



# Highfield

## **Highfield Level 3 End-Point Assessment for ST1030 Safeguarding Support Officer**

End-Point Assessment Kit



# Highfield Level 3 End-Point Assessment for ST1030 Safeguarding Support Officer

## EPA Kit

## Contents

Please click on the headings below to navigate to the associated section of the EPA Kit.

<a href="#">Introduction</a>	<a href="#">4</a>
<a href="#">The Highfield approach</a>	<a href="#">8</a>
<a href="#">Gateway</a>	<a href="#">9</a>
<a href="#">The Safeguarding Support Officer apprenticeship standard</a>	<a href="#">11</a>
<a href="#">Assessment summary</a>	<a href="#">35</a>
<a href="#">Assessing the presentation with questions</a>	<a href="#">38</a>
<a href="#">Assessing the professional discussion underpinned by portfolio</a>	<a href="#">42</a>

### Versions:

ST1030 / v1.0

SSO v1.0

# How to use this EPA Kit

Welcome to the Highfield End-Point Assessment Kit for the Safeguarding Support Officer apprenticeship standard.

Highfield is an independent end-point assessment organisation that has been approved to offer and carry out the independent end-point assessments for the Level 3 Safeguarding Support Officer apprenticeship standard. Highfield internally quality assures all end-point assessments in accordance with its IQA process, and additionally all end-point assessments are externally quality assured by the relevant EQA organisation.

The EPA Kit is designed to outline all you need to know about the end-point assessments for this standard and will also provide an overview of the on-programme delivery requirements. In addition, advice and guidance for trainers on how to prepare apprentices for the end-point assessment is included. The approaches suggested are not the only way in which an apprentice may be prepared for their assessments, but trainers may find them helpful as a starting point.

## **In this kit, you will find:**

- an overview of the standard and any on-programme requirements
- a section focused on delivery, where the standard and assessment criteria are presented in a suggested format that is suitable for delivery
- guidance on how to prepare the apprentice for gateway
- detailed information on which part of the standard is assessed by which assessment method
- suggestions on how to prepare the apprentice for each part of the end-point assessment
- a section focused on the end-point assessment method where the assessment criteria are presented in a format suitable for carrying out 'mock' assessments

# Introduction

## Standard overview

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A safeguarding support officer will be the first point of contact when there is a safeguarding concern, conducting initial risk assessments, triaging, and signposting to the most appropriate person within their organisation or external agency if appropriate. The safeguarding support officer will maintain accurate and up to date documentation of any decisions and advice given, ensuring information is accurately recorded and that documentation is safely stored and shared appropriately, proportionately and securely according to national and organisational policy.

This occupation is found in a range of public, private, and voluntary sector organisations to support statutory safeguarding responsibilities to be fulfilled and demonstrate how organisations work to protect an individual's health, wellbeing and human rights; enabling individuals to live free from harm, abuse and neglect. These include education and training providers, health and social care providers, police support staff, fire and rescue services, housing organisations, charities and the voluntary sector, religious organisations and professional sports organisations.

In their daily work, an employee in this occupation interacts with staff and volunteers in their organisation, service users and members of the public as the first point of contact for raising safeguarding concerns. Safeguarding support officers will also interact externally with investigative statutory agencies.

Roles/occupations may include safeguarding advisor, safeguarding assistant and safeguarding coordinator.

## On-programme requirements

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Although learning, development and on-programme assessment is flexible, and the process is not prescribed, the following is the recommended baseline expectation for an apprentice to achieve full competence in line with the Safeguarding Support Officer apprenticeship standard.

The on-programme assessment approach will be agreed between the training provider and employer. The assessment will give an ongoing indication of an apprentice's performance against the final outcomes defined in the standard. The training provider will need to prepare the apprentice for the end-point assessment, including preparation for the presentation and collation of the portfolio of evidence.

The training programme leading to end-point assessment should cover the breadth and depth of the standard using suggested on-programme assessment methods that integrate the knowledge, skills and behaviour components, and which ensure that the apprentice is sufficiently prepared to undertake the end-point assessment. Training, development and ongoing review activities should include:

- a satisfactory enhanced Disclosure and Barring Service (DBS) check, which is an entry requirement for the programme.
- achievement of level 2 English and maths. If the apprentice began their apprenticeship training before their 19th birthday, they will still be subject to the mandatory requirement to study towards and achieve English and maths. The requirements for English and maths are optional for apprentices aged 19+ at the start of their apprenticeship training.
- completion of a portfolio through which the apprentice gathers evidence of their progress.

### **Portfolio of evidence**

The apprentice must compile a portfolio of evidence during their time on-programme that is mapped against the knowledge, skills and behaviours (KSBs) assessed in the professional discussion underpinned by portfolio.

It will typically contain a minimum of **10 discrete pieces of evidence**. Evidence may be used to demonstrate more than **1 knowledge, skill or behaviour** as a qualitative approach is suggested as opposed to a quantitative approach.

Evidence sources for the portfolio may include:

- workplace documentation and records
- workplace policies and procedures
- organisational safeguarding policy
- witness testimony with anonymised content
- anonymised supervision records
- minimum of 2 anonymised case reviews

This is not a definitive list and other evidence sources can be included.

The portfolio should not include reflective accounts or any methods of self-assessment. Any employer contributions should focus on direct observation of performance, for example, witness statements, rather than opinions.

The portfolio must be accompanied by a Portfolio Matrix. This can be downloaded from our website. The Portfolio Matrix must be fully completed including a declaration by the employer and the apprentice to confirm that the portfolio is valid and attributable to the apprentice.

The portfolio of evidence must be submitted to Highfield at gateway. It is not directly assessed but underpins the professional discussion.

### **Use of Artificial Intelligence (AI) in the EPA**

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Where AI has been used as part of the apprentice's day-to-day work and forms part of a project report, presentation, or artefact, it should be referenced as such within the work. AI must not be used to produce the report or portfolio.

Where AI has been used as part of a portfolio that underpins an interview or professional discussion or any other assessment method, it should be fully referenced within the portfolio.

## Readiness for end-point assessment

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In order for an apprentice to be ready for the end-point assessments:

- the apprentice must have achieved level 2 English and maths. The requirements for English and maths are mandatory for all apprentices aged between 16-18 at the start of their apprenticeship training. The requirements for English and maths are optional for apprentices aged 19+ at the start of their apprenticeship training.
- the apprentice must have gathered a **portfolio of evidence** against the required elements to be put forward to be used as the basis for the professional discussion.
- the apprentice must have gathered their organisation's policies and procedures as requested by Highfield. For guidance, a list of examples has been provided below.
  - Raising safeguarding and protection concerns
  - Confidentiality and disclosure
  - Escalation and whistleblowing
  - Risk assessment and management
  - Record keeping and information sharing

This list is not definitive. The policies and procedures may already be included as part of the portfolio of evidence.

