

The logo for Training Qualifications UK, featuring the text 'Training Qualifications UK' in white and blue, with a yellow arc above the text.

Training
Qualifications UK

A photograph of two women in conversation. The woman on the left is smiling and looking towards the woman on the right. The background is slightly blurred, showing what appears to be an indoor setting with greenery and wooden structures.

TQUK Level 3 End-Point Assessment for
ST1030 Safeguarding Support Officer
V1.0

Standard Specification

Decorative elements at the bottom of the page, including a yellow dotted pattern on the left, a yellow hexagon outline on the right, and a yellow diagonal line on the right.

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Key Information

Reference:	ST1030
Version:	V1.0
Level:	3
Typical duration to gateway:	18 months
Typical EPA period:	3 months
Maximum funding:	£7,000
Route:	Care services
Approved for delivery:	14 October 2024
Date updated:	06 November 2024
Lars code:	786
EQA provider:	Ofqual
Review:	This apprenticeship standard will be reviewed in accordance with the IfATE change request policy
Qualification Number	610/5248/6

Apprenticeship Summary

Overview of the Role

Support statutory safeguarding responsibilities and demonstrate how organisations work to protect an individual's health, wellbeing and human rights. Enable individuals to live free from harm, abuse and neglect.

Occupation Summary

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.

Safeguarding support officers:

- have an emphasis on preventative safeguarding and cooperate with different organisations to support in making informed decisions in the safeguarding of children and adults
- will be skilled in recognising and responding to emerging safeguarding needs, initiating and advocating early intervention when a problem first arises
- will be knowledgeable in multi-agency early help strategies, referral pathways and key legislation and processes to help prevent children, young people and adults with care and support needs being referred into safeguarding services
- will be able to support staff in developing professional curiosity and how to ask the right questions to gain the information needed to complete any risk assessments.
- ensure that wellbeing is promoted, having regard to the individual's views, wishes, feelings and cultural influences in deciding on any action and recognising vulnerable individuals are less likely to identify abuse or report it.

The broad purpose of the occupation is to work alongside designated safeguarding leads to support and enable their employing organisation to safeguard the vulnerable populations they work with. 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.

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. A safeguarding support officer will report into the designated lead for safeguarding within their organisation.

An employee in this occupation will be responsible for responding and triaging initial safeguarding concerns. This will include investigating the concern, seeking advice as needed and signposting and or referring to the most appropriate person or organisation. Safeguarding support officers will assist practitioners to collate and assess information and intelligence to prepare an accurate account of the safeguarding concerns to ensure a high-quality referral is made to ensure that the most appropriate action is taken to safeguard the vulnerable persons.

Safeguarding support officers will also be responsible for recognising and responding to early signs of abuse and neglect in vulnerable children, young people and adults and supporting staff within their employing organisation to report concerns about the safety of individuals working alongside external organisations and agencies to adhere to safeguarding best practice principles.

Typical Job Titles

- Safeguarding advisor
- Safeguarding assistant
- Safeguarding coordinator

Professional Recognition

This apprenticeship is not aligned to professional recognition.

Assessment Methods

The end-point assessment (EPA) for this standard consists of two assessment methods/components:



Presentation with questions



Professional discussion underpinned by a portfolio of evidence

Assessment Order

The assessment methods can be delivered in any order. The result of one assessment method does not need to be known before starting the next.

EPA Window

The EPA period starts when Training Qualifications UK (TQUK) confirms the gateway requirements have been met and is typically three months.

Gateway Considerations

Before the apprentice can start their EPA, the training provider is required to upload the following:

- Photo ID
- Portfolio of evidence

At gateway, the training provider is also requested sign a declaration to confirm that the English and maths requirements have been met in line with the funding rules.

Presentation with Questions

Overview

In the presentation with questions, the apprentice will deliver a presentation on a set subject to the End-Point Assessor. The assessor must then ask questions after the presentation. It must be structured to give the apprentice the opportunity to demonstrate the knowledge, skills, and behaviours (KSBs) mapped to this assessment method to the highest available grade.

