Safeguarding support officer

Key information

☑ Proposal approved ☑ Occupational standard approved

☑ End-point assessment plan approved ☐ Funding approved

Reference: ST1030
Level: 3
Typical duration to gateway: 18 months
Typical EPA period: 3 months

Route: Care services
Integration: None
Date updated: 02/08/2024
EQA provider: Ofqual
Review: this apprenticeship will be reviewed in accordance with our change request policy.

End-point assessment plan

Introduction and overview

This document explains the requirements for end-point assessment (EPA) for the safeguarding support officer apprenticeship. End-point assessment organisations (EPAOs) must follow this when designing and delivering the EPA.

Safeguarding support officer apprentices, their employers and training providers should read this document.

A full-time safeguarding support officer apprentice typically spends 18 months on-programme. The apprentice must spend at least 12 months on-programme and complete the required amount of off-the-job training in line with the apprenticeship funding rules.

The EPA should be completed within an EPA period lasting typically 3 months.

The apprentice must complete their training and meet the gateway requirements before starting their EPA. The EPA will assess occupational competence.

An approved EPAO must conduct the EPA for this apprenticeship. Employers must work with the training provider to select an approved EPAO from the apprenticeship providers and assessment register (APAR).

This EPA has 2 assessment methods.

The grades available for each assessment method are below.

Assessment method 1 - presentation with questions:

- fail
- pass
- distinction

Assessment method 2 - professional discussion underpinned by portfolio:

- fail
- pass
- distinction

The result from each assessment method is combined to decide the overall apprenticeship grade. The following grades are available for the apprenticeship:

- fail
- pass
- merit
- distinction

EPA summary table

On-programme - typically 18 months	The apprentice must: • complete training to develop the knowledge, skills and behaviours (KSBs) outlined in this apprenticeship's standard • complete training towards English and mathematics qualifications in line with the apprenticeship funding rules • compile a portfolio of evidence
End-point assessment gateway	The apprentice's employer must be content that the apprentice is occupationally competent. The apprentice must: • confirm they are ready to take the EPA • have achieved English and mathematics qualifications in line with the apprenticeship funding rules For the professional discussion underpinned by portfolio, the apprentice must submit a portfolio of evidence. Gateway evidence must be submitted to the EPAO, along with any organisation specific policies and procedures requested by the EPAO.
End-point assessment - typically 3 months	**The grades available for each assessment method are below** Presentation with questions: • fail • pass • distinction Professional discussion underpinned by portfolio: • fail • pass • distinction **Overall EPA and apprenticeship can be graded:** • fail • pass • merit • distinction

Duration of end-point assessment period

The EPA is taken in the EPA period. The EPA period starts when the EPAO confirms the gateway requirements have been met and is typically 3 months.

The EPAO should confirm the gateway requirements have been met and start the EPA as quickly as possible.

EPA gateway

The apprentice's employer must be content that the apprentice is occupationally competent. That is, they are deemed to be working at or above the level set out in the apprenticeship standard and ready to undertake the EPA. The employer may take advice from the apprentice's training provider, but the employer must make the decision. The apprentice will then enter the gateway.

The apprentice must meet the gateway requirements before starting their EPA.

They must:

- confirm they are ready to take the EPA

- have achieved English and mathematics qualifications in line with the apprenticeship funding rules

- submit a portfolio of evidence for the professional discussion underpinned by portfolio

Portfolio of evidence requirements:

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.

Evidence sources 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; other evidence sources can be included.

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 should be valid and attributable to the apprentice; the portfolio of evidence should contain a statement from the employer and apprentice confirming this.

The EPAO should not assess the portfolio of evidence directly as it underpins the discussion. The independent assessor should review the portfolio of evidence to prepare questions for the discussion. They are not required to provide feedback after this review.

Gateway evidence must be submitted to the EPAO, along with any organisation specific policies and procedures requested by the EPAO.

Order of assessment methods

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.