- the line manager (employer) must be confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard and that the apprentice is competent in performing their role. To ensure this, the apprentice must attend a formal meeting with their employer to complete the Gateway Readiness Report.
- the apprentice and the employer should then engage with Highfield to agree a plan and schedule for each assessment activity to ensure all components can be completed within the end-assessment window. Further information about the gateway process is covered later in this kit.

If you have any queries regarding the gateway requirements, please contact your EPA customer engagement manager at Highfield Assessment.

## Order of end-point assessments

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There is no stipulated order of assessment methods. This will be discussed with the apprentice, training provider and/or employer with our scheduling team when scheduling the assessments to ensure that the learner is provided with the best opportunity to attempt the assessment.

[Click here to return to contents](#)

# The Highfield approach

This section describes the approach Highfield has adopted in the development of this end-point assessment in terms of its interpretation of the requirements of the end-point assessment plan and other relevant documents.

## **Documents used in developing this end-point assessment**

Standard (2024)

<https://skillsengland.education.gov.uk/apprenticeships/st1030-v1-0?view=standard>

End-point assessment plan (ST1030/v1.0)

<https://skillsengland.education.gov.uk/apprenticeships/st1030-v1-0>

## **Specific considerations**

Highfield's approach does not deviate from the assessment plan.

[Click here to return to contents](#)



# Gateway

## How to prepare for gateway

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After apprentices have completed their on-programme learning, they should be ready to pass through 'gateway' to their end-point assessment.

Gateway is a meeting that should be arranged between the apprentice, their employer and training provider to determine that the apprentice is ready to undertake their end-point assessment. The apprentice should prepare for this meeting by bringing along work-based evidence, including:

- customer feedback
- recordings
- manager statements
- witness statements

As well as evidence from others, such as:

- mid and end-of-year performance reviews
- feedback to show how they have met the apprenticeship standards while on-programme

In advance of gateway, apprentices will need to have completed the following. The requirements for English and maths listed below are mandatory for all apprentices aged between 16-18 at the start of their apprenticeship training. The requirements for English and maths listed below are optional for apprentices aged 19+ at the start of their apprenticeship training.

- Achieved level 2 English
- Achieved level 2 maths
- Submitted a suitable portfolio of evidence to be used as the basis for the professional discussion (see the Portfolio Matrix)
- Submitted their organisation's policies and procedures as requested by Highfield

Therefore, apprentices should be advised by employers and providers to gather this evidence and undertake these qualifications during their on-programme training. It is recommended that employers and providers complete regular checks and reviews of this evidence to ensure the apprentice is progressing and achieving the standards before the formal gateway meeting is arranged.

## The gateway meeting

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The gateway meeting should last around an hour and must be completed on or after the apprenticeship on-programme end date. It should be attended by the apprentice and the relevant people who have worked with the apprentice on-programme, such as the line manager/employer or mentor, the on-programme trainer/training provider and/or a senior manager (as appropriate to the business).

During the meeting, the apprentice, employer and training provider will discuss the apprentice's progress to date and confirm if the apprentice has met the full criteria of the apprenticeship standard during their on-programme training. The **Gateway Readiness Report** should be used to log the outcomes of the meeting and agreed by all 3 parties. This report is available to download from the Highfield Assessment website.

The report should then be submitted to Highfield to initiate the end-point assessment process. If you require any support completing the Gateway Readiness Report, please contact your EPA customer engagement manager at Highfield Assessment.

**Please note:** a copy of the standard should be available to all attendees during the gateway meeting.

### Reasonable adjustments and special considerations

Highfield Assessment has measures in place for apprentices who require additional support. Please refer to the Highfield Assessment Reasonable Adjustments policy for further information/guidance.

### ID requirements

Highfield Assessment will need to ensure that the person undertaking an assessment is indeed the person they are claiming to be. All employers are, therefore, required to ensure that each apprentice has their identification with them on the day of the assessment so the end-point assessor can check.

Highfield Assessment will accept the following as proof of an apprentice's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, such as an employee ID card or travel card

[Click here to return to contents](#)

## The Safeguarding Support Officer apprenticeship standard

Below are the knowledge, skills and behaviours (KSBs) from the standard and related assessment criteria from the assessment plan. On-programme learning will be based upon the KSBs and the associated assessment criteria are used to assess and grade the apprentice within each assessment method.

Communication		
Knowledge	Skills	Behaviours
<b>K2</b> Methods for <b>person-centred communication</b> .  <b>K5</b> <b>Ways of tailoring responses to safeguarding cases</b> to suit the individuals views, feelings and cultural influences.  <b>K20</b> Different <b>communication styles</b> and approaches to suit the needs of individuals views, feelings and cultural influences.	<b>S2</b> Use <b>person-centred communication</b> .  <b>S6</b> Tailor safeguarding responses to suit the individuals views, feelings and cultural influences.  <b>S21</b> Use <b>communication styles</b> and approaches to suit the needs of individuals.	<b>B1</b> Treat people fairly and with <b>dignity</b> and respect.  <b>B3</b> Show discretion and <b>empathy</b> whilst maintaining <b>confidentiality</b> .
Presentation with questions		
Pass criteria	Distinction criteria	
<b>CM1</b> Explains the methods of <b>person-centred communication</b> and how they use them. (K2, S2)  <b>CM2</b> Describes <b>ways of tailoring responses to safeguarding cases</b> to suit individual's views, feelings and cultural influences, and how they treat people fairly with <b>dignity</b> and respect. (K5, S6, B1)	<b>CM4</b> <i>Evaluates the potential impact on safeguarding responses where they are not tailored to meet individual's views, feelings and cultural influences. (K5, S6)</i>	

<b>CM3</b> Explains how they use different <b>communication styles</b> and approaches showing discretion and <b>empathy</b> whilst maintaining <b>confidentiality</b> to suit the needs of the individual. (K20, S21, B3)	
<b>Amplification and guidance</b>	
<p><b>Person-centred communication</b> ensures that the individual and their needs and preferences are at the core of all communication. Ways to embed person-centred communication into your own practice include:</p> <ul style="list-style-type: none"> <li>• using active listening</li> <li>• asking open questions</li> <li>• using accessible language</li> <li>• using visual aids</li> <li>• building a rapport with the individual</li> </ul> <p><b>Ways of tailoring responses to safeguarding cases</b> include:</p> <ul style="list-style-type: none"> <li>• adapting the communication style</li> <li>• pacing the response appropriately</li> <li>• involving the individual in decision-making</li> <li>• using trauma-informed responses</li> <li>• considering cultural differences</li> <li>• considering specific risk factors</li> </ul> <p><b>Communication styles</b> include:</p> <ul style="list-style-type: none"> <li>• verbal: <ul style="list-style-type: none"> <li>○ vocabulary</li> <li>○ linguistic tone</li> <li>○ pitch</li> </ul> </li> </ul>	

- accent/regional variations
- jargon/complex terminology
- non-verbal:
  - position/proximity
  - eye contact
  - touch
  - signs
  - symbols and pictures
  - physical gestures
  - body language
  - behaviour
  - writing
  - objects of reference
  - human and technological aids
  - facial expressions

**Dignity** means recognising every person's worth. Treating people with dignity helps to build a trusting relationship and supports person-centred practice.

