in the standard:</p> <ul style="list-style-type: none"> • Level 3 Award in Pool Lifeguarding awarded by RLSS UK or Level 3 Award in Pool Lifeguards awarded by STA • Level 2 Certificate in Fitness or Gym Instruction awarded by; 1st4sport qualifications, Active IQ, Innovate Awarding, NCFE, VCTC or YMCA Awards. • Level 3 certificate in First Aid (to be taken either as a stand-alone qualification or as a separate part of the Level 3 Award in Pool Lifeguarding awarded by RLSS UK or STA). • Level 2 in Teaching Swimming awarded by SEQ or a Level 2 Swimming Teacher awarded by STA. <p>Apprentices must complete a portfolio of evidence.</p>
End Point Assessment (which would typically take 3 months)	<p>Assessment Method 1: Professional Discussion (supported by a portfolio of evidence)</p> <p>With the following grades:</p> <ul style="list-style-type: none"> · Pass · Fail · Distinction <p>Assessment Method 2: Observation of Practical Activities with questioning</p> <p>With the following grades:</p> <ul style="list-style-type: none"> · Pass · Fail · Distinction
Professional recognition	<p>On successful completion of this apprenticeship the Leisure team member will be eligible to become a Recreation Assistant Practitioner Member of the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA). Depending on the qualifications undertaken through the apprenticeship, Lifeguard, Swimming Teacher and Gym Instructor Practitioner Memberships may also be accessible.</p>



Length of end-point assessment period:

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.

Any supporting material required for the EPA should be submitted at the gateway point at the start of the EPA period.

If an EPA assessment method is failed, it should be retaken within the EPA period and in-line with the requirements set out in this assessment plan.

Order of assessment methods

The assessment methods can be delivered in any order.

Gateway

The EPA period should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that is to say they are deemed to have achieved occupational competence. In making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer.

In addition to the employer's confirmation that the apprentice is working at or above the level in the occupational standard, the apprentice must have completed the following gateway requirements prior to beginning EPA:

Apprentices must have achieved qualifications in English and maths in line with the apprenticeship funding rules.

Apprentices must complete the following approved qualifications as mandated in the standard:

- Level 3 Award in Pool Lifeguarding awarded by RLSS UK or a Level 3 Award in Pool Lifeguards awarded by STA
- Level 2 Certificate in Fitness or Gym Instruction awarded by; 1st4sport qualifications, Active IQ, Innovate Awarding, NCFE, VCTC or YMCA Awards.
- Level 3 certificate in First Aid (to be taken either as a stand-alone qualification or as a separate part of the Level 3 Award in Pool Lifeguarding awarded by RLSS UK or STA).
- Level 2 in Teaching Swimming awarded by SEQ or a Level 2 Swimming Teacher awarded by STA.

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;
 - An outline of their business, for example the structure, vision, mission, targets, customer charter, products and services, Normal/standard and emergency operating procedures.
 - An outline of their work programme/shift pattern(s)
 - Their certificates to show completion of mandatory qualifications.

For Observation of Practical Activities with questioning:

- no specific requirements

Assessment methods

Assessment Method 1: Professional Discussion (supported by a portfolio of evidence) (This Method has 1 component.)

Method 1 Component 1: Professional Discussion

Overview

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 should take place at the employer's premises.

The rationale for this assessment method is:

The Professional Discussion is the best way for the assessor to assess the KSBs assigned to this assessment method. The role is an entry level role to the sector and this method will complement the second assessment method the practical observation. It will also complement the qualifications embedded into the apprenticeship standard.

The apprentice will be able to describe to the assessor their role and their rationale for the KSBs evidenced in the portfolio, using real-life examples to demonstrate competence. In this role apprentices are expected to be able to converse with customers, so this is a valid assessment method as this is discussion based.

Delivery

The independent assessors will conduct and assess the Professional Discussion.

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. Further time may be granted for apprentices with appropriate needs, in-line with the EPAO's Reasonable Adjustments Policy.

During this method, the independent assessor must combine questions from the EPAO's question bank and those generated by themselves on completion of the review of the portfolio. There will be a minimum of 12 questions; follow up questions are allowed to clarify the apprentice's evidence.

The Professional Discussion will be conducted as set out here:

- EPAOs must schedule the Professional Discussion 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.
- The Professional Discussion must take place on a one-to-one basis between an independent assessor and the apprentice.
- EPAOs must produce sample questions as a guide for independent assessors, the question bank should be of sufficient size to prevent predictability. Questions should be open and allow the apprentice to demonstrate their competence, the assessor should ask follow up questions to clarify understanding.

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- The Professional Discussion should be recorded electronically, subject to the apprentice's agreement; where permission is not given it is permissible for another independent assessor to be present to document evidence presented, but they will take no part in the assessment of the apprentice.
- Independent assessors must assess the professional discussion using documentation prepared by the EPAO.

