

# 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 explains how EPA for this apprenticeship must operate.

This document provides the EPA design requirements for end-point assessment organisations (EPAOs) for this apprenticeship standard. It will also be useful for ASB and Community Safety Officer apprentices undertaking this apprenticeship, their employers and training providers.

EPA must be conducted by an EPAO approved to deliver EPA for this apprenticeship standard. Each employer should select an approved EPAO from the Education & Skills Funding Agency's Register of end-point assessment organisations (RoEPAO).

Full time apprentices will typically spend 24 months on-programme (before the gateway) working towards the occupational standard. All apprentices must 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.

Before starting EPA, an apprentice must meet the gateway requirements. For this apprenticeship they are:

- the employer must be content that the apprentice is working at or above the occupational standard
- apprentices must have achieved English and mathematics at Level 2.

The EPAO must confirm that all required gateway evidence has been provided and accepted as meeting the gateway requirements. The EPAO is responsible for confirming gateway eligibility. Once this has been confirmed, the EPA period starts.

The EPA must be completed within an EPA period lasting typically 3 months, beginning when the apprentice has met the EPA gateway requirements.

The EPA consists of 2 discrete assessment methods.

It is possible to achieve the following grades in each end-point assessment method:

### **Assessment method 1:** Case review report and presentation with questioning

- fail
- pass
- distinction

### **Assessment method 2:** Simulated role play interview

- fail
- pass

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

- fail
- pass
- distinction

## EPA summary table

<p><b>On-programme</b> (typically 24 months)</p>	<p>Training to develop the knowledge, skills and behaviours (KSBs) of the occupational standard.</p> <p>The apprentice must complete training towards English and mathematics qualifications in line with the apprenticeship funding rules. This includes those with an education, health and care plan or a legacy statement. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language.</p>
<p><b>End-point assessment gateway</b></p>	<p>The employer must be content that the apprentice is working at or above the level of the occupational standard.</p> <p>The apprentice must have achieved English and mathematics qualifications in line with the apprenticeship funding rules. This includes those with an education, health and care plan or a legacy statement. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language.</p>
<p><b>End-point assessment</b> (which will typically take 3 months)</p>	<p>Assessment method 1: Case review report and presentation with questioning</p> <p>With the following grades:</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul> <p>Assessment method 2: Simulated role play interview</p> <p>With the following grades:</p>

- fail
- pass

Overall EPA/apprenticeship can be graded:

- fail
- pass
- distinction

## Length of EPA period

The EPA will be completed within an EPA period lasting typically for 3 months, starting when the EPAO has confirmed that all gateway requirements have been met.

## Order of end-point assessment methods

The assessment methods can take place in any order.

The result of one assessment method does not need to be known before starting the next.

## 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 qualifications in line with the apprenticeship funding rules. This includes those with an education, health and care plan or a legacy statement. 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 presentation with questioning

This method has 2 components.

### Overview

The apprentice will be presented with a simulated detailed case scenario and will be required to produce 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 applied
- 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

This assessment method includes two components:

- a case review report
- a presentation with questioning

The rationale for this assessment method is:

The research into, and completion of, a case review report is the core function of the ASB and community safety role. As part of an ASB and community safety officer's role, they will be responsible for investigating reports of ASB and community safety in an area. They are expected to interview those affected as well as the alleged perpetrators before relaying the findings back to various audiences through reports and presentations. This assessment method is therefore a valid method of assessing the apprentice's competence in the role and the knowledge, skills and behaviours attributed to this end-point assessment method.

The case review report and presentation with questioning will be assessed holistically.

## Component 1: Case review report

### Delivery

The case review 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:

- introduction
- 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.

The report has a maximum word limit of 3,500. A tolerance of plus or minus 10% is allowed. Appendices, references, diagrams etc will not be included in this total. The report must map, in an appendix, how it evidences the relevant KSBs for this assessment method.

The apprentice should complete their case review report unaided. When the case review report is submitted, the apprentice and their employer must verify that the submitted case review report is the apprentice's own work.

The independent assessor will review and assess the case review report holistically alongside the presentation with questioning.

The independent assessor will make all grading decisions. Grading decisions will be made based on both components in the case review report and presentation with questioning in line with the grading descriptors set out in the grading section.

Material and information can be supplied in paper and or digital form. The completed report should be submitted digitally to the EPAO.

### Question and resource development

EPAOs will produce specifications to outline in detail how the case review report will operate, what it will cover and what should be assessed. It is recommended that this be done in consultation with employers. EPAOs should put in place measures and procedures to maintain the security and confidentiality of their specifications if employers are consulted. Specifications must be standardised by the EPAO.

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

- guidance for apprentices, employers and training providers that outlines in detail how the report assessment will operate
- case review report briefs specification bank
- assessment recording documentation

## Component 2: Presentation with questioning

### Overview

Apprentices will prepare and deliver a presentation based on the findings of the case review report that appropriately covers the KSBs assigned to this assessment method.

