

End-point assessment plan for Anti-Social Behaviour & Community Safety Officer apprenticeship standard

Apprenticeship standard reference number	Apprenticeship standard level	Integrated end-point assessment
ST0930	4	No

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Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Anti-Social Behaviour (ASB) and Community Safety Officer 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 ASB and Community Safety Officer apprentices, their employers and training providers.

Full time apprentices will typically spend 24 months on-programme (before the gateway) working towards the occupational standard, with a minimum of 20% off-the-job training. All apprentices must spend a minimum of 12 months on-programme.

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

For level 2 apprenticeships, apprentices without English and mathematics at level 2 must achieve level 1 English and mathematics and take the tests for level 2 prior to taking their EPA.

The EPA must be completed within an EPA period lasting typically 3 months, after 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 3 discrete assessment methods.

The individual assessment methods will have the following grades:

Assessment method 1: Case review report (and questioning)

- Pass
- Fail
- Distinction

Assessment method 2: Presentation and interview

- Pass
- Fail
- Distinction

Assessment method 3: Role play interview

- Pass
- Fail
- Distinction

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

- Pass
- Fail
- Distinction

EPA summary table

On-programme (typically 24 months)	Training to develop the occupation standard's knowledge, skills and behaviours (KSBs).
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. • English and mathematics at Level 2
End-point assessment (which will typically take 3 months)	<p>Assessment Method 1: Case review report (and questioning)</p> <p>With the following grades:</p> <ul style="list-style-type: none"> • Fail • Pass • Distinction <p>Assessment Method 2: Presentation and interview</p> <p>With the following grades:</p> <ul style="list-style-type: none"> • Fail • Pass • Distinction <p>Assessment Method 3: Role play interview</p> <p>With the following grades:</p> <ul style="list-style-type: none"> • Fail • Pass • Distinction

Length of EPA period

The EPA will be completed within an EPA period lasting typically of 3 months, after the EPA gateway.

Order of end-point assessment methods

The presentation must take place following the completion of the case review report. This is because the subject of the presentation is the findings of the report. The role play interviews can take place at any point in the order of the assessment methods.

EPA gateway

The apprentice should only enter the gateway once the employer is content that the apprentice is working at or above the level of the occupational standard. 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.

The EPAO determines when all other gateway requirements have been met, and the EPA period will only commence once the EPAO has confirmed this.

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

- achieved English and mathematics at Level 2. For those with an education, health and care plan or a legacy statement, the apprenticeship's English and mathematics minimum requirement is Entry Level 3. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language.

End-point assessment methods

End-point assessment method 1: Case review report (and questioning)

This Method has 1 component.

Overview

The apprentice will be provided with a simulated detailed case scenario and will be required to provide a case review report and recommendations. The simulated case scenario will require the apprentice to carry out the following activities:

- recognise categories and priorities of anti-social behaviour
- consider risk and vulnerability
- assess evidence and record keeping
- analyse the responses to the case and whether relevant policy and procedure has been a case strategy that includes informal and formal interventions.
- produce a strategy for victim & witness support
- produce a strategy for collaborative working
- explain their decision-making activities

Rationale

The research into, and completion of, a case review report is the core function of the ASB Officer role. This assessment method is therefore the most valid method of assessing the apprentice's competence in the role and the knowledge, skills and behaviours attributed to this method.

Delivery

Apprentices must complete the report during the EPA period. The report must be produced and submitted to the EPAO within a timescale of 5 weeks from the start of the EPA period. The employer will ensure that the apprentice has sufficient time and necessary resources within this period to complete the report. Typically, the apprentice will require 37 hours within the 5-week timeframe in which to complete this task.

The completed report must contain the following:

- summary of the case
- methodology
- conclusion and recommendations

The EPAO will produce a brief, which will contain the following variables:

- the categories of ASB
- complex issues - family, education, mental health, support needs, vulnerability
- the people involved – complainants, agencies, perpetrators, etc
- evidence gathered related to the case

Material and information can be supplied in paper and/or digital form. The completed report should be

submitted digitally to the EPAO.