**Empathy** is the ability to understand the feelings of others.

**Confidentiality** means keeping personal and sensitive information secure and only sharing it when required.

Safeguarding principles	
Knowledge	Skills
<p><b>K17</b> How to link <b>safeguarding theory</b> to practice.</p> <p><b>K22</b> Published local and national safeguarding reviews and how they can be applied to practice.</p>	<p><b>S18</b> Apply <b>safeguarding theory</b> to practice.</p> <p><b>S23</b> Embed lessons learned from local and national safeguarding reviews to practice.</p>
Presentation with questions	
Pass criteria	Distinction criteria
<p><b>SP1</b> Explains how they use published local and national safeguarding reviews, how they embed lessons learned and how they apply theory in their practice. (K17, K22, S18, S23)</p>	<p><b>SP2</b> <i>Evaluates lessons learned from <b>published local and national safeguarding reviews</b> and how they impact on their own safeguarding practice. (K22, S23)</i></p>
Amplification and guidance	
<p><b>Safeguarding theory</b> includes:</p> <ul style="list-style-type: none"> <li>• Children Act</li> <li>• Care Act</li> <li>• Working Together to Safeguard Children</li> <li>• The Four Rs - recognise, respond, report, record</li> <li>• Attachment theory</li> <li>• Trauma-informed practice</li> <li>• Making Safeguarding Personal</li> <li>• Maslow's hierarchy of needs - need for safety</li> <li>• Ecological systems theory</li> </ul>	

- Empowerment theory

**Published local and national safeguarding reviews** include:

- Child Safeguarding Practice Reviews
- Safeguarding Adults Reviews (SARs)
- Local case reviews
- Domestic Homicide Reviews

Data management and recording		
Knowledge	Skills	Behaviours
<p><b>K8 Ways to use, record and store paper based, digital data and information securely</b>, in line with local and national policies and procedures.</p> <p><b>K9 When and how to share data and information</b> in a safeguarding context, in line with local and national policy and procedures.</p> <p><b>K10 Data sources available to inform safeguarding decisions</b>, in line with local policy and procedures.</p> <p><b>K11 Ways to maintain accurate and up to date safeguarding logs and registers</b> through the use of digital and paper systems in line with local and national policy and procedures.</p>	<p><b>S9</b> Use, record and store paper based and digital data and information securely and in line with local and national policies and procedures.</p> <p><b>S10</b> Share data and information in a safeguarding context in line with local and national policy and procedures.</p> <p><b>S11</b> Collate and use data to create reports to inform safeguarding meetings, processes and audits.</p> <p><b>S12</b> Maintain accurate and up-to-date safeguarding logs and registers through the use of digital or paper systems in line with local and national policy and procedures.</p>	<p><b>B6</b> Show honesty and integrity.</p>

<p><b>K14 Referral processes and local well-being services</b> for individuals and staff.</p> <p><b>K15</b> How to make a comprehensive and accurate referral to children or adult social care.</p>		
Presentation with questions		
Pass criteria	Distinction criteria	
<p><b>DM1</b> Explains how they use, record and store paper based, digital data and information securely in line with <b>local and national policies and procedures</b> (K8, S9)</p> <p><b>DM2</b> Describes when and how they share data and information in a safeguarding context including identifying the data sources available and how they use them to inform decisions in line with <b>local and national policies and procedures</b>. (K9, K10, S10)</p> <p><b>DM3</b> Explains how they collate and use data to create reports to inform safeguarding meetings, processes and audits. (S11)</p> <p><b>DM4</b> Explains how they maintain up to date safeguarding logs and registers utilising digital or paper systems in line with local and national policy and procedures. (K11, S12)</p> <p><b>DM5</b> Explains the <b>referral processes</b> and local <b>wellbeing</b> services for individuals and staff and how they make honest, comprehensive and accurate referrals with <b>integrity</b> to children or adult social care services. (K14, K15, B6)</p>	<p><i><b>DM6</b> Analyses how they use data to create reports to inform safeguarding meetings, processes and audits. (S11)</i></p>	



### Amplification and guidance

**Ways to use, record and store paper based, digital data and information securely** include:

- sharing information only when necessary
- sharing exactly what is required only
- ensuring that information is only shared with authorised personnel
- writing clear and accurate accounts
- storing information in locked cabinets or password protected systems
- deleting or destroying information once it is no longer needed

**Local and national policies and procedures** include:

- Data Protection Act
- General Data Protection Regulation (GDPR)
- Confidentiality guidance
- Information handling policy

**When and how to share data and information** includes:

- when:
  - an individual is at risk of harm
  - it has been requested by external bodies, for example, as part of a referral
  - an individual is unable to protect themselves
- how:
  - only share what is necessary
  - use secure channels to share information
  - record what has been shared
  - seek advice if required

**Data sources available to inform safeguarding decisions** include:

- internal records, for example:
  - incident reports
  - case notes
  - behaviour logs
  - medical records
  - communication records
- other agencies, for example:
  - schools/nurseries
  - healthcare professionals
  - social workers
  - police
  - mental health services
- direct disclosures
- observations

**Ways to maintain accurate and up to date safeguarding logs and registers** include:

- using standardised recording formats
- conducting regular reviews
- recording factual information only

**Referral processes** involve formally passing information to another professional agency or service to access additional, specialist help or intervention for an individual. The stages of a referral process include:

- identifying the need for referral
- following organisational procedure
- documenting the referral and following up

**Local well-being services** include:

- for individuals:
  - early help services
  - social services
  - domestic abuse charities
  - mental health services
  - substance misuse services
  - homelessness support services
  - sexual health clinics
- for staff:
  - employee assistance programmes (EAPs)
  - line manager supervisions
  - occupational health services

**Integrity** refers to the quality of having strong principles and consistently doing the right thing even when not being observed.