The presentation will cover the following as a minimum:

- a summary of the case review report
- the findings of the case review report
- conclusions and recommendations

The independent assessors will then draw out any further information using questions. EPAOs must develop a question bank of sufficient size to prevent predictability and review them regularly (at least once a year) to ensure the questions they contain are fit for purpose.

Independent assessors must use the 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.

The presentation must be submitted at the same time as the case review report to allow the independent assessors a maximum of 5 working weeks to review it, saving assessor time in reviewing multiple documents and will allow the generation and collation of questions from both the case review report and presentation.

### Delivery

The apprentice will present the evidence and findings of the case review report to the independent assessor, either face-to-face or via online video conferencing.

The apprentice must be given at least two weeks' notice of the presentation date to prepare.

The presentation with questioning will last for 60 minutes. The presentation will typically last 10 minutes and the questioning 50 minutes. The independent assessor has the discretion to increase the time by up to 10% to allow the apprentice to complete their last point.

To deliver the presentation, the apprentice can have access to:



- commonly used presentation software
- flip chart
- videos or other media clips
- interactive demonstrations
- notes
- computer

The above list is not exhaustive and other presentation methods may be permissible where appropriate.

The independent assessor must ask a minimum of 10 open questions at the end of the presentation to ensure KSBs assigned to case review report and presentation with questioning are covered in sufficient depth and to allow for relevant grading criteria to be drawn out by the independent assessors. Independent assessors must use the question bank as a source for questions and are expected to use their professional judgment to tailor those questions appropriately. 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 presentation with questioning.

Independent assessors will make all grading decisions.

Independent assessors must be developed and trained in the conduct of questioning and answers, and reaching consistent judgement, by their EPAO. The independent assessors must use the assessment tools and procedures that are set by the EPAO to record the presentation with questioning.

### **Assessment location**

EPAOs must ensure that the case review report and presentation with questioning elements are conducted in a suitable controlled environment 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)

The venue should be a quiet room, free from distraction and external influence.

### **Question and resource development**

A 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 (at least once a year) to ensure that it, and its content, are fit for purpose. The questions relating to the underpinning KSBs,

must be varied yet allow assessment of the relevant KSBs. Independent assessors must use the question bank as a source for questions and are expected to use their professional judgment to tailor those questions appropriately. Independent assessors are responsible for asking suitable follow up questions in line with the EPAO's training and standardisation process.

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

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

- a question bank
- guidance for apprentices, employers and training providers that outlines in detail how the presentation with questioning will operate
- assessment recording documentation

## End-point assessment method 2: Simulated role play interview

This method has 1 component.

### 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

The independent assessor must conduct and assess the simulated role play interview with an actor to play the role of the reporter and alleged perpetrator. The interview must be appropriately structured to draw out the best of the apprentice's competence.

The apprentice will be provided with a written brief to enable them to prepare for the specific scenario to be played out through the interview. Apprentices must be given at least two weeks' notice to prepare and should be provided with the timescales they will be working to before the simulated role interview take place.

The apprentice will:

- follow the brief to interview the actor playing the role of reporter/alleged perpetrator
- interview an actor when they are playing the role of reporter and alleged perpetrator
- demonstrate the skills, knowledge and behaviours that apply to this assessment method
- adhere to assessment conditions during the demonstration of practice simulated role play interview

The actor will:

- be provided the written brief, and sufficiently briefed in advance by the EPAO
- follow the brief to act as the reporter/alleged perpetrator
- be a person with whom the apprentice can interact with to demonstrate interviewing techniques
- adhere to confidentiality about all aspects of the assessment and the brief they have been provided with

The simulated role play interview must last for 30 minutes:

- 15 minutes to interview the actor when playing the role of a reporter
- 15 minutes to interview the actor when playing the role of alleged perpetrator

The simulated role play interview may not be split, other than to allow a short break at the end of the first simulated role play interview for the apprentice to prepare to take on a different role. Where breaks occur, they will not count towards the total assessment time.

EPAOs must manage invigilation of apprentices during breaks in order to maintain security of the assessment in line with their malpractice policy.

The independent assessor has the discretion to increase the time of each simulated role play interview by up to 10%, to allow the apprentice to complete asking their last simulated role play interview question.

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 simulated role play interview.

Evidence from the simulated role play 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 simulated role interview and reaching consistent judgement.

## Assessment location

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

The simulated role play 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 simulated role play 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.

## Question and resource development

A simulated role play briefs bank must be developed by EPAOs. The specification bank must be of sufficient size to prevent predictability and the EPAO must review it regularly (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.

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
- 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 EPA plan.

## Overall EPA grading

Performance in the EPA will determine the apprenticeship grade of fail, pass or distinction.

