

STA Excel Me Level 3 End Point Assessment for ST1030 Safeguarding Support Officer

Specification



The Standard and Assessment Methods

Standard title and version	Safeguarding Support Officer 1.0
Standard code	ST1030
Level	3
Duration of EPA	3 months

Assessment Methods

During EPA the apprentice must complete three assessment methods as outlined in the table below.

Assessment Method	Timings
Presentation with questions	45 minutes can increase by up to 10%
Professional discussion underpinned by portfolio	60 minutes can increase by up to 10%

Gateway Requirements

Prior to EPA, the following requirements must be met by the apprentice.

Requirement	Description
Occupational competency	The training provider and employer agree the apprentice has sufficiently met the KSBs within the assessment plan.
Gateway declaration	The training provider, employer and apprentice must sign and submit the gateway declaration.
Functional skills	Complete training towards English and mathematics qualifications in line with the apprenticeship funding rules.
Portfolio of Evidence	<p>The apprentice must compile a portfolio of evidence during the on-programme period of the apprenticeship. It should only contain anonymised evidence related to the KSBs that will be assessed by the professional discussion. It will typically contain minimum of 10 discrete pieces of evidence. Evidence must be mapped against the KSBs. Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested.</p> <p>Evidence sources may include:</p> <ul style="list-style-type: none">• 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

Assessment can only take place once these requirements have been met.

Grading

Grades from individual assessment methods must be combined in the following way to determine the grade of the EPA overall.

Presentation with questions	Professional discussion underpinned by 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

Retake and Resits

If the apprentice fails one assessment method or more, they can take a re-sit or a re-take at their employer's discretion. The apprentice's employer needs to agree that a re-sit or re-take is appropriate. A re-sit does not need further learning, whereas a re-take does. The apprentice should have a supportive action plan to prepare for a re-sit or a re-take.

The employer and Excel Me will agree the timescale for a re-sit or re-take. A re-sit is typically taken within 1 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 3 months of the EPA outcome notification.

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.

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

The apprentice will get a maximum EPA grade of pass if they need to re-sit or re-take one or more assessment methods, unless Excel Me determines there are exceptional circumstances.

Results and Certification

Once all assessments have been successfully completed a final grade will be allocated. Confirmation of achievement will be communicated to the apprentice employer and training provider. Excel Me will claim certificates via the Institute for Apprenticeships and Technical Education (IfATE) and sent to the address provided during the planning meeting.

Assessment Location

Assessment	Assessment Location
Presentation with questions	Remote
Professional discussion underpinned by portfolio	Remote

Language of Assessment

All assessments are conducted in English unless a reasonable adjustment is in place.

Reasonable Adjustment

Reasonable adjustments are changes made to an assessment or to the way an assessment is conducted that reduce or remove a disadvantage caused by a student's disability. Further information on reasonable adjustment can be found within the Excel Me Reasonable Adjustment policy made available on the Excel Me website.

If an apprentice requires adjustment to their assessment, this must be recorded at the planning meeting.

End Point Assessment Components

1. Presentation with Questions

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 purpose of the presentation is to allow the apprentice to demonstrate their competence against the grading descriptors.

The apprentice must submit any presentation materials to Excel Me by the end of week 2 of the EPA period.

The presentation and questions must last 45 minutes. This will typically include a presentation of 25 minutes and questioning lasting 20 minutes. The independent assessor must use the full time available for questioning. The independent assessor can increase the total time of the presentation and questioning by up to 10%.

The apprentice will be asked 8 questions from a question bank or from questions that the assessor has created.

Grading Criteria

Theme KSBs	Pass Apprentices must demonstrate all of the pass descriptors	Distinction Apprentices must demonstrate all of the pass descriptors and all of the distinction descriptors
Communication K2 K5 K20 S2 S6 S21 B1 B3	<p>Explains the methods of person-centred communication and how they use them. (K2, S2)</p> <p>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)</p> <p>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)</p>	<p>Evaluates the potential impact on safeguarding responses where they are not tailored to meet individual's views, feelings and cultural influences. (K5, S6)</p>
Safeguarding principles K17 K22 S18 S23	<p>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>Evaluates lessons learned from published local and national safeguarding reviews and how they impact on their own safeguarding practice. (K22, S23)</p>
Data management and recording K8 K9 K10 K11 K14 K15 S9 S10 S11 S12 B6	<p>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)</p> <p>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)</p>	<p>Analyses how they use data to create reports to inform safeguarding meetings, processes and audits. (S11)</p>

	<p>Explains how they collate and use data to create reports to inform safeguarding meetings, processes and audits. (S11)</p> <p>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>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)</p>	
<p>Developing and supporting others K23 K30 S15 S16 S24 B4</p>	<p>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>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)</p>	<p>Compares different teaching and learning approaches and how they determine the approach to meet stakeholders desired learning outcomes. (K23, S24)</p> <p>Evaluates the methods they use to support and supervise colleagues, internal and external stakeholders to follow safeguarding policy and procedures. (K30)</p>

2. Professional Discussion underpinned by Portfolio

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

- Collaboration
- Safeguarding practice
- Legislation, policy and procedures
- Personal development

The purpose of the independent assessor's questions will be to assess the depth of understanding of the KSBs, draw out contextualised examples and to further clarify skills demonstrated in the portfolio of evidence.