**Wellbeing** may include aspects that are:

- social
- emotional
- cultural
- spiritual
- intellectual
- economic

Developing and supporting others		
Knowledge	Skills	Behaviours
<p><b>K23 Legislative safeguarding training requirements</b> and how to deliver training content to stakeholders using different teaching and learning approaches.</p> <p><b>K30 Principles in supporting colleagues to follow safeguarding policy and procedures.</b></p>	<p><b>S15</b> Provide emotional and practical support to <b>internal and external stakeholders</b> during safeguarding work.</p> <p><b>S16</b> Support and supervise <b>internal and external stakeholders</b> to make multi-agency referrals.</p> <p><b>S24</b> Assist with the delivery of safeguarding training to stakeholders in accordance with <b>safeguarding training frameworks</b> to ensure stakeholders achieve desired learning outcomes.</p>	<p><b>B4</b> Be adaptable and consistent.</p>
Presentation with questions		
Pass criteria	Distinction criteria	
<p><b>DS1</b> Explains how they assist with the delivery of safeguarding training to stakeholders and how they use different teaching and learning approaches, to ensure desired learning outcomes in line with legislative safeguarding training requirements. (K23, S24)</p> <p><b>DS2</b> Describes how they are adaptable and consistent when providing emotional and practical support whilst supervising colleagues, <b>internal and external stakeholders</b> to make multi-agency referrals and to follow safeguarding policy and procedures. (K30, S15, S16, B4)</p>	<p><b>DS3</b> <i>Compares different teaching and learning approaches and how they determine the approach to meet stakeholders desired learning outcomes. (K23, S24)</i></p> <p><b>DS4</b> <i>Evaluates the methods they use to support and supervise colleagues, <b>internal and external stakeholders</b> to follow safeguarding policy and procedures. (K30)</i></p>	

### Amplification and guidance

**Legislative safeguarding training requirements** include:

- safeguarding training is a requirement for anyone working with children, young people and vulnerable adults
- training should be updated every 2-3 years
- staff may need role specific training
- training must cover correct local procedures and the role of local agencies

**Principles in supporting colleagues to follow safeguarding policy and procedures** include:

- approachability
- open communication and clarity
- modelling best practice
- supporting self-reflection
- identifying and addressing any knowledge gaps
- offering regular constructive feedback

**Internal and external stakeholders** include:

- internal:
  - colleagues
  - designated safeguarding leads (DSLs)
  - line managers
- external:
  - social workers
  - police
  - healthcare professionals
  - parents, carers and family

**Safeguarding training frameworks** include:

- Working Together to Safeguard Children
- Care Act
- Local Safeguarding Partnership Frameworks
- Prevent duty framework

Collaboration		
Knowledge	Skills	Behaviours
<b>K12 Local safeguarding escalation pathways.</b>  <b>K18 Ways to support the management of safeguarding caseloads</b> working together within the wider team.	<b>S13</b> Identify when decisions are not in an individuals best interest and escalate concerns within scope of own role using the local safeguarding escalation pathway.  <b>S19</b> Work together within the wider team to plan and manage safeguarding caseloads.	<b>B7</b> Be professional and courteous.
Professional discussion underpinned by portfolio		
Pass criteria	Distinction criteria	
<b>CB1</b> Explains how and where to escalate concerns when decisions are not in the individuals best interest following the <b>local safeguarding escalation pathways</b> and scope of own role. (K12, S13)  <b>CB2</b> Describes how they work professionally and courteously with the wider team to support management of safeguarding caseloads. (K18, S19, B7)	<b>CB3</b> <i>Evaluates the benefits of working with the wider team to manage safeguarding caseloads. (K18, S19)</i>	

Amplification and guidance
<p><b>Local safeguarding escalation pathways</b> refer to the process that must be followed when raising or receiving safeguarding concerns. Escalation pathways typically include:</p> <ul style="list-style-type: none"> <li>• when to escalate</li> <li>• who to escalate to</li> <li>• how to escalate</li> <li>• timeframes for response</li> <li>• resolution routes</li> </ul> <p><b>Ways to support the management of safeguarding caseloads</b> include:</p> <ul style="list-style-type: none"> <li>• promoting a multi-agency approach</li> <li>• deputy designated safeguarding leads working cooperatively with designated safeguarding leads</li> <li>• regular review meetings among designated safeguarding leads (DSLs)</li> <li>• up-to-date and accurate records/chronologies</li> </ul>

Safeguarding practice		
Knowledge	Skills	Behaviours
<p><b>K1 Principles of safeguarding and how to respond to safeguarding concerns</b> within own scope of practice and organisational protocol.</p> <p><b>K4 The priority and recommended course of action of different safeguarding concerns</b> based on local and national guidance.</p>	<p><b>S1</b> Identify and respond to safeguarding concerns within role and responsibilities.</p> <p><b>S4 Triage</b> and <b>prioritise</b> safeguarding concerns.</p> <p><b>S5</b> Recommend courses of action in relation to safeguarding concerns.</p> <p><b>S14</b> Recognise and report incidents to own organisation.</p>	<p><b>B2</b> Be caring and compassionate.</p>

<p><b>K13 Types of concerns and mechanisms for reporting incidents.</b></p> <p><b>K19 The safeguarding process</b> from when a safeguarding concern is raised to the end outcome.</p> <p><b>K24 Principles of safeguarding inspections, reviews and audits.</b></p> <p><b>K25 Methods of collating evidence</b> to prepare for external safeguarding inspections, reviews and audits.</p> <p><b>K26 How to interpret the results of inspections, reviews and audits to apply feedback</b> to practice.</p> <p><b>K28 Models of safeguarding supervision</b> and how to prepare and access supervision.</p> <p><b>K31 Principles of safeguarding culture, safeguarding supervision and compassionate care.</b></p>	<p><b>S20</b> Comply with <b>the safeguarding process</b> when a safeguarding concern is raised in line with organisational policy.</p> <p><b>S25</b> Collate evidence to prepare for external safeguarding inspections, reviews and audits.</p> <p><b>S26</b> Apply feedback from safeguarding inspections, reviews and audits to improve safeguarding practice.</p>	
<b>Professional discussion underpinned by portfolio</b>		
<b>Pass criteria</b>	<b>Distinction criteria</b>	
<p><b>SA1</b> Explains the <b>principles of safeguarding</b> and how they identify and respond to safeguarding concerns in a caring and compassionate way, following organisational protocols and within role and responsibilities. (K1, S1, S20, B2).</p>	<p><b>SA7</b> <i>Analyses the potential impact of poor decision making on prioritisation of safeguarding concerns. (K4, S4, S5)</i></p> <p><b>SA8</b> <i>Summarises how they can always be prepared for external safeguarding inspections, reviews and audits. (K24, S25)</i></p>	