Independent assessors must individually grade each assessment method, according to the requirements set out in this plan.

EPAOs must combine the individual assessment method grades to determine the overall EPA grade.

Apprentices who fail one or more assessment method will be awarded an overall EPA 'fail'.

In order to gain an overall EPA 'pass', apprentices must achieve a pass in all the assessment methods.

To achieve an overall 'distinction', the apprentice must achieve a distinction in the case review report, and presentation with questioning assessment method, and a pass in the simulated role play interview.

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

Case review report and presentation with questioning	Simulated role play interview	Overall grading
Any grade	Fail	Fail
Fail	Any grade	Fail
Pass	Pass	Pass
Distinction	Pass	Distinction

Any grade = fail, pass, or distinction

## 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.

Apprentices may not need to complete a different case review report where a re-sit/re-take is required but may need to either re-work their case review report and/or presentation. Apprentices must be asked different questions in the case of a re-sit or 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 timescale 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 6 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"> <li>• participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months</li> <li>• complete the required amount of off-the-job training specified by the apprenticeship funding rules and as arranged by the employer and training provider</li> <li>• understand the purpose and importance of EPA</li> <li>• undertake the EPA including meeting all gateway requirements</li> </ul>
Employer	<p>As a minimum, employers should:</p> <ul style="list-style-type: none"> <li>• select the EPAO and training provider</li> <li>• 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</li> <li>• arrange and support a minimum of 20% off-the-job training to be undertaken by the apprentice</li> <li>• decide when the apprentice is working at or above the occupational standard and so is ready for EPA</li> <li>• ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan</li> <li>• remain independent from the delivery of the EPA</li> <li>• 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)</li> <li>• ensure that the EPA is scheduled with the EPAO for a date and time which allow appropriate opportunity for the KSBs to be met</li> <li>• ensure the apprentice is well prepared for the EPA</li> <li>• 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</li> </ul>

	<ul style="list-style-type: none"> <li>• where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a daily basis</li> <li>• pass the certificate to the apprentice</li> </ul>
EPAO	<p>As a minimum, EPAOs should:</p> <ul style="list-style-type: none"> <li>• conform to the requirements of this EPA plan and deliver its requirements in a timely manner</li> <li>• conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO)</li> <li>• conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship standard</li> <li>• understand the occupational standard</li> <li>• make all necessary contractual arrangements, including agreeing the price of the EPA</li> <li>• develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material)</li> <li>• appoint suitably qualified and competent independent assessors</li> <li>• appoint administrators (and invigilators where required) to administer the EPA as appropriate</li> <li>• provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading</li> <li>• provide adequate information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA</li> <li>• arrange for the EPA to take place, in consultation with the employer</li> <li>• 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</li> <li>• 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</li> <li>• have no direct connection with the apprentice, their employer or training provider. In all instances, including</li> </ul>



	<p>when the EPAO is the training provider (i.e., HEI), there must be no conflict of interest</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• deliver induction training for independent assessors, and for invigilators and/or markers (where used)</li> <li>• 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)</li> <li>• manage invigilation of apprentices in order to maintain security of the assessment in line with the EPAO's malpractice policy</li> <li>• verify the identity of the apprentice being assessed</li> <li>• use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard</li> <li>• provide details of the independent assessor's name and contact details to the employer</li> <li>• have and apply appropriately an EPA appeals process</li> <li>• request certification via the Apprenticeship Service upon successful achievement of the EPA</li> </ul>
Independent assessor	<p>As a minimum, independent assessors should:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• understand the occupational standard and the requirements of this EPA</li> <li>• have, maintain and be able to evidence up-to-date knowledge and expertise of the subject matter</li> <li>• deliver the end-point assessment in-line with the EPA plan</li> <li>• comply with the IQA requirements of the EPAO</li> <li>• 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)</li> <li>• attend induction training</li> <li>• attend standardisation events when they begin working for the EPAO, before they conduct an EPA for the first time</li> </ul>

	<p>and a minimum of annually on this apprenticeship standard</p> <ul style="list-style-type: none"> <li>• assess each assessment method, as determined by the EPA plan, and without extending the EPA unnecessarily</li> <li>• 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</li> <li>• make all grading decisions</li> <li>• 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</li> <li>• use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard</li> <li>• mark open (constructed) test answers accurately according to the EPAO's mark scheme and procedures</li> </ul>
Training provider	<p>As a minimum, training providers should:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• conduct training covering any knowledge, skill or behaviour requirement agreed as part of the Commitment Statement (often known as the Individual Learning Plan).</li> <li>• monitor the apprentice's progress during any training provider led on-programme learning</li> <li>• advise the employer, upon request, on the apprentice's readiness for EPA</li> <li>• 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</li> </ul>
Additional person(actor) for simulated role play interview	<p>As a minimum, the additional person (actor) will:</p> <ul style="list-style-type: none"> <li>• be capable to act as a reporter/alleged perpetrator for only those elements of the simulated role play assessment</li> <li>• follow a brief provided by the independent assessor which confirms what is required</li> <li>• be at the assessment venue and be in situ prior to the assessment</li> </ul>