The apprentice must have access to their portfolio of evidence during the professional discussion.

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence however, the portfolio of evidence is not directly assessed.

The professional discussion must last for 60 minutes. The independent assessor can increase the time of the professional discussion by up to 10%. This time is to allow the apprentice to respond to a question if necessary. During this assessment component, the assessor will ask at least 12 questions which may also include follow-up questions to clarify understanding.

Grading Criteria

Theme KSBs	Pass Apprentices must demonstrate all of the pass descriptors	Distinction Apprentices must demonstrate all of the pass descriptors and all of the distinction descriptors
Collaboration K12 K18 S13 S19 B7	<p>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)</p> <p>Describes how they work professionally and courteously with the wider team to support management of safeguarding caseloads. (K18, S19, B7)</p>	Evaluates the benefits of working with the wider team to manage safeguarding caseloads. (K18, S19)
Safeguarding practice K1 K4 K13 K19 K24 K25 K26 K28 K31 S1 S4 S5 S14 S20 S25 S26 B2	<p>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).</p> <p>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)</p> <p>Explains how they triage, prioritise and recommend courses of action for safeguarding concerns within scope of own role. (K4, S4, S5)</p> <p>Describes the principles and purpose of safeguarding inspections, reviews and audits and how they collate evidence. (K24, K25, S25)</p>	<p>Analyses the potential impact of poor decision making on prioritisation of safeguarding concerns. (K4, S4, S5)</p> <p>Summarises how they can always be prepared for external safeguarding inspections, reviews and audits. (K24, S25)</p> <p>Articulates the benefits of safeguarding supervision and compassionate care as demonstrated by a safeguarding culture (K31)</p>

	<p>Explains how they interpret the results of inspections and apply feedback to improve practice. (K26, S26)</p> <p>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)</p>	
<p>Legislation policy and procedures K3 K6 K7 K16 S3 S7 S8 S17</p>	<p>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>Explains when and how they escalate complex cases to senior staff in line with policy and procedure. (K6, S7)</p> <p>Explains local policy and procedures on whistleblowing and how to report allegations against staff whilst maintaining confidentiality. (K7, S8)</p>	None
<p>Personal development K21 K27 K29 S22 S27 S28 B5</p>	<p>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)</p> <p>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)</p> <p>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)</p>	<p>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)</p>

Mapping of KSBs to grade themes

Presentation with questions

KSBs grouped by theme	Knowledge	Skills	Behaviour
<p>Communication</p> <p>K2 K5 K20</p> <p>S2 S6 S21</p> <p>B1 B3</p>	<p>Methods for person-centred communication. (K2)</p> <p>Ways of tailoring responses to safeguarding cases to suit the individuals views, feelings and cultural influences. (K5)</p> <p>Different communication styles and approaches to suit the needs of individuals views, feelings and cultural influences. (K20)</p>	<p>Use person-centred communication. (S2)</p> <p>Tailor safeguarding responses to suit the individuals views, feelings and cultural influences. (S6)</p> <p>Use communication styles and approaches to suit the needs of individuals. (S21)</p>	<p>Treat people fairly and with dignity and respect. (B1)</p> <p>Show discretion and empathy whilst maintaining confidentiality. (B3)</p>
<p>Safeguarding principles</p> <p>K17 K22</p> <p>S18 S23</p>	<p>How to link safeguarding theory to practice. (K17)</p> <p>Published local and national safeguarding reviews and how they can be applied to practice. (K22)</p>	<p>Apply safeguarding theory to practice. (S18)</p> <p>Embed lessons learned from local and national safeguarding reviews to practice. (S23)</p>	<p>None</p>