<p><b>SA2</b> Describes <b>the safeguarding process</b> including <b>types of concerns</b> and ways they identify incidents, and the <b>mechanisms for reporting incidents</b> from when the concern is raised to the end outcome. (K13, K19, S14)</p> <p><b>SA3</b> Explains how they <b>triage, prioritise</b> and recommend courses of action for safeguarding concerns within scope of own role. (K4, S4, S5)</p> <p><b>SA4</b> Describes the principles and purpose of safeguarding inspections, reviews and audits and how they collate evidence. (K24, K25, S25)</p> <p><b>SA5</b> Explains how they interpret the results of inspections and apply feedback to improve practice. (K26, S26)</p> <p><b>SA6</b> Explains how to promote a safeguarding culture that includes <b>models of safeguarding supervision</b> and compassionate care, and how to access and prepare for supervisions. (K28, K31)</p>	<p><b>SA9</b> <i>Articulates the benefits of safeguarding supervision and compassionate care as demonstrated by a safeguarding culture (K31)</i></p>
<p><b>Amplification and guidance</b></p>	
<p><b>Principles of safeguarding</b> include:</p> <ul style="list-style-type: none"> <li>• empowerment</li> <li>• prevention</li> <li>• proportionality</li> <li>• protection</li> <li>• partnership</li> <li>• accountability</li> </ul> <p><b>How to respond to safeguarding concerns</b> includes:</p> <ul style="list-style-type: none"> <li>• not asking leading questions</li> <li>• ensuring the individual feels supported</li> </ul>	

- reporting concerns as soon as possible
- using the correct reporting methods according to legislation and organisational policy

**The priority and recommended course of action of different safeguarding concerns** includes:

- high-risk cases, which require immediate intervention
- medium-level concerns, which are typically addressed with early intervention
- low-level concerns, which are monitored but do not require immediate intervention
- the recommended course of action may include:
  - immediate action
  - reporting concerns to the designated safeguarding lead
  - referral to an external agency
  - completing a concern form
  - following up

**Types of concerns** include:

- physical abuse
- emotional abuse
- sexual abuse
- neglect and self-neglect
- financial abuse
- online abuse
- discrimination
- domestic abuse
- modern slavery
- radicalisation

**Mechanisms for reporting incidents** can be internal or external and include:

- internal:
  - concern forms
  - digital systems
  - verbal reports
  - meetings
  - supervisions
- external:
  - Local authority children's or adults' services
  - Police
  - Local authority designated officer
  - Ofsted
  - Care Quality Commission (CQC)

**The safeguarding process** includes:

- recognising the concern
- responding to the concern
- reporting the concern
- recording the concern
- initial review by the designated safeguarding lead
- making a referral if required
- multi-agency involvement
- support and intervention
- review and closure

**Principles of safeguarding inspections, reviews and audits** include:

- independent
- evidence-based
- transparency
- accountability
- openness
- continuous improvement
- proactivity

**Methods of collating evidence** include:

- policy and procedure reviews
- training records
- case file reviews
- internal audits and reviews
- supervision and feedback records
- evidence of multi-agency working

**How to interpret the results of inspections, reviews and audits to apply feedback** includes:

- completing audits regularly
- highlighting areas of concern
- praising areas of strength/ways of working

**Models of safeguarding supervision** include:

- Proctor's Model of Supervision
- Kolb's Experiential Learning Cycle
- Task-centred or solution-focused supervision

- Group supervision

**Principles of safeguarding culture, safeguarding supervision and compassionate care** include:

- responsibility
- continuous improvement
- person-centred decision making
- empathy
- respect
- dignity
- empowerment

**Triage** refers to the initial assessment of an individual and their circumstances. During triage, concerns are reviewed to:

- assess the level of risk
- establish the required urgency of a response
- determine the appropriate action or escalation

**Prioritise** involves categorising concerns based on urgency and level of risk.

Legislation policy and procedures	
Knowledge	Skills
<p><b>K3</b> How to offer safeguarding advice based on legislation, <b>working in remit of own role</b>.</p> <p><b>K6</b> When and how to escalate complex cases to senior staff in line with local policy and procedures.</p> <p><b>K7</b> Local policy and procedures relating to safeguarding allegations against staff, including <b>whistleblowing</b>, and how to report allegations whilst maintaining <b>confidentiality</b>.</p> <p><b>K16</b> Safeguarding legislation, local and national policies, procedures and codes of conduct that apply to own role.</p>	<p><b>S3</b> Use safeguarding legislation and organisational policies and procedures to advise colleagues on safeguarding matters.</p> <p><b>S7</b> Escalate cases to senior staff in accordance with local policy and procedures.</p> <p><b>S8</b> Report allegations about staff in line with local policies and procedures, whilst maintaining <b>confidentiality</b>.</p> <p><b>S17</b> Apply safeguarding legislation, local and national policies, procedures and codes of conduct to safeguarding practice within own role.</p>
Professional discussion underpinned by portfolio	
Pass criteria	Distinction criteria
<p><b>LP1</b> Explains how they apply safeguarding legislation, local, national, organisational policies and procedures and codes of conduct to their own role and how they advise colleagues on safeguarding matters. (K3, K16, S3, S17)</p> <p><b>LP2</b> Explains when and how they escalate complex cases to senior staff in line with policy and procedure. (K6, S7)</p> <p><b>LP3</b> Explains local policy and procedures on <b>whistleblowing</b> and how to report allegations against staff whilst maintaining <b>confidentiality</b>. (K7, S8)</p>	<p><i>No distinction criteria</i></p>

### Amplification and guidance

**Working in remit of own role** means acting within the limits of own responsibilities, knowledge and skills.

**When and how to escalate complex cases** includes:

- when:
  - the case involves a significant or immediate risk
  - concerns persist despite action being taken previously
  - the concern involves a staff member
  - multi-agency involvement is required
- how:
  - report to the designated safeguarding lead
  - complete the required documentation
  - use appropriate communication
  - escalate outside of own organisation if required

**Whistleblowing** is when a staff member reports concerns about wrongdoing or unsafe practices within their organisation.

