

End-Point Assessment

Safeguarding Support Officer Level 3 (V1.0)
Support Pack

nqual.

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INTRODUCTION

This document sets out the requirements, advice, and guidance for the Assessment of the Safeguarding Support Officer Level 3 apprenticeship standard. It is designed for apprentices, employers and training providers involved with the End-Point Assessment of an apprentice studying Safeguarding Support Officer apprenticeship.

An apprentice for Safeguarding Support Officer should have a minimum of 12 months learning prior to assessment

This document is divided into sections covering all of the relevant aspects of Assessment for Safeguarding Support Officer Level 3.

Should you require any further information other than the guidance in this document, please do not hesitate to contact *admin@nqual.co.uk*

Within this guide you will find references to Assessments. This information has been outlined in the Institute for Apprenticeships and Technical Education's, Safeguarding Support Officer EPA Plan
For reference, you can find this document.

Safeguarding Support Officer Level 3 EPA Plan (Skills England)



ASSESSMENT TIMESCALE

Register with NQual

Training Providers should register apprentices for EPA with NQual a minimum of 90 days before assessment. Providers will pay a registration fee of £30.

Gateway

This is when the employer, apprentice and training provider confirm that the apprentice is ready for End-Point Assessment. All evidence should be uploaded to NQual a minimum of 10 working days prior to EPA.

EPA Booking

The training provider should complete the booking section on the Gateway form or training providers can arrange the booking via ACE360. NQual will confirm booking within 48 hours.

EPA Approved

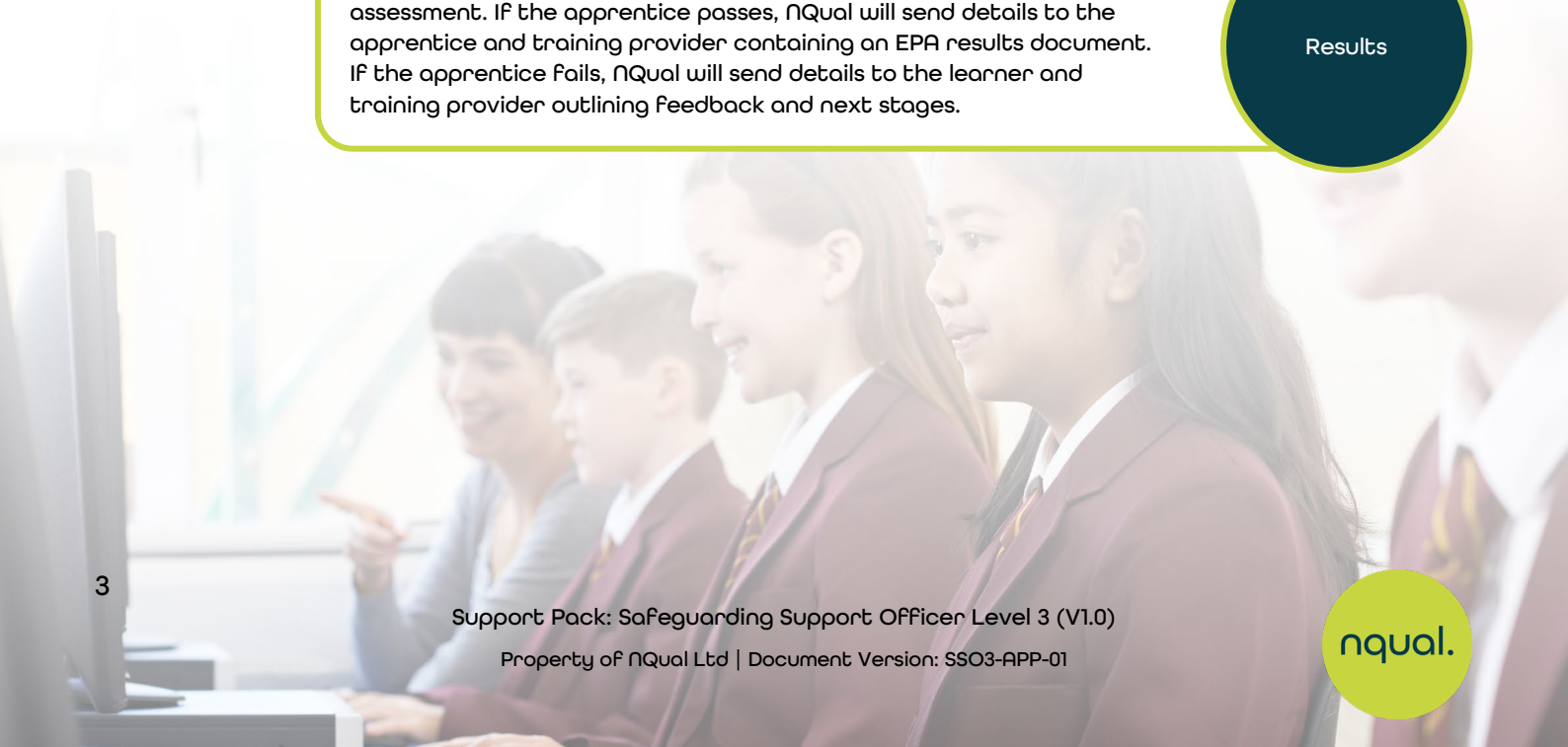
NQual will send an invoice for the remaining fee once EPA is approved.