Presentation with questions

Overview

In the presentation with questions, the apprentice delivers a presentation to an independent assessor on a set subject. The independent assessor must ask questions after the presentation. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

Rationale

This assessment method is being used because:

- it assesses understanding of a subject

- it assesses knowledge and skills that cannot be directly observed in practice because, of the confidentiality aspect to this role

- it allows the apprentice to directly demonstrate applying theory to practice linked to the mapped KSBs

- it provides the opportunity to use authentic workplace contexts which increases assessment validity in relation to the occupational role

- it allows for the presentation of evidence and testing of responses where there are a range of potential answers

- it can be conducted remotely, potentially reducing cost.

Delivery

The presentation with questions must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

An independent assessor must conduct and assess the 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 the EPAO by the end of week 2 of the EPA period. The apprentice must notify the EPAO, at that point, of any technical requirements for the presentation.

During the presentation, the apprentice must have access to:

- audio-visual presentation equipment

- flip chart and writing and drawing materials

- computer

The independent assessor must have at least 2 weeks to review any presentation materials, before the presentation is delivered by the apprentice, to allow them to prepare questions. The EPAO must give the apprentice at least 2 weeks' notice of the presentation assessment.

The independent assessor must ask questions after the presentation.

The purpose of the questions is:

- to verify that the activity was completed by the apprentice

- to seek clarification where required

- to assess those KSBs that the apprentice did not have the opportunity to demonstrate with the presentation, although these should be kept to a minimum

- to assess the level of competence against the grading descriptors

Due to the sensitive and potentially distressing nature of the content being discussed within the presentation, EPAOs must ensure that robust processes are in place should a learner become distressed during the assessment. A pause to the presentation timing is acceptable if a learner requires a break or time to compose themselves before continuing the assessment. The integrity of the EPA must be maintained throughout.

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%. This time is to allow the apprentice to complete their last point or respond to a question if necessary.

The independent assessor must ask at least 8 questions. They must use the questions from the EPAO's question bank or create their own questions in line with the EPAO's training. Follow up questions are allowed where clarification is required.

The apprentice may choose to end the assessment method early. The apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method. The independent assessor or EPAO must ensure the apprentice is fully aware of all assessment requirements. The independent assessor or EPAO cannot suggest or choose to end the assessment methods early, unless in an emergency. The EPAO is responsible for ensuring the apprentice understands the implications of ending an assessment early if they choose to do so. The independent assessor may suggest the assessment continues. The independent assessor must document the apprentice's request to end the assessment early.

The independent assessor must make the grading decision. The independent assessor must assess the presentation and answers to questions holistically when deciding the grade.

The independent assessor must keep accurate records of the assessment. They must record:

- the KSBs demonstrated

- the apprentice's answers to questions

- the KSBs demonstrated in answers to questions

- the grade achieved

Assessment location

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.

Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO must maintain the security and confidentiality of EPA materials when consulting with employers. The assessment

specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must ensure that the apprentice has a different set of questions in the case of re-sits or re-takes.

The EPAO must produce the following materials to support the presentation with questions:

- independent assessor EPA materials which include:
    - training materials
    - administration materials
    - moderation and standardisation materials
    - guidance materials
    - grading guidance
    - question bank
- EPA guidance for the apprentice and the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

Professional discussion underpinned by portfolio

Overview

In the professional discussion, an independent assessor and apprentice have a formal two-way conversation. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence.

Rationale

This assessment method is being used due to.

- the nature of the work undertaken and the sensitivity and confidentiality within the sector
- it assesses KSBs holistically and objectively
- it allows for the assessment of KSBs that do not occur on a predictable or regular basis
- it allows for assessment of responses where there are a range of potential answers
- it can be conducted remotely, potentially reducing cost
- It also allows the apprentice the opportunity to link theory to practice.

Delivery

The professional discussion must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

An independent assessor must conduct and assess the professional discussion.

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.

Due to the sensitive and potentially distressing nature of the content being discussed within the professional discussion, EPAOs must ensure that robust processes are in place should a learner become distressed during the assessment. A pause to the professional discussion timing is acceptable if a learner requires a break or time to compose themselves before continuing the assessment. The integrity of the EPA must be maintained throughout.