**Confidentiality** means keeping personal and sensitive information secure and only sharing it when required.

**Safeguarding legislation, local and national policies, procedures and codes of conduct** includes:

- Children Act
- Care Act
- Working Together to Safeguard Children
- Keeping Children Safe in Education
- Mental Capacity Act
- Human Rights Act

- Data Protection Act
- Social Care Institute for Excellence guidance
- National Society for the Prevention of Cruelty to Children guidance
- Escalation procedures
- Referral routes and contacts
- Health and Care Professions Council (HCPC) standards
- Education Workforce Council (EWC) code
- Social Work England's professional standards
- United Nations Convention on the Rights of the Child (UNCRC)

Personal development		
Knowledge	Skills	Behaviours
<p><b>K21 Principles of reflective practice</b> and peer support related to safeguarding cases and concerns within scope of own role.</p> <p><b>K27</b> The importance of <b>continuous professional development</b> and identifying and evaluating own learning and development needs.</p> <p><b>K29</b> How safeguarding can impact on own <b>wellbeing</b> and personal safety.</p>	<p><b>S22</b> Reflect on own performance within a group environment with other colleagues to inform best safeguarding practice.</p> <p><b>S27</b> Participate in training and <b>continuous professional development</b> activities and evaluate the impact of learning on own practice.</p> <p><b>S28</b> To seek advice and support from senior staff to preserve own <b>wellbeing</b> and personal safety when required.</p>	<p><b>B5</b> Be self-aware, resilient and objective.</p>
Professional discussion underpinned by portfolio		
Pass criteria		Distinction criteria



<p><b>PD1</b> Outlines how they apply the <b>principles of reflective practice</b> to their own performance and the peer support available within a group environment when dealing with safeguarding cases and concerns within scope of own role. (K21, S22)</p> <p><b>PD2</b> Explains how they identify own learning and development needs with objectivity, participate in <b>continuous professional development</b> and evaluate the impact of learning on own practice and development of resilience. (K27, S27, B5)</p> <p><b>PD3</b> Describes how safeguarding can impact on their own <b>wellbeing</b> and personal safety and how they seek advice and support from senior staff when required. (K29, S28)</p>	<p><i><b>PD4</b> Evaluates own reflective practice and the benefits of peer support and gives examples of how they impact on own performance, <b>wellbeing</b> and personal safety. (K21, K29, S22, S28)</i></p>
<p style="text-align: center;"><b>Amplification and guidance</b></p>	
<p><b>Principles of reflective practice</b> include:</p> <ul style="list-style-type: none"> <li>• self-awareness</li> <li>• honesty</li> <li>• constructive feedback</li> <li>• commitment to improving practice</li> </ul> <p><b>Continuous professional development</b> refers to the ongoing process of improving knowledge and skills and reflecting on your own practice. Continuous professional development can consist of formal and informal learning. It is important to carry out continuous professional development as it ensures:</p> <ul style="list-style-type: none"> <li>• practice remains safe and effective</li> <li>• practice is legally compliant</li> <li>• emotional resilience is maintained</li> <li>• the best possible outcomes for individuals are supported</li> </ul>	

**Wellbeing** may include aspects that are:

- social
- emotional
- cultural
- spiritual
- intellectual
- economic

[Click here to return to contents](#)

## Assessment summary

The end-point assessment for the Safeguarding Support Officer apprenticeship standard is made up of 2 assessment methods:

1. A 45-minute presentation with questions
2. A 60-minute professional discussion underpinned by portfolio

As an employer/training provider, you should agree a plan and schedule with the apprentice to ensure all assessment components can be completed effectively.

Each component of the end-point assessment will be assessed against the appropriate criteria laid out in this kit, which will be used to determine a grade for each individual. The grade will be determined using the combined grades.

### Presentation with questions

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All assessment methods are weighted equally. Apprentices will be marked against the pass and distinction criteria outlined in this kit.

- To achieve a **pass**, apprentices must achieve all of the pass criteria
- To achieve a **distinction**, apprentices must achieve all of the pass criteria **and** all of the distinction criteria
- **Unsuccessful** apprentices will not have achieved all of the pass criteria

The presentation may be conducted using technology such as video link, as long as fair assessment conditions can be maintained.

### Professional discussion underpinned by portfolio

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All assessment methods are weighted equally. Apprentices will be marked against the pass and distinction criteria outlined in this kit.

- To achieve a **pass**, apprentices must achieve all of the pass criteria
- To achieve a **distinction**, apprentices must achieve all of the pass criteria **and** all of the distinction criteria
- **Unsuccessful** apprentices will not have achieved all of the pass criteria

The professional discussion may be conducted using technology such as video link, as long as fair assessment conditions can be maintained.

## Grading

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The apprenticeship includes pass, merit and distinction grades, with the final grade based on the apprentice's combined performance in each assessment method.

To achieve a pass, the apprentice is required to pass each of the 2 assessment methods.

To achieve a merit, the apprentice is required to pass at least 1 of the assessment methods and achieve a distinction in the other.

To achieve a distinction, the apprentice must achieve a distinction in each of the 2 assessment methods.

The overall grade for the apprentice is determined using the matrix below:

<b>Presentation with questions</b>	<b>Professional discussion underpinned by portfolio</b>	<b>Overall grade awarded</b>
Fail either of the 2 assessment methods		<b>Fail</b>
Pass	Pass	<b>Pass</b>
Distinction	Pass	<b>Merit</b>
Pass	Distinction	<b>Merit</b>
Distinction	Distinction	<b>Distinction</b>

## Retake and resit information

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If an apprentice fails one assessment method or more, they can take a resit or retake at their employer's discretion. The apprentice's employer needs to agree that a resit or retake is appropriate. If a resit is chosen, please call the Highfield scheduling team to arrange the resit. If a retake is chosen, the apprentice will require a period of further learning and will need to complete a retake checklist. Once this is completed, please call the Highfield scheduling team to arrange the retake.

A resit is typically taken within 1 month of the EPA outcome notification. The timescale for a retake will be dependent on how much retraining is required but is typically taken within 3 months of the EPA outcome notification.

When undertaking a resit or retake, the assessment method(s) will need to be reattempted in full, regardless of any individual assessment criteria that were passed on any prior attempt. The EPA Report will contain feedback on areas for development and resit or retake guidance.

Failed assessment methods must be re-sat or re-taken within a 6-month period from the EPA outcome notification, otherwise the entire EPA will need to be re-sat or re-taken in full. Apprentices should have a supportive action plan to prepare for the resit/retake.

Apprentices who achieve a pass grade cannot resit or retake the EPA to achieve a higher grade.

Where any assessment method has to be resat or retaken, the apprentice will be awarded a maximum grade of pass, unless there are exceptional circumstances that are beyond the control of the apprentice as determined by Highfield.