	<ul style="list-style-type: none"> <li>• be briefed prior to assessment by the independent assessor</li> <li>• adhere to confidentiality about all aspects of the assessment and the brief they have been provided with</li> <li>• act as a reporter/alleged perpetrator for only those elements of the simulated role play assessment where it is normal practice to do so</li> <li>• not direct any activity and must take instruction from the independent assessor</li> <li>• not provide guidance or influence the assessment outcome in any way</li> <li>• have no direct connection and no conflict of interest with the apprentice</li> <li>• provide a written statement to confirm that all of the task is attributable to the apprentice</li> <li>• provide a written statement to confirm that the outcome of the simulated role play interview task is attributable to the apprentice</li> </ul>
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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

## Value for money

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

- Use of technology – for example video conferencing where applicable
- Location – for example use of employer premises

# Mapping of knowledge, skills and behaviours (KSBs)

## Assessment method 1: Case review report and presentation with questioning

Knowledge
<b>K1:</b> 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.
<b>K2:</b> The definitions of vulnerability, safeguarding principles, the risk assessment matrix, vulnerabilities across a range of clients/group settings.
<b>K3:</b> 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.
<b>K4:</b> 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.
<b>K5:</b> 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.
<b>K6:</b> 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.
<b>K7:</b> Multi-agency working and the roles of partner agencies. Referral routes to specific agencies. Available multi-agency meetings and forums.
<b>K9:</b> The range of communication methods to engage with internal and external partners and stakeholders including statutory and voluntary sector.
<b>K10:</b> Customer service standards and organisational KPIs in relation to responding to customers. Complaints and enquiry processes.
Skills
<b>S1:</b> 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.
<b>S2:</b> 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.

<b>S3:</b> 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.
<b>S4:</b> Make justifiable and appropriate decisions on the information available.
<b>S5:</b> Plan and prioritise work effectively using a range of organisational tools to ensure tasks are completed and deadlines are met.
<b>S6:</b> 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.
<b>S8:</b> Plan investigations into cases thoroughly and methodically.
<b>S10:</b> Understand and gather relevant information and using the full range of tools, powers and support available to resolve ASB/community safety issues.
<b>S13:</b> Prepare a case file for referral to solicitors or for legal proceedings.
<b>S14:</b> Effectively present a case and evidence for a review panel or in legal proceedings.
<b>Behaviour</b>
<b>B1:</b> 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.
<b>B2:</b> 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 2: Simulated role play interview

<b>Knowledge</b>
<b>K8:</b> ASB case management principles. Investigative methods, interview methodology and techniques.
<b>K11:</b> Methods of recording information. IT systems, information and data-sharing processes. Law, guidance and principles.
<b>Skills</b>
<b>S7:</b> Investigate reports of ASB/community safety thoroughly and systematically to understand and analyse underlying issues. Obtaining appropriate evidence.
<b>S9:</b> Interview all parties involved in a case using effective investigative and interview techniques.
<b>S11:</b> Maintain accurate and appropriately detailed records and information.
<b>S12:</b> Effectively challenge, influence and negotiate with customers, partners and stakeholders to achieve outcomes and resolutions.

**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.

**B4:** Communicate with others clearly and concisely making efforts to understand needs, perspectives and concerns.

## Grading descriptors

### Assessment method 1: Case review report and presentation with questioning

KSBs	Pass Apprentices must meet all pass descriptors for a pass	Distinction Apprentices must meet all pass and all distinction descriptors for a distinction.
<p><b>K1 K2 K6 K7 K9</b></p> <p><b>S1 S4 S5 S8 S10</b></p>	<p><b><u>Investigation</u></b></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, 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><b><u>Strategy</u></b></p> <p>Writes a case strategy, drawing on own judgement and legal and organisational knowledge and expertise to make 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)</p>	<p><b><u>Investigation</u></b></p> <p>Identifies insufficiencies and gaps in the evidence 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>



<p><b>K3 K4 K5 K10</b> <b>S2 S3 S6 S13</b> <b>S14</b> <b>B1 B2</b></p>	<p><b><u>Presentation</u></b></p> <p>Presents the evidence of a case for a review panel or in legal proceedings clearly and persuasively (S14)</p> <p><b><u>Preparation</u></b></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><b><u>Legislation &amp; policy</u></b></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><b><u>Communication</u></b></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,</p>	<p><b><u>Presentation</u></b></p> <p>Researches a range of potential legal outcomes of the case, presenting complex legal ramifications in a clear, easy-to-understand manner. (S14)</p> <p><b><u>Communication</u></b></p> <p>Justify how chosen methods of communication have delivered high-quality, timely and responsive outcomes that meets the needs of a diverse group. (S2, S3, 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</p>
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	<p>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>	<p>relationships were first established. (S6, B2)</p>
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A fail grade will be awarded if the apprentice does not satisfy all the pass criteria.