Support material

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

- guidance for apprentices, employers and training providers that outlines in detail how the report assessment will operate
- report briefs specification bank. The specification bank must be of sufficient size to prevent predictability and reviewed regularly (and at least once a year) to ensure they, and the specifications they contain, are fit for purpose. It is recommended specification banks are developed in consultation with employers of this occupation. EPAOs should put measures and procedures in place to maintain the security and confidentiality of their specifications if employers are consulted. Specifications must be standardised by the EPAO
- assessment recording documentation

End-point assessment method 2: Presentation and interview

This Method has 2 components

Overview

The apprentice will present the findings of the case review report and will then be interviewed. The interview consists of an independent assessor asking an apprentice a series of questions to assess their competence against the KSBs. The independent assessor's role is restricted to asking set questions. The independent assessor leads this process to obtain information from the apprentice to enable a structured assessment decision-making process.

Rationale

The rationale for this assessment method is:

- it allows for assessment of KSBs that do not occur on a predictable or regular basis
- it allows for testing of responses where there are a range of potential answers

Delivery

The apprentice will present the evidence and findings of the case review report to the independent assessor. They will be permitted 10 minutes to complete their presentation.

The interview will then take place. Independent assessors can conduct and assess the interview on a one-to-one basis, though a panel of two is permitted for continuity with the role playing interviews. The interview must be appropriately structured to draw out the best of the apprentice's competence. The presentation & interview and the role playing interviews should be scheduled on the same day wherever possible.

Apprentices will be assessed against the KSBs assigned to this assessment method – as shown in mapping of KSBs.

The interview element must last for 75 minutes. The independent assessor has the discretion to increase the time of the interview by up to 10%, to allow the apprentice to complete their last answer.

The independent assessor must ask a minimum of 10 open questions. Additional follow up questions are allowed, to seek clarification.

The EPAO must produce a bank of sample questions to assist the independent assessor.

Apprentices are expected to understand and use relevant occupational language that would be typical of a competent person in this occupation.

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

Evidence from the interview must be assessed holistically using the grading criteria for this assessment method.

Independent assessors will make all grading decisions.

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 interviews and reaching consistent judgement.

Venue

The interview must take place in a quiet room, free from distractions and influence.

The interview can take place in any of the following:

- employer's premises
- a suitable venue selected by the EPAO, for example a training provider's premises or another employer's premises

Video conferencing can be used to conduct the interview, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided in some way for example, by using a 360-degree camera.

Support material

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

- guidance for apprentices, employers and training providers that outlines in detail how the interview will operate
- interview question bank. The interview question bank must be of sufficient size to prevent predictability and reviewed regularly (and at least once a year) to ensure that it, and its content, are fit for purpose. Independent assessors must use the interview question bank as a source for questioning and are expected to use their professional judgement to tailor those questions appropriately. Independent assessors are responsible for generating suitable follow-up questions in line with the EPAO's training and standardisation process. The questions relating to the underpinning KSBs must be varied yet allow assessment of the relevant KSBs. It is recommended that questions are developed in consultation with employers of this occupation. EPAOs must maintain the security and confidentiality of their questions when consulting employers
- assessment recording documentation

End-point assessment method 3: Role play interviews

This Method has 2 components.

Overview

The apprentice will be required to demonstrate how they would navigate two different scenarios; one as an interviewer questioning a person reporting anti-social behaviour; and another questioning an alleged perpetrator. This will enable them to demonstrate effective interview skills and techniques.

Rationale

The rationale for this assessment method is:

- it allows for assessment of KSBs relating to interview techniques
- it allows testing of the apprentice in a simulated workplace scenario

Delivery

Independent assessors must conduct and assess the interview with a panel of two people; one to assess the apprentice and another to play the role of the reporter/alleged perpetrator. The interviews must be appropriately structured to draw out the best of the apprentice's competence.

Apprentices will be assessed against the KSBs assigned to this assessment method – as shown in mapping of KSBs.