[Click here to return to contents](#)

## Assessing the presentation with questions

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In the presentation with questions, the apprentice delivers a presentation which must cover an anonymised case review of a safeguarding case or cases which the apprentice has supported. The presentation must include:

- a summary of the case or cases
- an explanation of the apprentice's role in the case
- the decisions they made during the case underpinned by published local and national safeguarding reviews
- how they embed theory into practice
- how they communicate with the individuals
- how they support colleagues to follow safeguarding policy and procedures
- the data and recording processes they follow
- how they assist in delivery of safeguarding training

The apprentice must submit any presentation materials to Highfield by the end of week 2 of their EPA. At this point, the apprentice must also inform Highfield of any technical requirements for the presentation. The presentation will be presented to an end-point assessor, either face-to-face in a suitable controlled environment or via online video conferencing. Highfield must give the apprentice at least 2 weeks' notice of the presentation assessment.

The presentation and questioning will last **45 minutes**, typically including a **25-minute** presentation followed by **20 minutes** of questioning, where the end-point assessor will ask at least **8 questions**. Follow up questions are allowed where clarification is required. The end-point assessor has the discretion to increase the total time of the presentation and questioning by up to 10% to allow the apprentice to complete their last point or respond to a question if necessary.

During the presentation, the apprentice must have access to:

- audio-visual presentation equipment
- flip chart and writing and drawing materials
- computer

### Before the assessment

Employers/training providers should:

- give the apprentice time to work on their presentation during the end-point assessment window
- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which safeguarding support officer criteria will be assessed (outlined on the following pages)

- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard and identify real-life examples
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

## Grading the presentation with questions

Apprentices will be marked against the pass and distinction criteria included in the tables on the following pages (under presentation with questions criteria).

- To achieve a **pass**, apprentices must achieve all of the pass criteria
- To achieve a **distinction**, apprentices must achieve all of the pass criteria **and** all of the distinction criteria
- **Unsuccessful** apprentices will have not achieved all of the pass criteria

## Presentation with questions mock assessment

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It is suggested that a mock assessment is carried out by the apprentice in advance of the end-point assessment with the training provider/employer giving feedback on any areas for improvement. It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment and Highfield recommend that the apprentice experiences a mock presentation in preparation for the real thing. The most appropriate form of mock assessment will depend on the apprentice's setting and the resources available at the time.

When planning a mock assessment, the employer/training provider should include the following elements:

- mock presentations should be **45 minutes**, typically with the presentation lasting **25 minutes** followed by **20 minutes** of questioning.
- consider a recording of the mock assessment and allow it to be played back to other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice.
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice to complete the learning experience.
- mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose.
- at least 8 questions must be asked during the mock assessment. Structured, 'open' questions should be used as part of the questioning that do not lead the

candidate but allow them to express their knowledge in a calm and comfortable manner. Some examples of this may include the following:

- how do you ensure that your communication is person-centred?
- can you explain how you would adapt your response to a safeguarding case to suit the views of an individual?
- what lessons have you learnt from published local and national safeguarding reviews and how have you incorporated them into the way you work?
- how do you ensure that digital data is stored securely?
- what national policies do you comply with when sharing data or information?
- how do you ensure that safeguarding logs are kept up to date?
- can you describe a time you have supported the delivery of safeguarding training?
- can you describe a time when you have adapted your approach to providing emotional support to a colleague?

## Presentation with questions criteria

Throughout the presentation with questions, the assessor will review the apprentice's competence in the criteria outlined below.

Apprentices should prepare for the presentation with questions by considering how the criteria can be met and reflecting on their past experiences.

Communication
<b>To pass, the following must be evidenced.</b>
<b>CM1</b> Explains the methods of person-centred communication and how they use them. (K2, S2)
<b>CM2</b> Describes ways of tailoring responses to safeguarding cases to suit individual's views, feelings and cultural influences, and how they treat people fairly with dignity and respect. (K5, S6, B1)
<b>CM3</b> Explains how they use different communication styles and approaches showing discretion and empathy whilst maintaining confidentiality to suit the needs of the individual. (K20, S21, B3)
<b>To gain a distinction, the following must be evidenced</b>
<b>CM4</b> <i>Evaluates the potential impact on safeguarding responses where they are not tailored to meet individual's views, feelings and cultural influences. (K5, S6)</i>

Safeguarding principles
<b>To pass, the following must be evidenced.</b>
<b>SP1</b> Explains how they use published local and national safeguarding reviews, how they embed lessons learned and how they apply theory in their practice. (K17, K22, S18, S23)
<b>To gain a distinction, the following must be evidenced</b>
<b>SP2</b> <i>Evaluates lessons learned from published local and national safeguarding reviews and how they impact on their own safeguarding practice. (K22, S23)</i>



Data management and recording
<b>To pass, the following must be evidenced.</b>
<b>DM1</b> Explains how they use, record and store paper based, digital data and information securely in line with local and national policies and procedures (K8, S9)
<b>DM2</b> Describes when and how they share data and information in a safeguarding context including identifying the data sources available and how they use them to inform decisions in line with local and national policies and procedures. (K9, K10, S10)
<b>DM3</b> Explains how they collate and use data to create reports to inform safeguarding meetings, processes and audits. (S11)
<b>DM4</b> Explains how they maintain up to date safeguarding logs and registers utilising digital or paper systems in line with local and national policy and procedures. (K11, S12)
<b>DM5</b> Explains the referral processes and local wellbeing services for individuals and staff and how they make honest, comprehensive and accurate referrals with integrity to children or adult social care services. (K14, K15, B6)
<b>To gain a distinction, the following must be evidenced</b>
<b>DM6</b> <i>Analyses how they use data to create reports to inform safeguarding meetings, processes and audits. (S11)</i>

Developing and supporting others
<b>To pass, the following must be evidenced.</b>
<b>DS1</b> Explains how they assist with the delivery of safeguarding training to stakeholders and how they use different teaching and learning approaches, to ensure desired learning outcomes in line with legislative safeguarding training requirements. (K23, S24)
<b>DS2</b> Describes how they are adaptable and consistent when providing emotional and practical support whilst supervising colleagues, internal and external stakeholders to make multi-agency referrals and to follow safeguarding policy and procedures. (K30, S15, S16, B4)
<b>To gain a distinction, the following must be evidenced</b>
<b>DS3</b> <i>Compares different teaching and learning approaches and how they determine the approach to meet stakeholders desired learning outcomes. (K23, S24)</i>
<b>DS4</b> <i>Evaluates the methods they use to support and supervise colleagues, internal and external stakeholders to follow safeguarding policy and procedures. (K30)</i>

[Click here to return to contents](#)

## Assessing the professional discussion underpinned by portfolio

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In the professional discussion underpinned by portfolio, the assessor and the apprentice will have a formal two-way conversation. It will consist of the independent assessor asking the apprentice questions to demonstrate the KSBs mapped to this assessment method.

