

## Dynamic Training Apprenticeship Programme Plan

**Programme Title:** Safeguarding Support Officer

**Apprenticeship Level:** Level 3

**Typical Programme Duration:** 18 months Plus 3-month EPA. Minimum 12 months on course

<https://skillsengland.education.gov.uk/apprenticeships/st1030-v1-0?view=standard#S1>

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### Step to Success Journey (*First 6 Weeks*)

✓ **Overview:** Apprentices complete their induction, set learning goals, and gain a clear understanding of their apprenticeship journey.

📅 **Deadline:** Week 6

📌 **Key Tasks:**

- Complete all induction modules
  - Set personal learning and development goals
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### Safeguarding Journey (*Weeks 7-10*)






✓ **Overview:** Apprentices gain essential safeguarding knowledge and understand their responsibilities.















📅 **Deadline:** Week 10






📌 **Key Tasks:**
















- Complete safeguarding training modules


## Programme Structure & Sessions






Timeframes	Session Title	Objectives	Assessment method	Submission deadline	Off-the-job activity
<b>Week 1</b>	<b>Induction</b>	<p>Understand the role of an apprentice and see examples of portfolio building.</p> <p> Navigate the Learner Portal effectively.</p> <p> Learn how to enhance your English and Maths skills.</p> <p>Introduce Off-the-Job Training</p> <p> Master the steps to log in to OneFile.</p> <p> Complete your Individual Training Plan (ITP) with a SWOT analysis.</p> <p> Complete your Cognassist Assessment.</p>	Steps to success learning and assessment record via OneFile e-portfolio system.	6 weeks.	N/A

<b>1-3 weeks</b>	<b>Planning meeting</b>	<ul style="list-style-type: none"> <li> Recognise Prior learning.</li> <li> Agree off the job activities.</li> <li> opt in or out of functional skills if applicable.</li> <li> Confirm session dates and plan enhancements.</li> <li> Identify and plan additional support.</li> <li> Plan formal progress reviews</li> </ul>	Safeguarding learner journey learning and assessment record via OneFile e-portfolio system.	4 weeks.	N/A
<b>1-4 weeks</b>	<b>Orientation session</b>	<p>To access, understand and use the following.</p> <ul style="list-style-type: none"> <li> Learner Portal</li> <li> Apprenticeship Service Feedback</li> <li> Safeguarding</li> <li> MS Teams</li> <li> Booking appointments into your online calendar</li> <li> Using OneFile - your e-portfolio</li> <li> Reflective Practice</li> <li> Plagiarism</li> </ul>	Practice the systems demonstrated.	N/A	Planning off the job activity.

		 Cognassist  Operative verbs  Skills Forward (As required)			
<b>Month 2 - 15</b>	Duty 1: Safeguarding Officer role	<p>K1: Principles of safeguarding and how to respond to safeguarding concerns within own scope of practice and organisational protocol.</p> <p>K16: Safeguarding legislation, local and national policies, procedures and codes of conduct that apply to own role.</p> <p>K19: The safeguarding process from when a safeguarding concern is raised to the end outcome.</p>	<p> PowerPoint teaching, one to one using resources on legislations, code of conduct and safeguarding principles</p> <p>Safeguarding Assessment Activity – Summary</p> <ul style="list-style-type: none"> <li>◆ Part 1: Mind Map &amp; Professional Discussion</li> </ul> <p>Create a mind map: safeguarding principles, legislation, policies, your role</p> <p>Include organisational protocol and codes of conduct</p> <p>Discuss the mind map with your coach – explain how you follow safeguarding in your role</p> <ul style="list-style-type: none"> <li>◆ Part 2: Scenario Response</li> </ul> <p>Choose one scenario (adult or child)</p> <p>Explain how you'd recognise, respond, report &amp; record the concern</p> <p>Link your actions to relevant legislation and your role</p> <p>Describe possible outcomes</p>	4 Weeks	<p>Read through organisations safeguarding policies and procedures</p> <p>Shadow safeguarding lead with safeguarding concern, create notes on process</p> <p>Attend Multi-Agency Safeguarding Hubs (MASH) meeting</p> <p>Watch mental capacity webinar, write a reflection in your learner journal of the 5 principles under the mental capacity act – <a href="https://youtu.be/E4rkuFoDpro">https://youtu.be/E4rkuFoDpro</a></p> <p>Childcare: research and reflect on; UN Convention of the Rights of the Child (1989)- an international standard that sets out the rights all children in the world should have access to e.g. the right to life, right to be protected from violence and abuse.</p>
<b>Month 2 - 15</b>	Duty 2: Supporting Others in	K3: How to offer safeguarding advice based on	<p> One to one, PowerPoint teaching with coach for Duty 2 and creating presentations</p>	4 Weeks	Continue to shadow safeguarding concerns and process