## Assessment method 2: Simulated role play interview

KSBs	<b>Pass</b> <b>All of the following must be achieved to gain a pass:</b>
<b>K8 K11 S7 S9 S11 S12 B4</b>	<p><b><u>Interviewing</u></b></p> <p>Interview 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 negotiates in order to elicit the appropriate response when interviewing reporter and perpetrator to achieve outcomes and resolutions. (S12)</p> <p><b><u>Evidence gathering and record-keeping</u></b></p> <p>Accurately records evidence when investigating reports of anti-social behaviour, ensuring the information is stored using IT systems, maintained and shared in accordance with the law. Use insight and professional judgement to arrive at accurate decisions and takes responsibility and accountability for the quality of outcomes. (K11, S7, S11, B3)</p>

A fail grade will be awarded if the apprentice does not satisfy all the pass criteria

## Length of EPA period

The EPA will be completed within an EPA period lasting typically for 3 months, starting when the EPAO has confirmed that all gateway requirements have been met.

## Order of end-point assessment methods

The assessment methods can take place in any order.

The result of one assessment method does not need to be known before starting the next.

## 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 qualifications in line with the apprenticeship funding rules. This includes those with an education, health and care plan or a legacy statement. 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 presentation with questioning

This method has 2 components.

### Overview

The apprentice will be presented with a simulated detailed case scenario and will be required to produce 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 applied
- 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

This assessment method includes two components:

- a case review report
- a presentation with questioning

The rationale for this assessment method is:

The research into, and completion of, a case review report is the core function of the ASB and community safety role. As part of an ASB and community safety officer's role, they will be responsible for investigating reports of ASB and community safety in an area. They are expected to interview those affected as well as the alleged perpetrators before relaying the findings back to various audiences through reports and presentations. This assessment method is therefore a valid method of assessing the apprentice's competence in the role and the knowledge, skills and behaviours attributed to this end-point assessment method.

The case review report and presentation with questioning will be assessed holistically.

## Component 1: Case review report

### Delivery

The case review 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:

- introduction
- 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.

The report has a maximum word limit of 3,500. A tolerance of plus or minus 10% is allowed. Appendices, references, diagrams etc will not be included in this total. The report must map, in an appendix, how it evidences the relevant KSBs for this assessment method.

The apprentice should complete their case review report unaided. When the case review report is submitted, the apprentice and their employer must verify that the submitted case review report is the apprentice's own work.

The independent assessor will review and assess the case review report holistically alongside the presentation with questioning.

The independent assessor will make all grading decisions. Grading decisions will be made based on both components in the case review report and presentation with questioning in line with the grading descriptors set out in the grading section.

Material and information can be supplied in paper and or digital form. The completed report should be submitted digitally to the EPAO.

### Question and resource development

EPAOs will produce specifications to outline in detail how the case review report will operate, what it will cover and what should be assessed. It is recommended that this be done in consultation with employers. EPAOs should put in place measures and procedures to maintain the security and confidentiality of their specifications if employers are consulted. Specifications must be standardised by the EPAO.

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

- guidance for apprentices, employers and training providers that outlines in detail how the report assessment will operate
- case review report briefs specification bank
- assessment recording documentation

## Component 2: Presentation with questioning

### Overview

Apprentices will prepare and deliver a presentation based on the findings of the case review report that appropriately covers the KSBs assigned to this assessment method.

The presentation will cover the following as a minimum:

- a summary of the case review report
- the findings of the case review report
- conclusions and recommendations

The independent assessors will then draw out any further information using questions. EPAOs must develop a question bank of sufficient size to prevent predictability and review them regularly (at least once a year) to ensure the questions they contain are fit for purpose.

Independent assessors must use the 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.

The presentation must be submitted at the same time as the case review report to allow the independent assessors a maximum of 5 working weeks to review it, saving assessor time in reviewing multiple documents and will allow the generation and collation of questions from both the case review report and presentation.

### Delivery

The apprentice will present the evidence and findings of the case review report to the independent assessor, either face-to-face or via online video conferencing.

The apprentice must be given at least two weeks' notice of the presentation date to prepare.

The presentation with questioning will last for 60 minutes. The presentation will typically last 10 minutes and the questioning 50 minutes. The independent assessor has the discretion to increase the time by up to 10% to allow the apprentice to complete their last point.

To deliver the presentation, the apprentice can have access to:

- commonly used presentation software
- flip chart
- videos or other media clips
- interactive demonstrations
- notes
- computer

The above list is not exhaustive and other presentation methods may be permissible where appropriate.