The interview must last for 30 minutes; 15 minutes per role play. The independent assessor has the discretion to increase the time of the interview by up to 10%, to allow the apprentice to complete their last answer.

The EPAO must produce a bank of sample role play briefs to assist the independent assessor.

Apprentices are expected to understand and use relevant occupational language that would be typical of a competent person in this occupation.

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

Evidence from the interview must be assessed holistically using the grading criteria for this assessment method.

Independent assessors will make all grading decisions.

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

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

Venue

The interview must take place in a quiet room, free from distractions and influence.

The interview can take place in any of the following:

- employer's premises
- a suitable venue selected by the EPAO, for example a training provider's premises or another employer's premises

Video conferencing can be used to conduct the interview, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided in some way for example, by using a 360-degree camera.

Support material

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

- guidance for apprentices, employers and training providers that outlines in detail how the interview will operate
- role play briefs bank. The bank must be of sufficient size to prevent predictability and reviewed regularly (and at least once a year) to ensure that it, and its content, are fit for purpose. It is recommended that questions are developed in consultation with employers of this occupation. EPAOs must maintain the security and confidentiality of their questions when consulting employers
- assessment recording documentation

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.

Grading descriptors

Assessment method 1: Case review report

KSBs	Fail	Pass Apprentices must meet all pass descriptors for a pass	Distinction Apprentices must meet all pass and all distinction descriptors for a distinction.
K1 K2 K6 K7 K9 K11 S1 S4 S5 S7 S8 S10 S11 B3	Does not meet pass criteria	<p><u>Investigation</u></p> <p>Uses appropriate tools and powers to investigate and analyse ASB reports, identifies priorities and any further evidence required, conducts risk assessment and outlines appropriate next steps to resolve issues. (K6, S1, S7, S10).</p> <p>Uses organisational tools to plan investigations thoroughly and methodically, prioritising work to ensure tasks are completed and deadlines are met (S5, S8).</p> <p><u>Strategy</u></p> <p>Writes a case strategy, drawing on own judgement and legal and organisational knowledge and expertise to make appropriate, professional, justifiable evidence-based decisions, taking into account different categories of ASB and vulnerabilities across different clients/groups. (K1, K2, S4)</p> <p>Outlines the collaboration needed from partner agencies and the appropriate referral routes required including the manner in which these need to be communicated with (K7, K9, B3).</p>	<p><u>Investigation</u></p> <p>Identifies insufficiencies and gaps in the evidence and/or response and provides an evaluation of the impact of the quality of the evidence provided. Feeds this into recommendations and outlines appropriate next steps for escalation. (S1, S10)</p>

		Record-keeping Maintains and shares accurate and appropriately-detailed records and information in accordance with the law (K11, S11).	
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Assessment method 2: Presentation and interview

KSBs	Fail	Pass – All of the following must be achieved to gain a pass:	Distinction – must achieve...
K3 K4 K5 K10 S2 S3 S6 S13 S14 B1 B2	Does not meet pass criteria	<p><u>Presentation</u></p> <p>Presents the evidence of a case for a review panel or in legal proceedings clearly and persuasively (S14).</p> <p><u>Preparation</u></p> <p>Explains how they would prepare a case file for referral to solicitors or for legal proceedings, including different types of evidence and how they can be used. Describes court processes, the roles of the various legal staff, the burden of proof and Civil Procedure Rules (K5, S13).</p> <p><u>Legislation & policy</u></p> <p>Explains organisational policies, investigative procedures and reporting processes in relation to ASB, community safety, vulnerability and safeguarding, describing how these are informed by legislation and the legal tools and powers available to them. (K3, K4).</p>	<p><u>Presentation</u></p> <p>Researches and applies their knowledge of a range of potential legal outcomes of the case, presenting complex legal ramifications in a clear, easy-to-understand manner. (S14)</p> <p><u>Communication</u></p> <p>Acts as a role model, actively promoting equality, diversity and inclusion in the workplace. (B1)</p> <p>Describes how relationships they have built with external stakeholders have led to positive results giving examples of cases other than the one in which those relationships were first established. (B2)</p>