The EPAO must give an apprentice 2 weeks' notice of the professional discussion.

The independent assessor must have at least 2 weeks to review the supporting documentation.

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.

The independent assessor must ask at least 12 questions. The independent assessor must use the questions from the EPAO's question bank or create their own questions in line with the EPAO's training. Follow-up questions are allowed where clarification is required.

The apprentice may choose to end the assessment method early. The apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method. The independent assessor or EPAO must ensure the apprentice is fully aware of all assessment requirements. The independent assessor or EPAO cannot suggest or choose to end the assessment methods early, unless in an emergency. The EPAO is responsible for ensuring the apprentice understands the implications of ending an assessment early if they choose to do so. The independent assessor may suggest the assessment continues. The independent assessor must document the apprentice's request to end the assessment early.

The independent assessor must make the grading decision.

The independent assessor must keep accurate records of the assessment. They must record:

- the apprentice's answers to questions
- the KSBs demonstrated in answers to questions
- the grade achieved

Assessment location

The professional discussion must take place in a suitable venue selected by the EPAO for example, the EPAO's or employer's premises.

The professional discussion 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.

The professional discussion should take place in a quiet room, free from distractions and influence.

Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO must maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must ensure that the apprentice has a different set of questions in the case of re-sits or re-takes.

The EPAO must produce the following materials to support the professional discussion underpinned by portfolio:

- independent assessor assessment materials which include:
  - training materials
  - administration materials
  - moderation and standardisation materials
  - guidance materials
  - grading guidance
  - question bank
- EPA guidance for the apprentice and the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

Grading

Presentation with questions

Fail - does not meet pass 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	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)	Evaluates the potential impact on safeguarding responses where they are not tailored to meet individual's views, feelings and cultural influences. (K5, S6)
Safeguarding principles K17 K22 S18 S23	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)	Evaluates lessons learned from published local and national safeguarding reviews and how they impact on their own safeguarding practice. (K22, S23)
Data management and recording K8 K9 K10 K11 K14 K15 S9 S10 S11 S12 B6	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)	Analyses how they use data to create reports to inform safeguarding meetings, processes and audits. (S11)
Developing and supporting others K23 K30 S15 S16 S24 B4	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)	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)

Professional discussion underpinned by portfolio

Fail - does not meet pass 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	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)	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	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) 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)
Legislation policy and procedures K3 K6 K7 K16 S3 S7 S8 S17	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)	None

| Personal development K21 K27 K29 S22 S27 S28 B5 | 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) | 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) |

Overall EPA grading

Performance in the EPA determines the overall grade of:

- fail

- pass

- merit

- distinction

An independent assessor must individually grade the presentation with questions and professional discussion underpinned by portfolio in line with this EPA plan.

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

If the apprentice fails one assessment method or more, they will be awarded an overall fail.

To achieve an overall pass, the apprentice must achieve at least a pass in all the assessment methods. To achieve a merit the apprentice must achieve a distinction in either the professional discussion underpinned by portfolio or presentation with questions and a pass in the other method. In order to achieve an overall EPA distinction, apprentices must achieve a distinction in two assessment methods, professional discussion underpinned by portfolio and presentation with questions.

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

Re-sits and re-takes

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 the EPAO should 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 if pass they need to re-sit or re-take one or more assessment methods, unless the EPAO determines there are exceptional circumstances.