	<p>Safeguarding Practice</p>	<p>legislation, working in remit of own role.</p> <p>K30: Principles in supporting colleagues to follow safeguarding policy and procedures.</p> <p>K23 Legislative safeguarding training requirements and how to deliver training content to stakeholders using different teaching and learning approaches.</p>	<p> <b>Duty 2 – Safeguarding Presentation Task</b></p> <p> <b>Aim:</b> Deliver a short, professional presentation to your team, showing how you give safeguarding advice, support others, and deliver training.</p> <p> <b>You Must Include:</b></p> <ul style="list-style-type: none"> <li> Summary of key safeguarding laws</li> <li> How you support others with policies &amp; procedures</li> <li> Real examples of giving advice or training</li> <li> Mix of teaching methods (e.g. visuals, discussion, handouts)</li> <li> <b>Present To:</b> Your team or small group during a meeting or briefing</li> <li> Use PowerPoint or another format</li> <li> Invite questions and feedback</li> <li> Reflect on your confidence and learning</li> <li> <b>Assessment Includes:</b></li> <li> Observation by your coach</li> <li> 200-word reflection on how it went</li> <li> Submit your slides/notes as evidence</li> </ul>	<p>Attend safeguarding meetings</p> <p>Watch video on whistle blowing the write a reflection on your learner journal</p> <p><a href="https://youtu.be/1SVlpDMk7fk">https://youtu.be/1SVlpDMk7fk</a></p> <p>Childcare: Research the up to date legislation on keeping children safe 2023</p>
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<b>Month 2 - 15</b>	Observation 1	<p>S2: Use person-centred communication.</p> <p>S3: Use safeguarding legislation and organisational policies and procedures to advise colleagues on safeguarding matters.</p> <p>S15: Provide emotional and practical support to internal and external stakeholders during safeguarding work.</p> <p>S22: Reflect on own performance within a group environment with other colleagues to inform best safeguarding practice.</p> <p>S24: Assist with the delivery of safeguarding training to</p>	 Observation – Observing a Teams meeting when presenting safeguarding policy mini training session	NA	Off the job training will be set from feedback of observation
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		<p>stakeholders in accordance with safeguarding training frameworks to ensure stakeholders achieve desired learning outcomes.</p> <p>B1: Treat people fairly and with dignity and respect.</p> <p>B4: Be adaptable and consistent.</p> <p>B5: Be self-aware, resilient and objective.</p> <p>B7: Be professional and courteous.</p>			
<b>Months 2 - 15</b>	Duty 3 – Case review	<p>K4: The priority and recommended course of action of different safeguarding concerns based on local and national guidance.</p> <p>K5: Ways of tailoring responses to safeguarding cases to suit the individuals views,</p>	<p> One to one, PowerPoint teaching with coach</p> <p> <b>Safeguarding Case Study Task Summary</b></p> <ul style="list-style-type: none"> <li> Choose a case study (Adult or Child)</li> <li> Analyse the safeguarding concern and priority action</li> <li> Tailor your response to the individual's views &amp; culture</li> </ul>	4 Weeks	<p>Learn and review current safeguarding concerns</p> <p>Self-neglect <a href="https://youtu.be/FWiiLhoyFvs">https://youtu.be/FWiiLhoyFvs</a></p> <p>Case Study link: <a href="https://youtu.be/by-IN3EiPWg">https://youtu.be/by-IN3EiPWg</a></p> <p>Following from the one to one teaching session, write a reflection on the Steven Hoskin's case</p> <p>Watch 'profile' documentary on radicalisation (Netflix)</p>