The independent assessor must ask a minimum of 10 open questions at the end of the presentation to ensure KSBs assigned to case review report and presentation with questioning are covered in sufficient depth and to allow for relevant grading criteria to be drawn out by the independent assessors. Independent assessors must use the question bank as a source for questions and are expected to use their professional judgment to tailor those questions appropriately. 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 presentation with questioning.

Independent assessors will make all grading decisions.

Independent assessors must be developed and trained in the conduct of questioning and answers, and reaching consistent judgement, by their EPAO. The independent assessors must use the assessment tools and procedures that are set by the EPAO to record the presentation with questioning.

### Assessment location

EPAOs must ensure that the case review report and presentation with questioning elements are conducted in a suitable controlled environment 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)

The venue should be a quiet room, free from distraction and external influence.

### Question and resource development

A 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 (at least once a year) to ensure that it, and its content, are fit for purpose. The questions relating to the underpinning KSBs,



must be varied yet allow assessment of the relevant KSBs. Independent assessors must use the question bank as a source for questions and are expected to use their professional judgment to tailor those questions appropriately. Independent assessors are responsible for asking suitable follow up questions in line with the EPAO's training and standardisation process.

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

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

- a question bank
- guidance for apprentices, employers and training providers that outlines in detail how the presentation with questioning will operate
- assessment recording documentation

## End-point assessment method 2: Simulated role play interview

This method has 1 component.

### 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

The independent assessor must conduct and assess the simulated role play interview with an actor to play the role of the reporter and alleged perpetrator. The interview must be appropriately structured to draw out the best of the apprentice's competence.

The apprentice will be provided with a written brief to enable them to prepare for the specific scenario to be played out through the interview. Apprentices must be given at least two weeks' notice to prepare and should be provided with the timescales they will be working to before the simulated role interview take place.

The apprentice will:

- follow the brief to interview the actor playing the role of reporter/alleged perpetrator
- interview an actor when they are playing the role of reporter and alleged perpetrator
- demonstrate the skills, knowledge and behaviours that apply to this assessment method
- adhere to assessment conditions during the demonstration of practice simulated role play interview

The actor will:

- be provided the written brief, and sufficiently briefed in advance by the EPAO
- follow the brief to act as the reporter/alleged perpetrator
- be a person with whom the apprentice can interact with to demonstrate interviewing techniques
- adhere to confidentiality about all aspects of the assessment and the brief they have been provided with

The simulated role play interview must last for 30 minutes:

- 15 minutes to interview the actor when playing the role of a reporter
- 15 minutes to interview the actor when playing the role of alleged perpetrator

The simulated role play interview may not be split, other than to allow a short break at the end of the first simulated role play interview for the apprentice to prepare to take on a different role. Where breaks occur, they will not count towards the total assessment time.

EPAOs must manage invigilation of apprentices during breaks in order to maintain security of the assessment in line with their malpractice policy.

The independent assessor has the discretion to increase the time of each simulated role play interview by up to 10%, to allow the apprentice to complete asking their last simulated role play interview question.

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 simulated role play interview.

Evidence from the simulated role play 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 simulated role interview and reaching consistent judgement.

## Assessment location

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

The simulated role play 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 simulated role play 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.

## Question and resource development

A simulated role play briefs bank must be developed by EPAOs. The specification bank must be of sufficient size to prevent predictability and the EPAO must review it regularly (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.

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
- 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 EPA plan.

## Overall EPA grading

Performance in the EPA will determine the apprenticeship grade of fail, pass or distinction.

Independent assessors must individually grade each assessment method, according to the requirements set out in this plan.

EPAOs must combine the individual assessment method grades to determine the overall EPA grade.

Apprentices who fail one or more assessment method will be awarded an overall EPA 'fail'.

In order to gain an overall EPA 'pass', apprentices must achieve a pass in all the assessment methods.

To achieve an overall 'distinction', the apprentice must achieve a distinction in the case review report, and presentation with questioning assessment method, and a pass in the simulated role play interview.