Assessment

The apprentice will complete an Presentation with Questions and a Professional Discussion Underpinned by a Portfolio of Evidence.

Results

Results will be communicated within 10 working days of final assessment. If the apprentice passes, NQual will send details to the apprentice and training provider containing an EPA results document. If the apprentice fails, NQual will send details to the learner and training provider outlining feedback and next stages.



GATEWAY

This section outlines the requirements an apprentice must have met in order to be put forward for their Assessment.

Once the employer is fully satisfied that the apprentice has the knowledge, skills and behaviours set out within this standard, the employer can formally confirm that the apprentice is ready for EPA via Gateway.

Gateway requirements for the Safeguarding Support Officer Level 3 apprenticeship outline that the apprentice must have:

- **Evidence of achieving relevant maths and English qualifications if required by funding regulations or the employer**
- **A completed Portfolio of Evidence**

The Gateway form must be sent to NQual a minimum of 4 weeks before the Assessment is carried out, along with the evidence listed above.

All EPA activity will take place no later than 3 months from Gateway.

You can request the NQual Gateway form by emailing: *admin@nqual.co.uk*

PORTFOLIO OF EVIDENCE

The apprentice will have prepared a portfolio during the programme to support the Professional Discussion component. The portfolio will be uploaded electronically via ACE360.

The portfolio can include written statements, reports, video extracts, observation documents, reports and feedback from managers and peers. (This is not an exhaustive list, other evidence can also be provided).

The portfolio of evidence 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 evidence provided must cover all knowledge, skills, and behaviours, highlighted within the discussion section of our methods table. It is expected that there will be 10 pieces of evidence. A portfolio submission document should be included to show how the evidence meets the required criteria for this part of the assessment. Although the portfolio will not be directly assessed, it will be used by the Assessor to prepare questions for the discussion component.

COMPONENTS OF END-POINT ASSESSMENT

The Assessment for the Safeguarding Support Officer apprenticeship standard consists of two assessment methods. These are a Presentation with Questions and a Professional Discussion Underpinned by a Portfolio of Evidence. Each is outlined in further detail below.

Presentation with Questions

The Presentation with Questions will last a total of 45 minutes total, broken down into a 25-minute presentation with a 20-minute Q&A. An increase of 10% can be allowed for the apprentice to complete their last point or respond to a question.

The presentation with questions must take place in a suitable venue selected by the EPAO for example, the EPAO's or employer's premises. The presentation with questions should take place in a quiet room, free from distractions and influence.

The presentation with questions can be conducted by video conferencing. The EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

Apprentices must supply NQual with their presentation materials, two weeks before the presentation with questions. The presentation must be based on the apprentice's own practice and reflect work undertaken as part of their normal role as a safeguarding support officer, in line with the expectations of their employer.

All evidence and materials must be fully anonymised prior to submission, and the employer's policies regarding confidentiality, data protection and information sharing must be followed.