		<p>feelings and cultural influences.</p> <p>K6: When and how to escalate complex cases to senior staff in line with local policy and procedures.</p> <p>K22: Published local and national safeguarding reviews and how they can be applied to practice.</p>	<ul style="list-style-type: none"> <li>⚠️ Explain when &amp; how to escalate complex cases</li> <li>👉 Write a 400-word reflection on your approach</li> <li>📄 Submit reflection + case study evidence</li> <li>Adult care Case study link: <a href="#">Safeguarding case studies   Safeguarding Adults in Gloucestershire</a></li> <li>Children Case study link: <a href="#">Recently published case reviews   NSPCC Learning</a></li> </ul>		
<b>Month 2 - 15</b>	Duty 4 Understanding Safeguarding referrals	<p>K12: Local safeguarding escalation pathways.</p> <p>K13: Types of concerns and mechanisms for reporting incidents.</p> <p>K14: Referral processes and local well-being services for individuals and staff.</p> <p>K15: How to make a comprehensive and</p>	<p>👥 One to one, PowerPoint teaching with coach</p> <p>📘 <b>Duty 4 – Safeguarding Referrals: Task Summary</b></p> <ul style="list-style-type: none"> <li>📄 <b>Task 1: Flowchart + Summary</b></li> <li>Show your local safeguarding escalation steps</li> <li>Reflect on concern types, reporting, and support options</li> </ul> <p>📖 <b>Task 2: Case Study &amp; Referral Practice</b></p> <ul style="list-style-type: none"> <li>Choose a child or adult case study</li> <li>Describe referral actions</li> </ul>	4 Weeks	<p>Shadow the referral process</p> <p>Review referrals documents</p> <p>Read through SAR and SAB escalation protocol <a href="#">National Escalation Protocol for Issues from Safeguarding Adults Reviews from Safeguarding Adult Boards (2021)   Local Government Association</a></p> <p>For childcare role - <a href="https://youtu.be/rOHjcDCsBdQ">https://youtu.be/rOHjcDCsBdQ</a></p>











		accurate referral to children or adult social care.	<ul style="list-style-type: none"> <li>• Suggest well-being services for person &amp; staff</li> <li>• Complete a referral form</li> </ul> <p><b><u>Safeguarding case studies   Safeguarding Adults in Gloucestershire</u></b></p> <p><b><u>Recently published case reviews   NSPCC Learning</u></b></p> <ul style="list-style-type: none"> <li>• 🧑🏫 <b>Task 3: Video Reflection</b></li> <li>• Watch: <i>What Makes a Good Referral</i>; <a href="https://youtu.be/ZThZvJqlbiU">https://youtu.be/ZThZvJqlbiU</a></li> <li>• Reflect on making clear, accurate, effective referrals</li> </ul> <p>✅ <b>All tasks link to K12–K15 criteria</b></p>		
<b>Month 2 - 15</b>	Duty 5 Handling Safeguarding Concerns and Managing Information Safely	<p>K7: Local policy and procedures relating to safeguarding allegations against staff, including whistleblowing, and how to report allegations whilst maintaining confidentiality.</p> <p>K8: Ways to use, record and store</p>	<p>🧑🏫 One to one, PowerPoint teaching with coach</p> <p>📘 Safeguarding Case Study Task</p> <p>📄 Choose one case study (Child or Adult)</p> <p>👁️ Read it carefully and imagine it's happening in your own setting</p> <p>💬 Answer the questions that follow</p>	4 Weeks	<p>Review your organisation's safeguarding policies and suggest any improvements to how concerns and information are handled.</p> <p>Research key safeguarding laws like GDPR and the Children Act, then create a simple guide explaining their importance for your role.</p> <p>Shadow current safeguarding lead in handling safeguarding concerns, looking at documentation and confidentiality security</p>