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

Case review report and presentation with questioning	Simulated role play interview	Overall grading
Any grade	Fail	Fail
Fail	Any grade	Fail
Pass	Pass	Pass
Distinction	Pass	Distinction

Any grade = fail, pass, or distinction

## 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.

Apprentices may not need to complete a different case review report where a re-sit/re-take is required but may need to either re-work their case review report and/or presentation. Apprentices must be asked different questions in the case of a re-sit or 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 timescale 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 6 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"> <li>• participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months</li> <li>• complete the required amount of off-the-job training specified by the apprenticeship funding rules and as arranged by the employer and training provider</li> <li>• understand the purpose and importance of EPA</li> <li>• undertake the EPA including meeting all gateway requirements</li> </ul>
Employer	<p>As a minimum, employers should:</p> <ul style="list-style-type: none"> <li>• select the EPAO and training provider</li> <li>• 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</li> <li>• arrange and support a minimum of 20% off-the-job training to be undertaken by the apprentice</li> <li>• decide when the apprentice is working at or above the occupational standard and so is ready for EPA</li> <li>• ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan</li> <li>• remain independent from the delivery of the EPA</li> <li>• 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)</li> <li>• ensure that the EPA is scheduled with the EPAO for a date and time which allow appropriate opportunity for the KSBs to be met</li> <li>• ensure the apprentice is well prepared for the EPA</li> <li>• 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</li> </ul>

	<ul style="list-style-type: none"> <li>• where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a daily basis</li> <li>• pass the certificate to the apprentice</li> </ul>
EPAO	<p>As a minimum, EPAOs should:</p> <ul style="list-style-type: none"> <li>• conform to the requirements of this EPA plan and deliver its requirements in a timely manner</li> <li>• conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO)</li> <li>• conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship standard</li> <li>• understand the occupational standard</li> <li>• make all necessary contractual arrangements, including agreeing the price of the EPA</li> <li>• develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material)</li> <li>• appoint suitably qualified and competent independent assessors</li> <li>• appoint administrators (and invigilators where required) to administer the EPA as appropriate</li> <li>• provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading</li> <li>• provide adequate information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA</li> <li>• arrange for the EPA to take place, in consultation with the employer</li> <li>• 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</li> <li>• 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</li> <li>• have no direct connection with the apprentice, their employer or training provider. In all instances, including</li> </ul>

	<p>when the EPAO is the training provider (i.e., HEI), there must be no conflict of interest</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• deliver induction training for independent assessors, and for invigilators and/or markers (where used)</li> <li>• 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)</li> <li>• manage invigilation of apprentices in order to maintain security of the assessment in line with the EPAO's malpractice policy</li> <li>• verify the identity of the apprentice being assessed</li> <li>• use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard</li> <li>• provide details of the independent assessor's name and contact details to the employer</li> <li>• have and apply appropriately an EPA appeals process</li> <li>• request certification via the Apprenticeship Service upon successful achievement of the EPA</li> </ul>
Independent assessor	<p>As a minimum, independent assessors should:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• understand the occupational standard and the requirements of this EPA</li> <li>• have, maintain and be able to evidence up-to-date knowledge and expertise of the subject matter</li> <li>• deliver the end-point assessment in-line with the EPA plan</li> <li>• comply with the IQA requirements of the EPAO</li> <li>• 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)</li> <li>• attend induction training</li> <li>• attend standardisation events when they begin working for the EPAO, before they conduct an EPA for the first time</li> </ul>



	<p>and a minimum of annually on this apprenticeship standard</p> <ul style="list-style-type: none"> <li>• assess each assessment method, as determined by the EPA plan, and without extending the EPA unnecessarily</li> <li>• 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</li> <li>• make all grading decisions</li> <li>• 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</li> <li>• use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard</li> <li>• mark open (constructed) test answers accurately according to the EPAO's mark scheme and procedures</li> </ul>
Training provider	<p>As a minimum, training providers should:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• conduct training covering any knowledge, skill or behaviour requirement agreed as part of the Commitment Statement (often known as the Individual Learning Plan).</li> <li>• monitor the apprentice's progress during any training provider led on-programme learning</li> <li>• advise the employer, upon request, on the apprentice's readiness for EPA</li> <li>• 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</li> </ul>
Additional person(actor) for simulated role play interview	<p>As a minimum, the additional person (actor) will:</p> <ul style="list-style-type: none"> <li>• be capable to act as a reporter/alleged perpetrator for only those elements of the simulated role play assessment</li> <li>• follow a brief provided by the independent assessor which confirms what is required</li> <li>• be at the assessment venue and be in situ prior to the assessment</li> </ul>

	<ul style="list-style-type: none"> <li>• be briefed prior to assessment by the independent assessor</li> <li>• adhere to confidentiality about all aspects of the assessment and the brief they have been provided with</li> <li>• act as a reporter/alleged perpetrator for only those elements of the simulated role play assessment where it is normal practice to do so</li> <li>• not direct any activity and must take instruction from the independent assessor</li> <li>• not provide guidance or influence the assessment outcome in any way</li> <li>• have no direct connection and no conflict of interest with the apprentice</li> <li>• provide a written statement to confirm that all of the task is attributable to the apprentice</li> <li>• provide a written statement to confirm that the outcome of the simulated role play interview task is attributable to the apprentice</li> </ul>
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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

## Value for money

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

- Use of technology – for example video conferencing where applicable
- Location – for example use of employer premises