The presentation and questions must last **45 minutes**. The End-Point Assessor has the discretion to increase this time by up to 10% to allow the apprentice to complete their last point or respond to a question if necessary. The presentation will typically last **25 minutes**, and the questioning will typically last **20 minutes**.

The presentation with questions must take place in a suitable venue, for example the employer's premises, in a [controlled environment](#), free from any distractions. The presentation with questions can be conducted by video conferencing using Microsoft Teams.

Presentation

The presentation must cover an anonymised case review of a safeguarding case or cases which the apprentice has supported and 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 presentation materials, along with any technical requirements for the presentation, must be submitted by the **end of week two** of the EPA period. The End-Point Assessor must have at least **two weeks** to review any presentation materials before the presentation is delivered by the apprentice to allow them to prepare questions. The apprentice must also have at least **two weeks' notice** of the presentation.

During the presentation, the apprentice must have access to:

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

Questions

The End-Point Assessor must ask **at least eight questions** after the presentation. Follow up questions are allowed where clarification is required.

The questions are asked in order to:

- verify that the activity was completed by the apprentice
- seek clarification where required
- assess the level of competence against the grading descriptors
- assess those KSBs that the apprentice did not have the opportunity to demonstrate with the presentation (although these should be kept to a minimum).

Grading

The End-Point Assessor must make the grading decision.

This assessment is graded fail, pass, or distinction according to the [grading criteria](#).

To achieve a pass in this assessment, the apprentice must meet all the pass criteria. To be awarded a distinction, they must meet all the pass criteria and all the distinction criteria.

If the apprentice does not meet all the pass criteria, this assessment will be graded as a fail.

Presentation with Questions- KSBs and Grading Criteria

Communication	
Pass	Explains the methods of person-centred communication and how they use them. (K2, S2)
	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)
	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)
Dist.	Evaluates the potential impact on safeguarding responses where they are not tailored to meet individual's views, feelings and cultural influences. (K5, S6)
K2 Methods for person-centred communication.	
K5 Ways of tailoring responses to safeguarding cases to suit the individuals views, feelings and cultural influences.	
K20 Different communication styles and approaches to suit the needs of individuals views, feelings and cultural influences.	
S2 Use person-centred communication.	
S6 Tailor safeguarding responses to suit the individuals views, feelings and cultural influences.	
S21 Use communication styles and approaches to suit the needs of individuals.	
B1 Treat people fairly and with dignity and respect.	
B3 Show discretion and empathy whilst maintaining confidentiality.	
Safeguarding principles	
Pass	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)
Dist.	Evaluates lessons learned from published local and national safeguarding reviews and how they impact on their own safeguarding practice. (K22, S23)
K17 How to link safeguarding theory to practice.	
K22 Published local and national safeguarding reviews and how they can be applied to practice.	
S18 Apply safeguarding theory to practice.	
S23 Embed lessons learned from local and national safeguarding reviews to practice.	

Data management and recording	
Pass	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)
	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)
	Explains how they collate and use data to create reports to inform safeguarding meetings, processes and audits. (S11)
	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)
	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)
Dist.	Analyses how they use data to create reports to inform safeguarding meetings, processes and audits. (S11)
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.	
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.	
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.	
B6 Show honesty and integrity.	

Developing and supporting others	
Pass	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)
	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)
Dist.	Compares different teaching and learning approaches and how they determine the approach to meet stakeholders desired learning outcomes. (K23, S24)
	Evaluates the methods they use to support and supervise colleagues, internal and external stakeholders to follow safeguarding policy and procedures. (K30)
K23 Legislative safeguarding training requirements and how to deliver training content to stakeholders using different teaching and learning approaches.	
K30 Principles in supporting colleagues to follow safeguarding policy and procedures.	
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.	
S24 Assist with the delivery of safeguarding training to stakeholders in accordance with safeguarding training frameworks to ensure stakeholders achieve desired learning outcomes.	
B4 Be adaptable and consistent.	