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.

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.

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the Professional Discussion.

The independent assessor will make all grading decisions.

Venue

The Professional Discussion should take place in a quiet room, free from distractions and influence.

Other relevant information

A structured specification and question bank must be developed by EPAOs. The 'question bank' must be of sufficient size to prevent predictability and the EPAO must review it regularly (and at least once a year) to ensure that it, and its content, are fit for purpose. The specifications, including questions relating to the underpinning knowledge, skills and behaviours, must be varied yet allow assessment of the relevant KSBs.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

Independent assessors must be developed and trained by the EPAO in the conduct of Professional Discussions and reaching consistent judgement.

EPAOs will produce the following material to support this assessment method:

- EPAOs must produce sample questions as a guide for independent assessors. The question bank should be of sufficient size to prevent predictability.

Assessment Method 2: Observation of Practical Activities with questioning (This Method has 1 component.)

Method 2 Component 1: Observation of Practical Activities with questioning

Overview

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.

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One assessor may observe up to a maximum of 3 apprentices at any one time, to allow for quality and rigour.

The rationale for this assessment method is:

This is a practical front line role, seeing the apprentice in work will allow the assessor to measure their competence against the KSB's. They will have demonstrated competence as a Lifeguard, Swimming Teacher and Gym Instructor during the apprenticeship having completed the mandatory qualifications which meet the standards determined by the industry. This assessment method will complement those qualifications and the Professional Discussion method, which is supported by a portfolio of evidence.

Delivery

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.

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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.

KSBs observed, and answers to questions, must be documented by the independent assessor.

The independent assessor will make all grading decisions.

Other relevant information

There may be breaks during the observation to allow the apprentice to move from one location to another as required.

Support material

EPAOs will produce the following material to support this assessment method:

- Assessment organisations must develop an observation specification, including questions relating to underpinning KSBs.

Venue

The observation can take place in:

- the employer's premises
- 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.

Specific venue requirements that must be in place include:

Must be a leisure facility.

Question development

EPAOs will create open questions to assess related underpinning knowledge, skills and behaviours. They must develop 'question banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the questions they contain, are fit for purpose.

Weighting of assessment methods

All assessment methods are weighted equally in their contribution to the overall EPA grade.

Grading

Assessment method 1: Professional Discussion (supported by a portfolio of evidence)

Fail - The apprentice fails to meet all of the pass criteria

KSBs	Pass	Distinction
K1, K2, K3, K5, K7, K8, K9, K10, K11	<p>Apprentice demonstrates the knowledge, skills and behaviours that meet the requirements of the role as set out in the standard.</p> <p>To achieve a pass, the candidate must meet all of the following criteria:</p>	<p>In addition to the pass criteria, the apprentice demonstrates knowledge, skills and behaviours that exceed the requirements of the role as set out in the standard.</p> <p>To achieve a distinction, the candidate must meet all of the following criteria:</p>
S1, S2, S3, S4, S5, S7, S8, S9	<p>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</p>	<p>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.</p>
B1, B2, B3, B5	<p>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</p> <p>Describes key legal and regulatory requirements within the leisure industry. e.g. Health and Safety, RIDDOR, COSHH, Safeguarding. K5</p> <p>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</p>	<p>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</p> <p>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.</p>

	<p>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 how and when to refer customer feedback / questions to colleagues. K7. K8</p> <p>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</p> <p>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.</p> <p>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.</p> <p>Demonstrate how their communication (written, verbal) is accurate and effective and in line with legal requirements. e.g. information</p>	
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	<p>on products and accident reporting procedures. S2</p> <p>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</p> <p>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</p> <p>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</p>	
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Assessment method 2: Observation of Practical Activities with questioning

The apprentice fails to meet all of the pass criteria

KSBs	Pass	Distinction
K4, K6, K12	Apprentice demonstrates the knowledge, skills and behaviours that meet the requirements of the role as set out in the standard.	In addition to the pass criteria, the apprentice demonstrates knowledge, skills and behaviours that exceed the requirements of the role as set out in the standard.

<p>S3, S5, S6, S10, S11, S12</p> <p>B4, B6, B7</p>	<p>To achieve a pass, the candidate must meet all of the following criteria:</p> <p>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</p> <p>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</p> <p>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.</p> <p>Demonstrate group management skills including adaptation and using appropriate communication methods and motivational techniques. K12, S10, S11, S12</p> <p>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.</p>	<p>To achieve a distinction, the candidate must meet all of the following criteria:</p> <p>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.</p> <p>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</p> <p>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.</p>
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Overall EPA grading

All EPA methods must be passed for the EPA to be passed overall.