# Mapping of knowledge, skills and behaviours (KSBs)

## Assessment method 1: Case review report and presentation with questioning

Knowledge
<b>K1:</b> 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.
<b>K2:</b> The definitions of vulnerability, safeguarding principles, the risk assessment matrix, vulnerabilities across a range of clients/group settings.
<b>K3:</b> 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.
<b>K4:</b> 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.
<b>K5:</b> 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.
<b>K6:</b> 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.
<b>K7:</b> Multi-agency working and the roles of partner agencies. Referral routes to specific agencies. Available multi-agency meetings and forums.
<b>K9:</b> The range of communication methods to engage with internal and external partners and stakeholders including statutory and voluntary sector.
<b>K10:</b> Customer service standards and organisational KPIs in relation to responding to customers. Complaints and enquiry processes.
Skills
<b>S1:</b> 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.
<b>S2:</b> 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.

<b>S3:</b> 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.
<b>S4:</b> Make justifiable and appropriate decisions on the information available.
<b>S5:</b> Plan and prioritise work effectively using a range of organisational tools to ensure tasks are completed and deadlines are met.
<b>S6:</b> 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.
<b>S8:</b> Plan investigations into cases thoroughly and methodically.
<b>S10:</b> Understand and gather relevant information and using the full range of tools, powers and support available to resolve ASB/community safety issues.
<b>S13:</b> Prepare a case file for referral to solicitors or for legal proceedings.
<b>S14:</b> Effectively present a case and evidence for a review panel or in legal proceedings.
<b>Behaviour</b>
<b>B1:</b> 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.
<b>B2:</b> 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 2: Simulated role play interview

<b>Knowledge</b>
<b>K8:</b> ASB case management principles. Investigative methods, interview methodology and techniques.
<b>K11:</b> Methods of recording information. IT systems, information and data-sharing processes. Law, guidance and principles.
<b>Skills</b>
<b>S7:</b> Investigate reports of ASB/community safety thoroughly and systematically to understand and analyse underlying issues. Obtaining appropriate evidence.
<b>S9:</b> Interview all parties involved in a case using effective investigative and interview techniques.
<b>S11:</b> Maintain accurate and appropriately detailed records and information.
<b>S12:</b> Effectively challenge, influence and negotiate with customers, partners and stakeholders to achieve outcomes and resolutions.

**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.

**B4:** Communicate with others clearly and concisely making efforts to understand needs, perspectives and concerns.

## Grading descriptors

### Assessment method 1: Case review report and presentation with questioning

KSBs	Pass Apprentices must meet all pass descriptors for a pass	Distinction Apprentices must meet all pass and all distinction descriptors for a distinction.
<p><b>K1 K2 K6 K7 K9</b></p> <p><b>S1 S4 S5 S8 S10</b></p>	<p><b><u>Investigation</u></b></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, 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><b><u>Strategy</u></b></p> <p>Writes a case strategy, drawing on own judgement and legal and organisational knowledge and expertise to make 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)</p>	<p><b><u>Investigation</u></b></p> <p>Identifies insufficiencies and gaps in the evidence 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>

<p><b>K3 K4 K5 K10</b> <b>S2 S3 S6 S13</b> <b>S14</b> <b>B1 B2</b></p>	<p><b><u>Presentation</u></b></p> <p>Presents the evidence of a case for a review panel or in legal proceedings clearly and persuasively (S14)</p> <p><b><u>Preparation</u></b></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><b><u>Legislation &amp; policy</u></b></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><b><u>Communication</u></b></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,</p>	<p><b><u>Presentation</u></b></p> <p>Researches a range of potential legal outcomes of the case, presenting complex legal ramifications in a clear, easy-to-understand manner. (S14)</p> <p><b><u>Communication</u></b></p> <p>Justify how chosen methods of communication have delivered high-quality, timely and responsive outcomes that meets the needs of a diverse group. (S2, S3, 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</p>
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	<p>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>	<p>relationships were first established. (S6, B2)</p>
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A fail grade will be awarded if the apprentice does not satisfy all the pass criteria.

## Assessment method 2: Simulated role play interview

KSBs	<b>Pass</b> <b>All of the following must be achieved to gain a pass:</b>
<b>K8 K11 S7 S9 S11 S12 B4</b>	<p><b><u>Interviewing</u></b></p> <p>Interview 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 negotiates in order to elicit the appropriate response when interviewing reporter and perpetrator to achieve outcomes and resolutions. (S12)</p> <p><b><u>Evidence gathering and record-keeping</u></b></p> <p>Accurately records evidence when investigating reports of anti-social behaviour, ensuring the information is stored using IT systems, maintained and shared in accordance with the law. Use insight and professional judgement to arrive at accurate decisions and takes responsibility and accountability for the quality of outcomes. (K11, S7, S11, B3)</p>

A fail grade will be awarded if the apprentice does not satisfy all the pass criteria.