Roles and responsibilities

ROLES	RESPONSIBILITIES
Apprentice	As a minimum, the apprentice should: • complete on-programme training to meet the KSBs as outlined in the apprenticeship standard for a minimum of 12 months • complete the required amount of off-the-job training specified by the apprenticeship funding rules and as arranged by the employer and training provider • understand the purpose and importance of EPA • prepare for and undertake the EPA including meeting all gateway requirements
Employer	As a minimum, the apprentice's employer must: • select the training provider • work with the training provider to select the EPAO • work with the training provider, where applicable, to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs • arrange and support off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the apprenticeship standard and is ready for EPA • ensure the apprentice is prepared for the EPA • ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan • confirm arrangements with the EPAO for the EPA in a timely manner, including who, when, where • provide the EPAO with access to any employer-specific documentation as required for example, company policies • ensure that the EPA is scheduled with the EPAO for a date and time which allows appropriate opportunity for the apprentice to meet the KSBs • ensure the apprentice is given sufficient time away from regular duties to prepare for, and complete the EPA • ensure that any required supervision during the EPA period, as stated within this EPA plan, is in place • ensure the apprentice has access to the resources used to fulfil their role and carry out the EPA for workplace based assessments • remain independent from the delivery of the EPA • pass the certificate to the apprentice upon receipt
EPAO	As a minimum, the EPAO must: • conform to the requirements of this EPA plan and deliver its requirements in a timely manner • conform to the requirements of the apprenticeship provider and assessment register • conform to the requirements of the external quality assurance provider (EQAP) • understand the apprenticeship including the occupational standard and EPA plan • make all necessary contractual arrangements including agreeing the price of the EPA • develop and produce assessment materials including specifications and marking materials, for example mark schemes, practice materials, training material • maintain and apply a policy for the declaration and management of conflict of interests and independence. This must ensure, as a minimum, there is no personal benefit or detriment for those delivering the EPA or from the result of an assessment. It must cover: • apprentices • employers • independent assessors • any other roles involved in delivery or grading of the EPA • have quality assurance systems and procedures that ensure fair, reliable and consistent assessment and maintain records of internal quality assurance (IQA) activity for external quality assurance (EQA) purposes • appoint independent, competent, and suitably qualified assessors in line with the requirements of this EPA plan • appoint administrators, invigilators and any other roles where required to facilitate the EPA • deliver induction, initial and on-going training for all their independent assessors and any other roles involved in the delivery or grading of the EPA as specified within this EPA plan. This should include how to record the rationale and evidence for grading decisions where required

	• conduct standardisation with all their independent assessors before allowing them to deliver an EPA, when the EPA is updated, and at least once a year
	• conduct moderation across all of their independent assessors' decisions once EPAs have started according to a sampling plan, with associated risk rating of independent assessors
	• monitor the performance of all their independent assessors and provide additional training where necessary
	• develop and provide assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders
	• use language in the development and delivery of the EPA that is appropriate to the level of the apprenticeship
	• arrange for the EPA to take place in a timely manner, in consultation with the employer
	• provide information, advice, and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA
	• confirm the gateway requirements have been met before they start the EPA for an apprentice
	• arrange a suitable venue for the EPA
	• maintain the security of the EPA including, but not limited to, verifying the identity of the apprentice, invigilation and security of materials
	• where the EPA plan permits assessment away from the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary
	• confirm the overall grade awarded
	• maintain and apply a policy for conducting appeals
Independent assessor	As a minimum, an independent assessor must: • be independent, with no conflict of interest with the apprentice, their employer or training provider, specifically, they must not receive a personal benefit or detriment from the result of the assessment • have, maintain and be able to evidence up-to-date knowledge and expertise of the occupation • have the competence to assess the EPA and meet the requirements of the IQA section of this EPA plan • understand the apprenticeship's occupational standard and EPA plan • attend induction and standardisation events before they conduct an EPA for the first time, when the EPA is updated, and at least once a year • use language in the delivery of the EPA that is appropriate to the level of the apprenticeship • work with other personnel, where used, in the preparation and delivery of assessment methods • conduct the EPA to assess the apprentice against the KSBs and in line with the EPA plan • make final grading decisions in line with this EPA plan • record and report assessment outcome decisions • comply with the IQA requirements of the EPAO • comply with external quality assurance (EQA) requirements
Training provider	As a minimum, the training provider must: • conform to the requirements of the apprenticeship provider and assessment register • ensure procedures are in place to mitigate against any conflict of interest • work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the KSBs as outlined in the occupational standard • deliver training to the apprentice as outlined in their apprenticeship agreement • monitor the apprentice's progress during any training provider led on-programme learning • ensure the apprentice is prepared for the EPA • work with the employer to select the EPAO • advise the employer, upon request, on the apprentice's readiness for EPA • ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan • remain independent from the delivery of the EPA

Reasonable adjustments

The EPAO must have reasonable adjustments arrangements for the EPA.