<p>Data management and recording</p> <p>K8 K9 K10 K11 K14 K15 S9 S10 S11 S12 B6</p>	<p>Ways to use, record and store paper based, digital data and information securely, in line with local and national policies and procedures. (K8)</p> <p>When and how to share data and information in a safeguarding context, in line with local and national policy and procedures. (K9)</p> <p>Data sources available to inform safeguarding decisions, in line with local policy and procedures. (K10)</p> <p>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. (K11)</p> <p>Referral processes and local well-being services for individuals and staff. (K14)</p> <p>How to make a comprehensive and accurate referral to children or adult social care. (K15)</p>	<p>Use, record and store paper based and digital data and information securely and in line with local and national policies and procedures. (S9)</p> <p>Share data and information in a safeguarding context in line with local and national policy and procedures. (S10)</p> <p>Collate and use data to create reports to inform safeguarding meetings, processes and audits. (S11)</p> <p>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. (S12)</p>	<p>Show honesty and integrity. (B6)</p>
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Developing and supporting others K23 K30 S15 S16 S24 B4	Legislative safeguarding training requirements and how to deliver training content to stakeholders using different teaching and learning approaches. (K23) Principles in supporting colleagues to follow safeguarding policy and procedures. (K30)	Provide emotional and practical support to internal and external stakeholders during safeguarding work. (S15) Support and supervise internal and external stakeholders to make multi-agency referrals. (S16) Assist with the delivery of safeguarding training to stakeholders in accordance with safeguarding training frameworks to ensure stakeholders achieve desired learning outcomes. (S24)	Be adaptable and consistent. (B4)
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Mapping of KSBs to grade themes

Professional discussion underpinned by portfolio

KSBs grouped by theme	Knowledge	Skills	Behaviour
Collaboration K12 K18 S13 S19 B7	Local safeguarding escalation pathways. (K12) Ways to support the management of safeguarding caseloads working together within the wider team. (K18)	Identify when decisions are not in an individuals best interest and escalate concerns within scope of own role using the local safeguarding escalation pathway. (S13) Work together within the wider team to plan and manage safeguarding caseloads. (S19)	Be professional and courteous. (B7)
Safeguarding practice K1 K4 K13 K19 K24 K25 K26 K28 K31 S1 S4 S5 S14 S20 S25 S26 B2	Principles of safeguarding and how to respond to safeguarding concerns within own scope of practice and organisational protocol. (K1) The priority and recommended course of action of different safeguarding concerns based on local and national guidance. (K4) Types of concerns and mechanisms for reporting incidents. (K13) The safeguarding process from when a safeguarding concern is raised to the end outcome. (K19) Principles of safeguarding inspections, reviews and audits. (K24)	Identify and respond to safeguarding concerns within role and responsibilities. (S1) Triage and prioritise safeguarding concerns. (S4) Recommend courses of action in relation to safeguarding concerns. (S5) Recognise and report incidents to own organisation. (S14) Comply with the safeguarding process when a safeguarding concern is raised in line with organisational policy. (S20) Collate evidence to prepare for external safeguarding inspections, reviews and audits. (S25)	Be caring and compassionate. (B2)

	<p>Methods of collating evidence to prepare for external safeguarding inspections, reviews and audits. (K25)</p> <p>How to interpret the results of inspections, reviews and audits to apply feedback to practice. (K26)</p> <p>Models of safeguarding supervision and how to prepare and access supervision. (K28)</p> <p>Principles of safeguarding culture, safeguarding supervision and compassionate care. (K31)</p>	<p>Apply feedback from safeguarding inspections, reviews and audits to improve safeguarding practice. (S26)</p>	
<p>Legislation policy and procedures K3 K6 K7 K16 S3 S7 S8 S17</p>	<p>How to offer safeguarding advice based on legislation, working in remit of own role. (K3)</p> <p>When and how to escalate complex cases to senior staff in line with local policy and procedures. (K6)</p> <p>Local policy and procedures relating to safeguarding allegations against staff, including whistleblowing, and how to report allegations whilst maintaining confidentiality. (K7)</p> <p>Safeguarding legislation, local and national policies, procedures and codes of conduct that apply to own role. (K16)</p>	<p>Use safeguarding legislation and organisational policies and procedures to advise colleagues on safeguarding matters. (S3)</p> <p>Escalate cases to senior staff in accordance with local policy and procedures. (S7)</p> <p>Report allegations about staff in line with local policies and procedures, whilst maintaining confidentiality. (S8)</p> <p>Apply safeguarding legislation, local and national policies, procedures and codes of conduct to safeguarding practice within own role. (S17)</p>	None
<p>Personal development K21</p>	<p>Principles of reflective practice and peer support related to safeguarding</p>	<p>Reflect on own performance within a group environment with other colleagues</p>	<p>Be self-aware, resilient and objective. (B5)</p>

<p>K27 K29 S22 S27 S28 B5</p>	<p>cases and concerns within scope of own role. (K21)</p> <p>The importance of continuous professional development and identifying and evaluating own learning and development needs. (K27)</p> <p>How safeguarding can impact on own wellbeing and personal safety. (K29)</p>	<p>to inform best safeguarding practice. (S22)</p> <p>Participate in training and continuous professional development activities and evaluate the impact of learning on own practice. (S27)</p> <p>To seek advice and support from senior staff to preserve own wellbeing and personal safety when required. (S28)</p>	
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