Portfolio of Evidence

Apprentices must compile a portfolio containing anonymised evidence during the on-programme period of the apprenticeship to demonstrate the knowledge, skills and behaviours (KSBs) that the professional discussion will assess. The portfolio will typically contain minimum of **10 discrete pieces of evidence**.

Evidence should be mapped against the KSBs assessed by the professional discussion and may be used to demonstrate more than one KSB. The apprentice must provide evidence for all the KSBs. Incomplete portfolios will be rejected at the gateway stage.

The apprentice is able to use the Portfolio Mapping and Tracking Form to identify which piece of evidence meets each KSB.

Evidence sources may include:

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

Any employer contributions to the portfolio of evidence should focus on direct observation of performance (a witness statement, for example) rather than opinions.

This is not a definitive list; other evidence sources are possible. However, the evidence provided must be valid and attributable to the apprentice.

The portfolio of evidence should not include reflective accounts or any methods of self-assessment.

As the portfolio is to underpin the professional discussion, it is not directly assessed or marked. It will only be reviewed to prepare questions for the professional discussion, and the End-Point Assessor will not be required to give feedback on the portfolio after this review.

Professional Discussion

underpinned by a portfolio of evidence

Assessment Overview

In the professional discussion, the End-Point Assessor and the apprentice have a formal two-way conversation to allow the apprentice to demonstrate the [knowledge, skills and behaviours \(KSBs\)](#) mapped to this assessment method.

The End-Point Assessor will conduct and assess the professional discussion, which must be structured to give the apprentice the opportunity to demonstrate the KSBs to the highest available grade.

The purpose is to assess the apprentice's competence against the following themes:

- collaboration
- safeguarding practice
- legislation, policy and procedures
- personal development.

The End-Point Assessor must have at least **two weeks** to review the supporting documentation in the portfolio of evidence. The assessor must give the apprentice **two weeks' notice** of the date of the professional discussion.

The apprentice must have access to their portfolio of evidence during the professional discussion so they can refer to and use evidence from it to illustrate their answers.

The professional discussion must last for **60 minutes**. The End-Point 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 End-Point Assessor must ask at least **12 questions**. Follow-up questions are allowed where clarification is required. The assessor's questions must assess the depth of understanding of the KSBs, draw out contextualised examples and to further clarify skills demonstrated in the portfolio of evidence.

The professional discussion must take place in a suitable venue, for example the employer's premises, in a [controlled environment](#), free from any distractions. The professional discussion can be conducted by video conferencing using Microsoft Teams.

Grading

The End-Point Assessor must make the grading decision.

This assessment is graded fail, pass, or distinction, according to the [grading criteria](#).

To achieve a pass in this assessment, the apprentice must meet all the pass criteria. To be awarded a distinction, they must meet all the pass criteria and all the distinction criteria.

If the apprentice does not meet all the pass criteria, this assessment will be graded as a fail.

Professional Discussion - KSBs and Grading Criteria

Collaboration	
Pass	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)
	Describes how they work professionally and courteously with the wider team to support management of safeguarding caseloads. (K18, S19, B7)
Dist.	Evaluates the benefits of working with the wider team to manage safeguarding caseloads. (K18, S19)
K12 Local safeguarding escalation pathways.	
K18 Ways to support the management of safeguarding caseloads working together within the wider team.	
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.	
S19 Work together within the wider team to plan and manage safeguarding caseloads.	
B7 Be professional and courteous.	
Safeguarding practice	
Pass	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).
	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)
	Explains how they triage, prioritise and recommend courses of action for safeguarding concerns within scope of own role. (K4, S4, S5)
	Describes the principles and purpose of safeguarding inspections, reviews and audits and how they collate evidence. (K24, K25, S25)
	Explains how they interpret the results of inspections and apply feedback to improve practice. (K26, S26)
Dist.	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)
	Analyses the potential impact of poor decision making on prioritisation of safeguarding concerns. (K4, S4, S5)
	Summarises how they can always be prepared for external safeguarding inspections, reviews and audits. (K24, S25)
	Articulates the benefits of safeguarding supervision and compassionate care as demonstrated by a safeguarding culture (K31)