This should include:

- how an apprentice qualifies for a reasonable adjustment
- what reasonable adjustments may be made

Adjustments must maintain the validity, reliability and integrity of the EPA as outlined in this EPA plan.

Special considerations

The EPAO must have special consideration arrangements for the EPA.

This should include:

- how an apprentice qualifies for a special consideration
- what special considerations will be given

Special considerations must maintain the validity, reliability and integrity of the EPA as outlined in this EPA plan.

Internal quality assurance

Internal quality assurance refers to the strategies, policies and procedures that an EPAO must have in place to ensure valid, consistent and reliable EPA decisions.

EPAOs for this EPA must adhere to the requirements within the roles and responsibilities table.

They must also appoint independent assessors who:

- have recent relevant experience of the occupation or sector to at least occupational level 3 gained in the last 3 years or significant experience of the occupation or sector
- meet the following minimum requirements:
  - have relevant safeguarding experience gained in the last 3 years

Value for money

Affordability of the EPA will be aided by using at least some of the following:

- completing applicable assessment methods online, for example computer-based assessment
- using the employer's premises
- conducting assessment methods on the same day

Professional recognition

This apprenticeship is not aligned to professional recognition.

KSB mapping table

KNOWLEDGE	ASSESSMENT METHODS
K1 Principles of safeguarding and how to respond to safeguarding concerns within own scope of practice and organisational protocol.	Professional discussion underpinned by portfolio
K2 Methods for person-centred communication.	Presentation with questions
K3 How to offer safeguarding advice based on legislation, working in remit of own role.	Professional discussion underpinned by portfolio
K4 The priority and recommended course of action of different safeguarding concerns based on local and national guidance.	Professional discussion underpinned by portfolio
K5 Ways of tailoring responses to safeguarding cases to suit the individuals views, feelings and cultural influences.	Presentation with questions
K6 When and how to escalate complex cases to senior staff in line with local policy and procedures.	Professional discussion underpinned by portfolio
K7 Local policy and procedures relating to safeguarding allegations against staff, including whistleblowing, and how to report allegations whilst maintaining confidentiality.	Professional discussion underpinned by portfolio
K8 Ways to use, record and store paper based, digital data and information securely, in line with local and national policies and procedures.	Presentation with questions
K9 When and how to share data and information in a safeguarding context, in line with local and national policy and procedures.	Presentation with questions
K10 Data sources available to inform safeguarding decisions, in line with local policy and procedures.	Presentation with questions
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.	Presentation with questions
K12 Local safeguarding escalation pathways.	Professional discussion underpinned by portfolio
K13 Types of concerns and mechanisms for reporting incidents.	Professional discussion underpinned by portfolio
K14 Referral processes and local well-being services for individuals and staff.	Presentation with questions
K15 How to make a comprehensive and accurate referral to children or adult social care.	Presentation with questions
K16 Safeguarding legislation, local and national policies, procedures and codes of conduct that apply to own role.	Professional discussion underpinned by portfolio
K17 How to link safeguarding theory to practice.	Presentation with questions
K18	Professional discussion underpinned by portfolio