		<p>paper based, digital data and information securely, in line with local and national policies and procedures.</p> <p>K9: When and how to share data and information in a safeguarding context, in line with local and national policy and procedures.</p> <p>K10: Data sources available to inform safeguarding decisions, in line with local policy and procedures.</p> <p>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.</p>	<p>(K7–K11) in full sentences</p> <p> Think about:</p> <ul style="list-style-type: none"> <li>• What action you'd take</li> <li>• Why it's the right action</li> <li>• How you'd do it safely and within the law</li> </ul> <p> Use examples from your role if you can</p> <p> Mention policies, procedures, and how you'd keep information safe</p> <p> Finish by writing a 500-word safeguarding report based on the case</p> <p> Use the workbook your tutor gives you to complete this task</p>		<p>Complete Gov training on 'keeping children safe'</p> <p><a href="https://www.gov.uk/government/publications/keeping-children-safe-in-education--2">https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</a></p> <p>Childcare: sign up the NSPCC newsletter to receive weekly updates on the latest safeguarding publications learning.nspcc.org.uk/newsletter/caspar</p>
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<b>Month 2 - 15</b>	Observation 2	<p>S1: Identify and respond to safeguarding concerns within role and responsibilities.</p> <p>S9: Use, record and store paper based and digital data and information securely and in line with local and national policies and procedures.</p> <p>S10: Share data and information in a safeguarding context in line with local and national policy and procedures.</p> <p>S11: Collate and use data to create reports to inform safeguarding meetings, processes and audits.</p> <p>S12: Maintain accurate and up-to-date safeguarding</p>	 Face to face or remote observation in handling safeguarding caseload and concerns	NA	Off the job training will be set from feedback of observation
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		<p>logs and registers through the use of digital or paper systems in line with local and national policy and procedures.</p> <p>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.</p> <p>S14: Recognise and report incidents to own organisation.</p> <p>S17: Apply safeguarding legislation, local and national policies, procedures and codes of conduct to safeguarding practice within own role.</p>			
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		<p>S18: Apply safeguarding theory to practice.</p> <p>S19: Work together within the wider team to plan and manage safeguarding caseloads.</p> <p>S20: Comply with the safeguarding process when a safeguarding concern is raised in line with organisational policy.</p> <p>S23: Embed lessons learned from local and national safeguarding reviews to practice.</p> <p>B1: Treat people fairly and with dignity and respect.</p> <p>B2: Be caring and compassionate.</p>			
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		<p>B3: Show discretion and empathy whilst maintaining confidentiality.</p> <p>B4: Be adaptable and consistent.</p> <p>B5: Be self-aware, resilient and objective.</p> <p>B6: Show honesty and integrity.</p> <p>B7: Be professional and courteous.</p>			
<b>Month 2 - 15</b>	Duty 6 – Inspections, reviews and audits	<p>K24: Principles of safeguarding inspections, reviews and audits.</p> <p>K25: Methods of collating evidence to prepare for external safeguarding inspections, reviews and audits.</p> <p>K26: How to interpret the results of inspections, reviews and audits</p>	<p> One to one, PowerPoint teaching with coach</p> <p> Videos</p> <p> <b>Assessment Method:</b></p> <p> Practical Written Task + Reflective Report</p> <p> Overview:</p> <ul style="list-style-type: none"> <li>You will step into the role of an external safeguarding inspector and carry out a simulated inspection of your own care setting (or one you know well).</li> </ul> <p> What You'll Do:</p> <p> 1 Inspection Form</p> <p> Use the template to check</p>	4 Weeks	<p>Inspection planning; read through CQC/Ofsted content:</p> <p><a href="#">What we do on an inspection - Care Quality Commission</a></p> <p>Read through previous inspection forms, reflect on areas of improvement and implementation/action plan</p> <p>Watch CQC interview video: <a href="https://youtu.be/qiBNGNe1LaI">https://youtu.be/qiBNGNe1LaI</a></p>






