Apprentices must have access to their portfolio of evidence during the professional discussion. Apprentices can refer to and illustrate their answers with evidence from their portfolio of evidence during the professional discussion. However, the portfolio of evidence is not directly assessed.

The apprentice will be given at least 2 weeks' notice of the professional discussion. It will take place in a suitable environment and can be conducted by video conferencing. It will last for **60 minutes**. The independent assessor can increase the time of the professional discussion by up to 10% to allow the apprentice to respond to a question if necessary.

The assessor will ask **at least 12 questions**. Follow-up questions are allowed where clarification is required.

### Before the assessment

Employers/training providers should:

- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which criteria will be assessed (outlined on the following pages)
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

## Grading the professional discussion underpinned by portfolio

Apprentices will be marked against the pass and distinction criteria included in the tables on the following pages (under 'Professional discussion underpinned by portfolio criteria').

- To achieve a **pass**, apprentices must achieve all of the pass criteria
- To achieve a **distinction**, apprentices must achieve all of the pass criteria **and** all of the distinction criteria

- **Unsuccessful** apprentices will have not achieved all of the pass criteria

## **Professional discussion underpinned by portfolio mock assessment**

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It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment. Highfield recommends that the apprentice experiences a mock professional discussion underpinned by portfolio in preparation for the real thing. The most appropriate form of mock professional discussion underpinned by portfolio will depend on the apprentice's setting and the resources available at the time.

In designing a mock assessment, the employer/training provider should include the following elements in its planning:

- the mock professional discussion underpinned by portfolio should take place in a suitable location.
- a 60-minute time slot should be available to complete the professional discussion underpinned by portfolio, if it is intended to be a complete professional discussion covering all relevant standards. However, this time may be split up to allow for progressive learning.
- consider a video or audio recording of the mock professional discussion underpinned by portfolio and allow it to be available to other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice.
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice to complete the learning experience. Mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose.
- at least 12 questions must be asked during the mock assessment. Use structured, 'open' questions that do not lead the apprentice but allows them to express their knowledge and experience in a calm and comfortable manner.

For example:

- when you believe that a decision made is not in the individual's best interests, who do you escalate this to?
- how do you work courteously with the wider team to support caseload management?
- what are the key safeguarding principles?
- can you name some concerns that you have encountered in your role?
- how have you supported triage decisions?
- why are safeguarding audits necessary?
- how have the results of an inspection in your setting improved your practice?
- what is a safeguarding culture?

- how do you advise colleagues on safeguarding matters?
- can you describe a scenario in which it would be necessary to begin the whistleblowing process?
- how do you ensure that the principles of reflective practice are embedded into your performance?
- how does your role impact your own wellbeing?

## Professional discussion underpinned by portfolio criteria

Throughout the **60-minute** professional discussion underpinned by portfolio, the assessor will review the apprentice's competence in the criteria outlined below.

Apprentices should prepare for the professional discussion underpinned by portfolio by considering how the criteria can be met.

Collaboration
<b>To pass, the following must be evidenced.</b>
<b>CB1</b> Explains how and where to escalate concerns when decisions are not in the individuals best interest following the local safeguarding escalation pathways and scope of own role. (K12, S13)
<b>CB2</b> Describes how they work professionally and courteously with the wider team to support management of safeguarding caseloads. (K18, S19, B7)
<b>To gain a distinction, the following must be evidenced.</b>
<b>CB3</b> <i>Evaluates the benefits of working with the wider team to manage safeguarding caseloads. (K18, S19)</i>

Safeguarding practice
<b>To pass, the following must be evidenced.</b>
<b>SA1</b> Explains the principles of safeguarding and how they identify and respond to safeguarding concerns in a caring and compassionate way, following organisational protocols and within role and responsibilities. (K1, S1, S20, B2).
<b>SA2</b> Describes the safeguarding process including types of concerns and ways they identify incidents, and the mechanisms for reporting incidents from when the concern is raised to the end outcome. (K13, K19, S14)
<b>SA3</b> Explains how they triage, prioritise and recommend courses of action for safeguarding concerns within scope of own role. (K4, S4, S5)
<b>SA4</b> Describes the principles and purpose of safeguarding inspections, reviews and audits and how they collate evidence. (K24, K25, S25)
<b>SA5</b> Explains how they interpret the results of inspections and apply feedback to improve practice. (K26, S26)
<b>SA6</b> Explains how to promote a safeguarding culture that includes models of safeguarding supervision and compassionate care, and how to access and prepare for supervisions. (K28, K31)

<b><i>To gain a distinction, the following must be evidenced.</i></b>
<b><i>SA7</i></b> <i>Analyses the potential impact of poor decision making on prioritisation of safeguarding concerns. (K4, S4, S5)</i>
<b><i>SA8</i></b> <i>Summarises how they can always be prepared for external safeguarding inspections, reviews and audits. (K24, S25)</i>
<b><i>SA9</i></b> <i>Articulates the benefits of safeguarding supervision and compassionate care as demonstrated by a safeguarding culture (K31)</i>

Legislation policy and procedures
<b>To pass, the following must be evidenced.</b>
<b>LP1</b> Explains how they apply safeguarding legislation, local, national, organisational policies and procedures and codes of conduct to their own role and how they advise colleagues on safeguarding matters. (K3, K16, S3, S17)
<b>LP2</b> Explains when and how they escalate complex cases to senior staff in line with policy and procedure. (K6, S7)
<b>LP3</b> Explains local policy and procedures on whistleblowing and how to report allegations against staff whilst maintaining confidentiality. (K7, S8)
<b><i>To gain a distinction, the following must be evidenced.</i></b>
<i>No distinction criteria.</i>

Personal development
<b>To pass, the following must be evidenced.</b>
<b>PD1</b> Outlines how they apply the principles of reflective practice to their own performance and the peer support available within a group environment when dealing with safeguarding cases and concerns within scope of own role. (K21, S22)
<b>PD2</b> Explains how they identify own learning and development needs with objectivity, participate in continuous professional development and evaluate the impact of learning on own practice and development of resilience. (K27, S27, B5)
<b>PD3</b> Describes how safeguarding can impact on their own wellbeing and personal safety and how they seek advice and support from senior staff when required. (K29, S28)
<b><i>To gain a distinction, the following must be evidenced.</i></b>
<b><i>PD4</i></b> <i>Evaluates own reflective practice and the benefits of peer support and gives examples of how they impact on own performance, wellbeing and personal safety. (K21, K29, S22, S28)</i>

[Click here to return to contents](#)