		<p><u>Communication</u></p> <p>List the different communication methods they use and describe how they adapt these to meet the needs of different groups, showing a commitment to equality, diversity and inclusion and identifying safeguarding needs. (S2, S3, B1)</p> <p>Explains how they manage stakeholder expectations, keeping them informed of progress, responding appropriately and in a timely manner in accordance with customer service standards, organisational KPIs and the complaints process. (K10)</p> <p>Explains, with examples, how they have collaborated and shared information with internal and external stakeholders to achieve outcomes complying with court directions where relevant, and negotiated new ways of providing services together (S6, B2).</p>	
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Assessment method 3: Role Play interview

KSBs	Fail	Pass	Distinction
K8 S9 S12 B4	Does not meet pass criteria	<p>Interviews reporter and perpetrator, communicating clearly and concisely using appropriate investigative and interview techniques and complying with case management principles, in order to understand needs, perspectives and concerns. (K8, S9, B4)</p> <p>Challenges, influences and negotiate in order to elicit the appropriate response when interviewing reporter and perpetrator to achieve</p>	Able to change their interview communication techniques during the course of the interview; recognises when techniques are not working and when to change tack to achieve outcomes. (B4)

		outcomes and resolutions. (S12).	
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Overall EPA grading

All EPA methods must be passed for the EPA to be passed overall. In order to achieve a distinction overall, a distinction must be achieved in at least two assessment methods.

Case Review Report	Presentation and Interview	Role Play Interview	Overall grading
Distinction	Distinction	Distinction	Distinction
Distinction	Distinction	Pass	Distinction
Pass	Distinction	Distinction	Distinction
Distinction	Pass	Distinction	Distinction
Distinction	Pass	Pass	Pass
Pass	Distinction	Pass	Pass
Pass	Pass	Distinction	Pass
Pass	Pass	Pass	Pass
Fail	Any	Any	Fail
Any	Fail	Any	Fail
Any	Any	Fail	Fail

Re-sits and re-takes

Apprentices who fail one or more assessment method/s will be offered the opportunity to take a re-sit or a re-take at the employer's discretion. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

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 timescales for a re-sit/re-take is agreed between the employer and EPAO. A re-sit is typically taken within 2 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 3 months of the EPA outcome notification.

All assessment methods must be taken within a 3 month period, otherwise the entire EPA will need to be re-sat/re-taken.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to a higher grade.

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.

Roles and responsibilities

Role	Responsibility
Apprentice	<p>As a minimum, apprentices should:</p> <ul style="list-style-type: none"> • participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months • undertake 20% off-the-job training as arranged by the employer and EPAO • understand the purpose and importance of EPA • undertake the EPA including meeting all gateway requirements
Employer	<p>As a minimum, employers should:</p> <ul style="list-style-type: none"> • select the EPAO and training provider • work with the training provider (where applicable) to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs • arrange and support a minimum of 20% off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the occupational standard and so is ready for EPA • ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan • remain independent from the delivery of the EPA • confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner (including providing access to any employer-specific documentation as required, for example company policies) • ensure that the EPA is scheduled with the EPAO for a date and time which allow appropriate opportunity for the KSBs to be met • ensure the apprentice is well prepared for the EPA • ensure the apprentice is given sufficient time away from regular duties to prepare for and complete all post-gateway elements of the EPA, and that any required supervision during this time (as stated within this EPA plan) is in place • where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a daily basis • pass the certificate to the apprentice
EPAO	<p>As a minimum, EPAOs should:</p> <ul style="list-style-type: none"> • conform to the requirements of this EPA plan and deliver its requirements in a timely manner • conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO)