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.	Professional discussion underpinned by portfolio
K20 Different communication styles and approaches to suit the needs of individuals views, feelings and cultural influences.	Presentation with questions
K21 Principles of reflective practice and peer support related to safeguarding cases and concerns within scope of own role.	Professional discussion underpinned by portfolio
K22 Published local and national safeguarding reviews and how they can be applied to practice.	Presentation with questions
K23 Legislative safeguarding training requirements and how to deliver training content to stakeholders using different teaching and learning approaches.	Presentation with questions
K24 Principles of safeguarding inspections, reviews and audits.	Professional discussion underpinned by portfolio
K25 Methods of collating evidence to prepare for external safeguarding inspections, reviews and audits.	Professional discussion underpinned by portfolio
K26 How to interpret the results of inspections, reviews and audits to apply feedback to practice.	Professional discussion underpinned by portfolio
K27 The importance of continuous professional development and identifying and evaluating own learning and development needs.	Professional discussion underpinned by portfolio
K28 Models of safeguarding supervision and how to prepare and access supervision.	Professional discussion underpinned by portfolio
K29 How safeguarding can impact on own wellbeing and personal safety.	Professional discussion underpinned by portfolio
K30 Principles in supporting colleagues to follow safeguarding policy and procedures.	Presentation with questions
K31 Principles of safeguarding culture, safeguarding supervision and compassionate care.	Professional discussion underpinned by portfolio

SKILL	ASSESSMENT METHODS
S1 Identify and respond to safeguarding concerns within role and responsibilities.	Professional discussion underpinned by portfolio
S2 Use person-centred communication.	Presentation with questions
S3 Use safeguarding legislation and organisational policies and procedures to advise colleagues on safeguarding matters.	Professional discussion underpinned by portfolio
S4 Triage and prioritise safeguarding concerns.	Professional discussion underpinned by portfolio
S5 Recommend courses of action in relation to safeguarding concerns.	Professional discussion underpinned by portfolio
S6 Tailor safeguarding responses to suit the individuals views, feelings and cultural influences.	Presentation with questions
S7 Escalate cases to senior staff in accordance with local policy and procedures.	Professional discussion underpinned by portfolio
S8 Report allegations about staff in line with local policies and procedures, whilst maintaining confidentiality.	Professional discussion underpinned by portfolio
S9 Use, record and store paper based and digital data and information securely and in line with local and national policies and procedures.	Presentation with questions
S10 Share data and information in a safeguarding context in line with local and national policy and procedures.	Presentation with questions
S11 Collate and use data to create reports to inform safeguarding meetings, processes and audits.	Presentation with questions
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.	Presentation with questions
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.	Professional discussion underpinned by portfolio
S14 Recognise and report incidents to own organisation.	Professional discussion underpinned by portfolio
S15 Provide emotional and practical support to internal and external stakeholders during safeguarding work.	Presentation with questions
S16 Support and supervise internal and external stakeholders to make multi-agency referrals.	Presentation with questions
S17 Apply safeguarding legislation, local and national policies, procedures and codes of conduct to safeguarding practice within own role.	Professional discussion underpinned by portfolio
S18 Apply safeguarding theory to practice.	Presentation with questions

S19 Work together within the wider team to plan and manage safeguarding caseloads.	Professional discussion underpinned by portfolio
S20 Comply with the safeguarding process when a safeguarding concern is raised in line with organisational policy.	Professional discussion underpinned by portfolio
S21 Use communication styles and approaches to suit the needs of individuals.	Presentation with questions
S22 Reflect on own performance within a group environment with other colleagues to inform best safeguarding practice.	Professional discussion underpinned by portfolio
S23 Embed lessons learned from local and national safeguarding reviews to practice.	Presentation with questions
S24 Assist with the delivery of safeguarding training to stakeholders in accordance with safeguarding training frameworks to ensure stakeholders achieve desired learning outcomes.	Presentation with questions
S25 Collate evidence to prepare for external safeguarding inspections, reviews and audits.	Professional discussion underpinned by portfolio
S26 Apply feedback from safeguarding inspections, reviews and audits to improve safeguarding practice.	Professional discussion underpinned by portfolio
S27 Participate in training and continuous professional development activities and evaluate the impact of learning on own practice.	Professional discussion underpinned by portfolio
S28 To seek advice and support from senior staff to preserve own wellbeing and personal safety when required.	Professional discussion underpinned by portfolio
BEHAVIOUR	**ASSESSMENT METHODS**
B1 Treat people fairly and with dignity and respect.	Presentation with questions
B2 Be caring and compassionate.	Professional discussion underpinned by portfolio
B3 Show discretion and empathy whilst maintaining confidentiality.	Presentation with questions
B4 Be adaptable and consistent.	Presentation with questions
B5 Be self-aware, resilient and objective.	Professional discussion underpinned by portfolio
B6 Show honesty and integrity.	Presentation with questions
B7 Be professional and courteous.	Professional discussion underpinned by portfolio