		to apply feedback to practice.	<p>safeguarding practices</p> <ul style="list-style-type: none"> <li> Gather evidence (e.g. records, policies, observations)</li> <li> Feedback Report</li> <li> Summarise what's working + what needs improving</li> <li> Back up your points with real evidence</li> <li> SMART Action Plan</li> <li> Set clear actions to improve safeguarding</li> <li> Make sure they're realistic and time-based</li> </ul>		
<b>Month 2 - 15</b>	Duty 7 – Reflective practice	<p>K21: Principles of reflective practice and peer support related to safeguarding cases and concerns within scope of own role.</p> <p>K27: The importance of continuous professional development and identifying and evaluating own learning and development needs.</p>	<p> One to one, PowerPoint teaching with coach</p> <p> Videos</p> <p>Assessment method:</p> <ul style="list-style-type: none"> <li>SWOT Reflection activity: <ul style="list-style-type: none"> <li> You'll fill in two SWOT tables – one about yourself and one about your team.</li> <li> Then, you'll answer a few questions to help you reflect on the differences and make a plan to improve.</li> </ul> </li> </ul> <p>Safeguarding CPD Self-Assessment Checklist</p> <ul style="list-style-type: none"> <li> You'll tick boxes to show what you feel confident about and where you need to improve.</li> </ul>	4 Weeks	<p>Shadow safeguarding audit checks, concerns and caseload</p> <p>Shadow supervisions with staff</p> <p>Watch video on; Childcare Reflection activity: <a href="https://youtu.be/SplxysYNP10">https://youtu.be/SplxysYNP10</a></p> <p>Watch video on: Allenby Reflection model: <a href="https://youtu.be/la1OxCiKJWo">https://youtu.be/la1OxCiKJWo</a></p>









			 There's also space to write down recent training, what you want to learn next, and any goals you have. Gibbs Reflection Worksheet:  Use the template to reflect on a safeguarding situation, audit feedback, team decision or any relevant practice event.		
<b>Month 2 - 15</b>	Duty 8 – Delivering Training	S24: Assist with the delivery of safeguarding training to stakeholders in accordance with safeguarding training frameworks to ensure stakeholders achieve desired learning outcomes.  EPA development – preparation and learning on presentation	 One to one, PowerPoint teaching with coach  Videos   Task: Safeguarding Presentation   Time: 10–15 minutes  Audience: Choose one group –  Care staff  Volunteers  Families  Other professionals   Content Must Include:  Current safeguarding legislation  Relevant frameworks  Good delivery practice   Goal: Teach your chosen group how to understand and follow safeguarding rules properly.	4 Weeks	Read through companies' policies and complaints procedure  Shadow the management of complaints  Identify any updates required over safeguarding induction for new staff  Watch video on feedback tips: <a href="https://youtu.be/-P4meB8uBIM">https://youtu.be/-P4meB8uBIM</a>  Watch video on delivering training: <a href="https://youtu.be/bzFtuBAe4WU">https://youtu.be/bzFtuBAe4WU</a>



<b>Month 2 - 15</b>	Duty 9 – Safeguarding Supervisions	<p>K28: Models of safeguarding supervision and how to prepare and access supervision.</p> <p>K30: Principles in supporting colleagues to follow safeguarding policy and procedures.</p> <p>K31: Principles of safeguarding culture, safeguarding supervision and compassionate care.</p>	<p> One to one, PowerPoint teaching with coach</p> <p> Videos</p> <p>Assessment Method:</p> <p>The learner will plan, lead, and reflect on a <b>safeguarding-themed supervision or review session</b> with one or more colleagues in their workplace (or in a simulated setting if needed). The session must allow time for reflection, support, and discussion of safeguarding procedures and compassionate care in practice.</p> <p> <b>Part 1: Plan the Supervision Review</b></p> <p> <b>Part 2: Deliver the Supervision Session</b></p> <p> <b>Part 3: Reflective Review (Written or Recorded)</b></p>	4 Weeks	<p>Open link, read more about safeguarding supervisions: <a href="#">Principles and Standards for Safeguarding Supervision v4 051018.pdf</a></p> <p>Shadow manager in delivering supervisions</p> <p>Watch video on supervision methods: <a href="https://youtu.be/_qtbhCB4DkA">https://youtu.be/_qtbhCB4DkA</a></p> <p>Mirroring communication video: <a href="https://youtu.be/hbabAf4bkOg">https://youtu.be/hbabAf4bkOg</a></p>
<b>Month 2 - 15</b>	Duty 10 – Safeguarding Caseload	<p>K17: How to link safeguarding theory to practice.</p> <p>K18: Ways to support the management of safeguarding caseloads working together within the wider team.</p>	<p> One to one, PowerPoint teaching with coach</p> <p> Videos</p> <p>Assessment Method:</p> <p>The learner will complete a case scenario activity based on a safeguarding concern. This task involves both written and reflective elements. You can</p>	4 Weeks	<p>Further shadowing in managing safeguarding caseload</p> <p>Watch video on safeguarding process: <a href="https://youtu.be/aSYN9PAYWHk">https://youtu.be/aSYN9PAYWHk</a></p> <p>Read through SAB's process tool: <a href="https://www.ntsab.org/the-safeguarding-process">https://www.ntsab.org/the-safeguarding-process</a></p>