	<ul style="list-style-type: none"> • conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship standard • understand the occupational standard • make all necessary contractual arrangements, including agreeing the price of the EPA • develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material) • appoint suitably qualified and competent independent assessors • appoint administrators (and invigilators where required) to administer the EPA as appropriate • provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading • provide adequate information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA • arrange for the EPA to take place, in consultation with the employer • where the apprentice is not assessed in the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary • develop and provide appropriate assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders • have no direct connection with the apprentice, their employer or training provider. In all instances, including when the EPAO is the training provider (i.e., HEI), there must be no conflict of interest • have policies and procedures for internal quality assurance (IQA), and maintain records of regular and robust IQA activity and moderation for external quality assurance (EQA) purposes • deliver induction training for independent assessors, and for invigilators and/or markers (where used) • undertake standardisation activity on this apprenticeship standard for all independent assessors before they conduct an EPA for the first time, if the EPA is updated and periodically as appropriate (a minimum of annually) • manage invigilation of apprentices in order to maintain security of the assessment in line with the EPAO's malpractice policy • verify the identity of the apprentice being assessed • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard • provide details of the independent assessor's name and contact details to the employer
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	<ul style="list-style-type: none"> • have and apply appropriately an EPA appeals process • request certification via the Apprenticeship Service upon successful achievement of the EPA
Independent assessor	<p>As a minimum, independent assessors should:</p> <ul style="list-style-type: none"> • have the competence to assess the apprentice at this level and hold any required qualifications and experience in line with the requirements of the independent assessor as detailed in the IQA section of this EPA plan • understand the occupational standard and the requirements of this EPA • have, maintain and be able to evidence up-to-date knowledge and expertise of the subject matter • deliver the end-point assessment in-line with the EPA plan • comply with the IQA requirements of the EPAO • have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances, including when the EPAO is the training provider (i.e., HEI) • attend induction training • attend standardisation events when they begin working for the EPAO, before they conduct an EPA for the first time and a minimum of annually on this apprenticeship standard • assess each assessment method, as determined by the EPA plan, and without extending the EPA unnecessarily • assess against the KSBs assigned to each assessment method, as shown in the mapping of assessment methods and as determined by the EPAO, and without extending the EPA unnecessarily • make all grading decisions • record and report all assessment outcome decisions, for each apprentice, following instructions and using assessment recording documentation provided by the EPAO, in a timely manner • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard • mark open (constructed) test answers accurately according to the EPAO's mark scheme and procedures
Training provider	<p>As a minimum, training providers should:</p> <ul style="list-style-type: none"> • work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the knowledge, skills and behaviours as listed in the occupational standard • conduct training covering any knowledge, skill or behaviour requirement agreed as part of the Commitment Statement (often known as the Individual Learning Plan). • monitor the apprentice's progress during any training provider led on-programme learning

	<ul style="list-style-type: none">• advise the employer, upon request, on the apprentice's readiness for EPA• remain independent from delivery of the EPA. Where the training provider is the EPA (i.e., a HEI) there must be procedures in place to mitigate against any conflict of interest
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Internal Quality Assurance (IQA)

Internal quality assurance refers to the strategies, policies and procedures that EPAOs must have in place to ensure valid, consistent and reliable end-point assessment decisions. EPAOs for this EPA must adhere to all requirements within the Roles and Responsibilities section and:

- have effective and rigorous quality assurance systems and procedures that ensure fair, reliable and consistent assessment across employers, places, times and independent assessors
- appoint independent assessors who have experience in the ASB/community safety sector and experience in a role at least one level above that of the apprentice
- holds relevant assessor qualifications such as A1 or equivalent
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- where appropriate:
 - provide ongoing training for markers
 - provide ongoing training for invigilators
- undertake standardisation activity on this apprenticeship standard for all independent assessors:
 - before they conduct an EPA for the first time
 - if the EPA is updated
 - periodically as appropriate (a minimum of annually)
- conduct effective moderation of assessment decisions and grades
- conduct appeals where required, according to the EPAO's appeals procedure, reviewing and making final decisions on assessment decisions and grades
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Value for money

Value for money of the EPA will be aided by using at least some of the following practice:

- case review report assessment can take place at employer premises
- video conferencing permitted

Professional body recognition

Professional body recognition is not relevant to this occupational apprenticeship.