The presentation may typically be informed by evidence such as:

- anonymised safeguarding case review(s) supported by the apprentice
- records of safeguarding concerns, decisions and actions taken
- risk assessments and risk management documentation
- evidence of applying safeguarding legislation, policy and procedures to practice
- evidence of communication with individuals and multi-agency partners
- evidence of supporting colleagues to follow safeguarding policies and procedures
- examples of how safeguarding data and records are created, managed and stored securely
- evidence of learning from published local or national safeguarding reviews

Professional Discussion Underpinned by a Portfolio of Evidence

The Professional Discussion is a two-way discussion which involves both the Independent Assessor and the apprentice actively listening and participating in a formal conversation. It gives the apprentice the opportunity to make detailed contributions to confirm their competency across the knowledge, skills and behaviours (KSBs) mapped to this assessment method, drawing on their portfolio of evidence.

The Professional Discussion must last for 60 minutes. The Independent Assessor may increase the time by up to 10% to allow the apprentice to complete their final answer. Additional time may be granted for apprentices with appropriate needs, for example where reasonable adjustments are required.

A minimum of 12 questions will be asked, and apprentices should review the Pass and Distinction criteria prior to the Professional Discussion.

ASSESSMENT METHODS TABLE

The below highlights criteria that will be covered in each assessment component. Please review these details as it will provide guidance on what will be covered in each assessment component.

Learning Outcomes	What is Required	Presentation with Questions	Professional Discussion Underpinned by a Portfolio of Evidence
Knowledge			
K1	Principles of safeguarding and how to respond to safeguarding concerns within own scope of practice and organisational protocol.		✓
K2	Methods for person-centred communication.	✓	
K3	How to offer safeguarding advice based on legislation, working in remit of own role.		✓
K4	The priority and recommended course of action of different safeguarding concerns based on local and national guidance.		✓
K5	Ways of tailoring responses to safeguarding cases to suit the individuals views, feelings and cultural influences	✓	
K6	When and how to escalate complex cases to senior staff in line with local policy and procedures.		✓
K7	Local policy and procedures relating to safeguarding allegations against staff, including whistleblowing, and how to report allegations whilst maintaining confidentiality.		✓
K8	Ways to use, record and store paper based, digital data and information securely, in line with local and national policies and procedures.	✓	
K9	When and how to share data and information in a safeguarding context, in line with local and national policy and procedures.	✓	
K10	Data sources available to inform safeguarding decisions, in line with local policy and procedures.	✓	
K11	Ways to maintain accurate and up to date safeguarding logs and registers through the use of digital and paper systems in line with local and national policy and procedures.	✓	

K12	Local safeguarding escalation pathways.		✓
K13	Types of concerns and mechanisms for reporting incidents.		✓
K14	Referral processes and local well-being services for individuals and staff.	✓	
K15	How to make a comprehensive and accurate referral to children or adult social care.	✓	
K16	Safeguarding legislation, local and national policies, procedures and codes of conduct that apply to own role.		✓
K17	How to link safeguarding theory to practice.	✓	
K18	Ways to support the management of safeguarding caseloads working together within the wider team.		✓
K19	The safeguarding process from when a safeguarding concern is raised to the end outcome.		✓
K20	Different communication styles and approaches to suit the needs of individuals views, feelings and cultural influences.	✓	
K21	Principles of reflective practice and peer support related to safeguarding cases and concerns within scope of own role.		✓
K22	Published local and national safeguarding reviews and how they can be applied to practice.	✓	
K23	Legislative safeguarding training requirements and how to deliver training content to stakeholders using different teaching and learning approaches.	✓	
K24	Principles of safeguarding inspections, reviews and audits.		✓
K25	Methods of collating evidence to prepare for external safeguarding inspections, reviews and audits.		✓
K26	How to interpret the results of inspections, reviews and audits to apply feedback to practice.		✓