Mapping of KSBs to grade themes

Presentation with questions

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Communication K2 K5 K20 S2 S6 S21 B1 B3	Methods for person-centred communication. (K2) Ways of tailoring responses to safeguarding cases to suit the individuals views, feelings and cultural influences. (K5) Different communication styles and approaches to suit the needs of individuals views, feelings and cultural influences. (K20)	Use person-centred communication. (S2) Tailor safeguarding responses to suit the individuals views, feelings and cultural influences. (S6) Use communication styles and approaches to suit the needs of individuals. (S21)	Treat people fairly and with dignity and respect. (B1) Show discretion and empathy whilst maintaining confidentiality. (B3)
Safeguarding principles K17 K22 S18 S23	How to link safeguarding theory to practice. (K17) Published local and national safeguarding reviews and how they can be applied to practice. (K22)	Apply safeguarding theory to practice. (S18) Embed lessons learned from local and national safeguarding reviews to practice. (S23)	None
Data management and recording K8 K9 K10 K11 K14 K15 S9 S10 S11 S12 B6	Ways to use, record and store paper based, digital data and information securely, in line with local and national policies and procedures. (K8) When and how to share data and information in a safeguarding context, in line with local and national policy and procedures. (K9) Data sources available to inform safeguarding decisions, in line with local policy and procedures. (K10) 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) Referral processes and local well-being services for individuals and staff. (K14) How to make a comprehensive and accurate referral to children or adult social care. (K15)	Use, record and store paper based and digital data and information securely and in line with local and national policies and procedures. (S9) Share data and information in a safeguarding context in line with local and national policy and procedures. (S10) Collate and use data to create reports to inform safeguarding meetings, processes and audits. (S11) 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)	Show honesty and integrity. (B6)
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)

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) Methods of collating evidence to prepare for external safeguarding inspections, reviews and audits. (K25) How to interpret the results of inspections, reviews and audits to apply feedback to practice. (K26) Models of safeguarding supervision and how to prepare and access supervision. (K28) Principles of safeguarding culture, safeguarding supervision and compassionate care. (K31)	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) Apply feedback from safeguarding inspections, reviews and audits to improve safeguarding practice. (S26)	Be caring and compassionate. (B2)
	KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR

Legislation policy and procedures K3 K6 K7 K16 S3 S7 S8 S17	How to offer safeguarding advice based on legislation, working in remit of own role. (K3) When and how to escalate complex cases to senior staff in line with local policy and procedures. (K6) Local policy and procedures relating to safeguarding allegations against staff, including whistleblowing, and how to report allegations whilst maintaining confidentiality. (K7) Safeguarding legislation, local and national policies, procedures and codes of conduct that apply to own role. (K16)	Use safeguarding legislation and organisational policies and procedures to advise colleagues on safeguarding matters. (S3) Escalate cases to senior staff in accordance with local policy and procedures. (S7) Report allegations about staff in line with local policies and procedures, whilst maintaining confidentiality. (S8) Apply safeguarding legislation, local and national policies, procedures and codes of conduct to safeguarding practice within own role. (S17)	None
Personal development K21 K27 K29 S22 S27 S28 B5	Principles of reflective practice and peer support related to safeguarding cases and concerns within scope of own role. (K21) The importance of continuous professional development and identifying and evaluating own learning and development needs. (K27) How safeguarding can impact on own wellbeing and personal safety. (K29)	Reflect on own performance within a group environment with other colleagues to inform best safeguarding practice. (S22) Participate in training and continuous professional development activities and evaluate the impact of learning on own practice. (S27) To seek advice and support from senior staff to preserve own wellbeing and personal safety when required. (S28)	Be self-aware, resilient and objective. (B5)

Version log

Version	Change detail	Earliest start date	Latest start date	Latest end date
		Not set	Not set	Not set