Mapping of knowledge, skills and behaviours (KSBs)

Assessment method 1: Case review report

Knowledge
K1: Legal and organisational definitions of anti-social behaviour (ASB). The different types and categories of ASB. Organisational key performance indicators (KPI) when responding to the different categories of ASB.
K2: The definitions of vulnerability, safeguarding principles, the risk assessment matrix, vulnerabilities across a range of clients/group settings.
K6: The range of informal tools that can be used to tackle ASB and community safety issues. How and in what circumstances informal tools can be used.
K7: Multi-agency working and the roles of partner agencies. Referral routes to specific agencies. Available multi-agency meetings and forums.
K9: The range of communication methods to engage with internal and external partners and stakeholders including statutory and voluntary sector.
K11: Methods of recording information. IT systems, information and data-sharing processes. Law, guidance and principles.
Skills
S1: Respond effectively and appropriately to reports. Analyse reports of ASB/community safety, identifying priorities and what the next appropriate steps are. Analyse and risk-assess all reports of ASB and community safety issues.
S4: Make justifiable and appropriate decisions on the information available.
S5: Plan and prioritise work effectively using a range of organisational tools to ensure tasks are completed and deadlines are met.
S7: Investigate reports of ASB/community safety thoroughly and systematically to understand and analyse underlying issues. Obtaining appropriate evidence.
S8: Plan investigations into cases thoroughly and methodically.
S10: Understand and gather relevant information and using the full range of tools, powers and support available to resolve ASB/community safety issues.
S11: Maintain accurate and appropriately-detailed records and information.
Behaviour
B3: Deliver timely performance and taking responsibility and accountability for quality outcomes. Use insight, judgement, evidence and knowledge to arrive at accurate, expert and professional decisions and advice.

Assessment method 2: Presentation and interview

Knowledge
K3: Organisational policies and procedures in relation to ASB, community safety, vulnerability and safeguarding including hate crime, domestic abuse and tenancy management. The organisational process for dealing with reports of ASB/community safety. The organisational investigative process for reports of ASB and community safety issues.
K4: Legislation in relation to ASB and community safety matters including domestic abuse, hate crime, safeguarding, landlord and tenant law. The range of legal tools and powers available to resolve ASB.
K5: Preparing a case for court. Court standard witness statements and burden of proof. Different types of evidence and how they can be used. Roles of court staff and legal staff including solicitors and barristers. Court processes and Civil Procedure Rules.
K10: Customer service standards and organisational KPIs in relation to responding to customers. Complaints and enquiry processes.
Skills
S2: Provide a professional and timely response to customer enquiries. Manage expectations and keep the customer informed of progress. Identify potential safeguarding needs of young and vulnerable people.
S3: Communicate with customers and stakeholders using a range of methods including face-to-face, telephone, email, letters, reports responding to the needs of a diverse group.
S6: Work effectively and collaboratively with a range of stakeholders and customers to achieve specific targets and outcomes. Comply with court directions and ensure that deadlines are met.
S13: Prepare a case file for referral to solicitors or for legal proceedings.
S14: Effectively present a case and evidence for a review panel or in legal proceedings.
Behaviours
B1: Demonstrate a commitment to delivering a high-quality, timely and responsive service. Take ownership of dealing with all matters appropriately demonstrating a commitment to equality, diversity, inclusion and discretion.
B2: Work effectively with colleagues and external stakeholders seeking to deliver joint solutions, sharing appropriate information and negotiating new ways of providing services together.

Assessment method 3: Role play interview

Knowledge
K8: ASB case management principles. Investigative methods, interview methodology and techniques.
Skills
S9: Interview all parties involved in a case using effective investigative and interview techniques.
S12: Effectively challenge, influence and negotiate with customers, partners and stakeholders to achieve outcomes and resolutions.
Behaviour
B4: Communicate with others clearly and concisely making efforts to understand needs, perspectives and concerns.