K27	The importance of continuous professional development and identifying and evaluating own learning and development needs.		✓
K28	Models of safeguarding supervision and how to prepare and access supervision.		✓
K29	How safeguarding can impact on own wellbeing and personal safety.		✓
K30	Principles in supporting colleagues to follow safeguarding policy and procedures.	✓	
K31	Principles of safeguarding culture, safeguarding supervision and compassionate care.		✓
Skills			
S1	Identify and respond to safeguarding concerns within role and responsibilities.		✓
S2	Use person-centred communication.	✓	
S3	Use safeguarding legislation and organisational policies and procedures to advise colleagues on safeguarding matters.		✓
S4	Triage and prioritise safeguarding concerns.		✓
S5	Recommend courses of action in relation to safeguarding concerns.		✓
S6	Tailor safeguarding responses to suit the individuals views, feelings and cultural influences.	✓	
S7	Escalate cases to senior staff in accordance with local policy and procedures.		✓
S8	Report allegations about staff in line with local policies and procedures, whilst maintaining confidentiality.		✓
S9	Use, record and store paper based and digital data and information securely and in line with local and national policies and procedures.	✓	
S10	Share data and information in a safeguarding context in line with local and national policy and procedures.	✓	
S11	Collate and use data to create reports to inform safeguarding meetings, processes and audits.	✓	

S12	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.	✓	
S13	Identify when decisions are not in an individuals best interest and escalate concerns within scope of own role using the local safeguarding escalation pathway.		✓
S14	Recognise and report incidents to own organisation.		✓
S15	Provide emotional and practical support to internal and external stakeholders during safeguarding work.	✓	
S16	Support and supervise internal and external stakeholders to make multi-agency referrals.	✓	
S17	Apply safeguarding legislation, local and national policies, procedures and codes of conduct to safeguarding practice within own role.		✓
S18	Apply safeguarding theory to practice.	✓	
S19	Work together within the wider team to plan and manage safeguarding caseloads.		✓
S20	Comply with the safeguarding process when a safeguarding concern is raised in line with organisational policy.		✓
S21	Use communication styles and approaches to suit the needs of individuals.	✓	
S22	Reflect on own performance within a group environment with other colleagues to inform best safeguarding practice.		✓
S23	Embed lessons learned from local and national safeguarding reviews to practice.	✓	
S24	Assist with the delivery of safeguarding training to stakeholders in accordance with safeguarding training frameworks to ensure stakeholders achieve desired learning outcomes.	✓	
S25	Collate evidence to prepare for external safeguarding inspections, reviews and audits.		✓
S26	Apply feedback from safeguarding inspections, reviews and audits to improve safeguarding practice.		✓

S27	Participate in training and continuous professional development activities and evaluate the impact of learning on own practice.		✓
S28	To seek advice and support from senior staff to preserve own wellbeing and personal safety when required.		✓
Behaviours			
B1	Treat people fairly and with dignity and respect.	✓	
B2	Be caring and compassionate.		✓
B3	Show discretion and empathy whilst maintaining confidentiality.	✓	
B4	Be adaptable and consistent.	✓	
B5	Be self-aware, resilient and objective.		✓
B6	Show honesty and integrity.	✓	
B7	Be professional and courteous.		✓

GRADING & CRITERIA

Assessments contained within this plan will result in the apprentice achieving a Fail, Pass, Merit or Distinction. This decision is dependent on whether they have met the standard and its Assessment criteria. In order to achieve a passing grade, the apprentice must gain a minimum of a Pass in all components of the Assessment. To achieve an overall Merit, the apprentice must achieve a Distinction in the observation method and to achieve an overall Distinction, the apprentice must achieve a Distinction in both assessment methods.

Grading results will be communicated to the apprentice within 10 working days of completion of the final component.

Grades allocated for each component will be Fail, Pass, Merit and Distinction.

The final grade will be decided on the following combinations:

Assessment Methods 1: Presentation with Questions	Assessment Methods 2: Professional Discussion Underpinned by a Portfolio	Overall Grading
Fail	Fail	Fail
Any Grade	Fail	Fail
Fail	Any grade	Fail
Pass	Pass	Pass
Distinction	Pass	Merit
Pass	Distinction	Merit
Distinction	Distinction	Distinction



The Pass and Distinction descriptors can be found in the tables below separated into Presentation with Questions and Professional Discussion Underpinned by a Portfolio of Evidence.