In order to pass the apprenticeship, a pass must be achieved in both of the assessment methods.

In order to achieve a distinction, a distinction must be achieved in both assessment methods.

Grades from individual assessment methods should be combined in the following way to determine the grade of the EPA as a whole:

Assessment method 1	Assessment method 2	Overall grading
Pass	Fail	Fail
Fail	Pass	Fail
Pass	Pass	Pass
Distinction	Fail	Fail
Distinction	Pass	Pass
Distinction	Distinction	Distinction
Fail	Distinction	Fail
Pass	Distinction	Pass
Fail	Fail	Fail

Roles and responsibilities

Role	Responsibility
Apprentice	<ul style="list-style-type: none"> • participate in development opportunities to improve their knowledge skills and behaviours as outlined in the standard • meet all gateway requirements when advised by the employer • understand the purpose and importance of EPA and undertake EPA
Employer	<ul style="list-style-type: none"> • support the apprentice to achieve the KSBs outlined in the standard to their best ability • determines when the apprentice is working at or above the level outlined in the standard and is ready for EPA • select the EPAO • ensure all EPA gateway requirements have been met • confirm arrangements with EPAO for the EPA (who, when, where) in a timely manner • ensure apprentice is well prepared for the EPA
EPAO	<p>As a minimum EPAOs should:</p> <ul style="list-style-type: none"> • understand the occupational role • provide training and CPD to the independent assessors they employ to undertake the EPA • provide adequate information, advice and guidance documentation to enable apprentices, employers and providers to prepare for the EPA • deliver the end-point assessment outlined in this EPA plan in a timely manner • prepare and provide all required material and resources required for delivery of the EPA in-line with best practices • use appropriate assessment recording documentation to ensure a clear and auditable mechanism for providing assessment decision feedback to the apprentice • have no direct connection with the apprentice, their employer or training provider i.e. there must be no conflict of interest • maintain robust internal quality assurance (IQA) procedures and processes, and conducts these on a regular basis • conform to the requirements of the nominated external quality assurance body • organise standardisation events and activities in accordance with this plan's IQA section • organise and conduct moderation of independent assessors' marking in accordance with this plan • arrange for certification with the relevant training provider
Independent assessor	<p>As a minimum an Independent assessor should:</p> <ul style="list-style-type: none"> • understand the standard and assessment plan

	<ul style="list-style-type: none"> • deliver the end-point assessment in-line with the EPA plan • comply to the IQA requirements of the EPAO • be independent of the apprentice, their employer and training provider(s) i.e. there must be no conflict of interest • satisfy the criteria outlined in this EPA plan • hold or be working towards an independent assessor qualification e.g. A1 and have had training from their EPAO in terms of good assessment practice, operating the assessment tools and grading • have the capability to assess the apprentice at this level • attend the required number of EPAOs standardisation and training events per year (as defined in the IQA section)
Training provider	<p>As a minimum the training provider should:</p> <ul style="list-style-type: none"> • work with the employer to ensure that the apprentice is given the opportunities to develop the KSBs outlined in the standard and monitor their progress during the on-programme period • advise the employer, upon request, on the apprentice's readiness for EPA prior to the gateway • plays no part in the EPA itself

Internal Quality Assurance (IQA)

Internal quality assurance refers to the requirements that EPA organisations must have in place to ensure consistent (reliable) and accurate (valid) assessment decisions. EPA organisations for this EPA must:

- appoint independent assessors who have knowledge of the following occupational areas: have a minimum of 5 years recent experience of working in a leisure and/or fitness environment and have completed a minimum of 3-days continuing professional development (CPD) relevant to their role in the last year; they do not necessarily still need to be employed in Leisure Duty Manager occupation
- appoint independent assessors who are competent to deliver the end-point assessment
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time.
- operate induction training and standardisation events for independent assessors when they begin working for the EPAO on this standard and before they deliver an updated assessment method for the first time

Re-sits and re-takes

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.

Affordability

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

- use of video conferencing
- using an employer's premises

The number of expected starts for the apprenticeship will be 250 per year.

Professional body recognition

On successful completion of this apprenticeship the Leisure Team member will be eligible to become a Recreation Assistant Practitioner Member of the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA). Depending on the qualifications undertaken through the apprenticeship, Lifeguard, Swimming Teacher and Gym Instructor Practitioner Memberships may also be accessible.

Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making reasonable adjustments for this apprenticeship standard. This should include how an apprentice qualifies for Reasonable Adjustment and what Reasonable Adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this assessment plan.

Mapping of knowledge, skills and behaviours (KSBs)

Assessment method 1: Professional Discussion (supported by a portfolio of evidence)

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.

Assessment method 2: Observation of Practical Activities with questioning

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.