Safeguarding practice
K1 Principles of safeguarding and how to respond to safeguarding concerns within own scope of practice and organisational protocol.
K4 The priority and recommended course of action of different safeguarding concerns based on local and national guidance.
K13 Types of concerns and mechanisms for reporting incidents.
K19 The safeguarding process from when a safeguarding concern is raised to the end outcome.
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.
K28 Models of safeguarding supervision and how to prepare and access supervision.
K31 Principles of safeguarding culture, safeguarding supervision and compassionate care.
S1 Identify and respond to safeguarding concerns within role and responsibilities.
S4 Triage and prioritise safeguarding concerns.
S5 Recommend courses of action in relation to safeguarding concerns.
S14 Recognise and report incidents to own organisation.
S20 Comply with the safeguarding process when a safeguarding concern is raised in line with organisational policy.
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.
B2 Be caring and compassionate.

Legislation, policy and procedures	
Pass	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)
	Explains when and how they escalate complex cases to senior staff in line with policy and procedure. (K6, S7)
	Explains local policy and procedures on whistleblowing and how to report allegations against staff whilst maintaining confidentiality. (K7, S8)
Dist.	N/A
K3 How to offer safeguarding advice based on legislation, working in remit of own role.	
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.	
K16 Safeguarding legislation, local and national policies, procedures and codes of conduct that apply to own role.	
S3 Use safeguarding legislation and organisational policies and procedures to advise colleagues on safeguarding matters.	
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.	
S17 Apply safeguarding legislation, local and national policies, procedures and codes of conduct to safeguarding practice within own role.	

Personal development	
Pass	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)
	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)
	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)
Dist.	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)
	K21 Principles of reflective practice and peer support related to safeguarding cases and concerns within scope of own role.
	K27 The importance of continuous professional development and identifying and evaluating own learning and development needs.
	K29 How safeguarding can impact on own wellbeing and personal safety.
	S22 Reflect on own performance within a group environment with other colleagues to inform best 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.
	B5 Be self-aware, resilient and objective.

Overall Grading

The overall grades available for this apprenticeship are fail, pass, merit, or distinction. Each assessment component is graded individually. Once an apprentice has completed all assessment components, the grades are combined as described in the table below to determine an apprentice's overall grade.

Presentation with questions	Professional Discussion underpinned by a portfolio of evidence	Overall Grade
A fail in any assessment component will result in a fail overall		
Pass	Pass	Pass
Distinction	Pass	Merit
Pass	Distinction	Merit
Distinction	Distinction	Distinction

Resits and Retakes

If an apprentice fails one or more assessment method(s), they are eligible for a resit or a retake at their employer's discretion. The apprentice's employer needs to agree that a resit or retake is appropriate.

A resit does not need further learning, whereas a retake does. The apprentice should have a supportive action plan to prepare for a resit or a retake.

Resits are typically taken within one month of the fail notification. The timescale for a retake is dependent on how much retraining is required, but they are typically taken within three months of the fail notification.

Failed assessment methods must be resat or retaken within a six-month period from the fail notification, otherwise the entire EPA will need to be resat or retaken in full.

If an apprentice requires a resit or retake, their EPA grade will be capped at a pass, unless Training Qualifications UK determines there are exceptional circumstances.

Resits and retakes are not offered to an apprentice wishing to move from pass to a higher grade.

Appeals

Training Qualifications UK's Appeals Policy, including time frames, can be found [here](#).