Grading Descriptors for the Presentation with Questions

Learning Outcome	Pass Descriptors	Distinction Descriptors
Communication and Professional Judgement	Explains how person-centred communication methods are used appropriately within safeguarding cases, showing discretion, empathy and respect while maintaining confidentiality. (K2, K5, K20, S2, S6, S21, B1, B3)	Evaluates the impact of adapting communication styles on safeguarding outcomes, justifying how different approaches meet individuals' views, feelings and cultural influences. (K5, K20, S6, S21)
Safeguarding Principles and Application	Explains how safeguarding theory is applied to practice using anonymised case examples, including how learning from local and national safeguarding reviews informs decision-making. (K17, K22, S18, S23)	Analyses how embedding learning from safeguarding reviews has improved their own safeguarding practice and professional judgement. (K22, S23)
Data Management and Recording	Explains how safeguarding data and information is recorded, stored and shared securely in line with local and national policies and procedures, including maintaining accurate safeguarding logs and registers. (K8, K9, K11, S9, S10, S12, B6)	Evaluates how effective use of safeguarding data and recording systems supports decision-making, audits and safeguarding outcomes. (K9, K11, S11)
Referrals and Safeguarding Processes	Describes how referrals are made accurately and appropriately, including use of local referral pathways and wellbeing services, and how information is shared proportionately. (K14, K15, S10, S11)	Analyses how the quality and timeliness of referrals impacts safeguarding outcomes and multi-agency effectiveness. (K14, K15, S11)
Developing and Supporting Others	Explains how they support colleagues to follow safeguarding policies and procedures and contribute to safeguarding training activities where appropriate. (K23, K30, S15, S16, S24, B4)	Evaluates different approaches used to support and guide colleagues and stakeholders, justifying how these approaches improve safeguarding practice. (K23, K30, S24)

Grading Descriptors for the Professional Discussion Underpinned by a Portfolio of Evidence

Learning Outcome	Pass Descriptors	Distinction Descriptors
Collaboration	Explains how and when safeguarding concerns are escalated using local safeguarding escalation pathways and within the scope of own role. Describes how they work professionally with colleagues and multi-agency partners to support the management of safeguarding caseloads. (K12, K18, S13, S19, B7)	Evaluates the effectiveness of collaboration and escalation decisions, analysing how multi-agency working contributes to improved safeguarding outcomes. (K18, S19)
Safeguarding Practice	Explains the principles of safeguarding and how safeguarding concerns are identified, prioritised and responded to in line with organisational policies and procedures. Describes the safeguarding process from initial concern to outcome and how professional judgement is applied. (K1, K4, K13, K19, S1, S4, S5, S20, B2)	Analyses the impact of safeguarding decisions made, including how prioritisation and actions taken influenced safeguarding outcomes and reduced risk. (K4, S4, S5)
Legislation, Policy and Procedures	Explains how safeguarding legislation, local and national policies, procedures and codes of conduct are applied to own role. Describes how concerns, complex cases and allegations against staff are escalated and managed in line with policy, maintaining confidentiality. (K3, K6, K7, K16, S3, S7, S8, S17)	Evaluates the application of legislation and policy in complex safeguarding situations, justifying decision-making and explaining the potential consequences of incorrect application. (K16, S17)
Personal Development and Wellbeing	Explains how reflective practice, supervision and continuous professional development are used to improve safeguarding practice. Describes how personal wellbeing and resilience are maintained when dealing with safeguarding cases. (K21, K27, K29, S22, S27, S28, B5)	Evaluates how reflective practice, professional development and supervision have enhanced safeguarding practice, resilience and contribution to a positive safeguarding culture. (K21, K31, S22)

Re-sit / Re-take

If an apprentice Fails one or more component, they will be offered the opportunity to re-sit / re-take the component(s). It is then up to the apprentice's employer how many attempts an apprentice is given.

The timescale for a re-sit typically takes 1 month and a re-take 3 months (dependent on how much re-training is required). All assessment methods must be taken within a 6-month period, otherwise the entire EPA will need to be resat / retaken.

Where any assessment method must be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of Pass. Re-sits and re-takes are not offered to an apprentice wishing to move from Pass to a higher grade.

MOCK PROFESSIONAL DISCUSSION

It is the responsibility of the employer and training provider to complete Mock Professional Discussions with the apprentice and the responsibility of the apprentice to ensure they have practiced answering questions for their Assessment.

Professional Discussion materials will be given to the training providers when registering learners with NQual.

A Mock Professional Discussion should take a maximum of 60 minutes.





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