		K19: The safeguarding process from when a safeguarding concern is raised to the end outcome.	<p>present this as a written report, a short presentation, or a guided discussion with your assessor.</p> <p> Part 1: Create a Safeguarding Scenario</p> <p> Part 2: Apply Theory to Practice</p> <p> Part 3: Caseload &amp; Team Management</p> <p> Part 4: The Safeguarding Process</p>		
<b>Month 2 – 15</b>	Duty 11: Person-Centred Communication and Wellbeing in Safeguarding	<p>K2: Methods for person-centred communication.</p> <p>K20: Different communication styles and approaches to suit the needs of individuals views, feelings and cultural influences.</p> <p>K29: How safeguarding can impact on own wellbeing and personal safety.</p>	<p> One to one, PowerPoint teaching with coach</p> <p> Videos</p> <p>Assessment Method:</p> <p> 1. Poster: "Communicate with Care"</p> <p> Show how to use person-centred communication</p> <p> Explain how to adapt styles for different needs</p> <p> Describe assertive, passive, and aggressive styles</p> <p> Use images or examples from real safeguarding situations</p> <p> 2. Reflective Journal: "Looking After Myself in Safeguarding"</p>	4 Weeks	<p>Watch video on communication skills: <a href="https://youtu.be/u6OBrfS8tRE">https://youtu.be/u6OBrfS8tRE</a></p> <p>Shadowing: Attend safeguarding meetings</p> <p>Watch British Values video: <a href="https://youtu.be/gCvMXBB-nrg">https://youtu.be/gCvMXBB-nrg</a></p>

			 Reflect on how safeguarding affects your wellbeing  Talk about emotions, safety tips, and support  Share what helps you stay strong and resilient		
<b>Month 2 - 15</b>	Observation/witness testimony	Any outstanding/remaining observation criteria	  To be obtained through either remote observation, face to face observation or witness testimony.	NA	Discuss Off the job hours with mentor
<b>Month 15</b>	EPA preparation session	Gather portfolio of evidence  Go through final assessment criteria  Set aims/tasks for presentation	 One to one session  Highfield resources  Reflection  Discussion  Presentation  Portfolio of evidence  Feedback <a href="#">Safeguarding Support Officer   Apprenticeship Standard   Highfield Assessment</a>	4 Weeks	Check off the job hours are now completed (set additional activities if required)
<b>Month 16</b>	EPA preparation session	Go through presentation – provide feedback  Plan for practice professional discussion using Highfield assessment tools	 One to one session  Highfield resources  Reflection  Discussion  Presentation  Portfolio of evidence  Feedback	4 Weeks	Check off the job hours are now completed (set additional activities if required)
<b>Month 17</b>	EPA preparation session	Mock presentation	 One to one session  Highfield resources	4 Weeks	Check off the job hours are now completed (set additional activities if required)






		Mock Professional discussion	 Reflection  Discussion  Presentation  Portfolio of evidence  Feedback		
<b>Month 18</b>	Gateway	<ul style="list-style-type: none"> <li>• Final checks for off the job training aim</li> <li>• Gateway discussion</li> <li>• Complete gateway documents</li> </ul> <p>After the documents are signed, this will then be sent to Highfield who will contact learner to arrange final assessment dates.</p>	 Discussion  Sign forms  Portfolio of evidence	Forms to be signed and sent back on the same day	Off the job training checks

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## Career Development & Support

-  **Career Information, Advice & Guidance Assessment:** Completed when apprentice reaches 75% progress on their e-portfolio
  -  **Formal Progress Reviews:** Every 10 weeks with Line Manager, apprentice & Coach
  -  **1-2-1 Coaching Sessions:** Every 4-6 weeks (*frequency increases for additional support needs*)
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### Key Contacts & Support

-  **Safeguarding Contact:** <https://www.dynamictraining.org.uk/about-us/learner-safeguarding/>
  -  **General Support:** [www.DynamicTraining.org.uk](http://www.DynamicTraining.org.uk)
  -  **Complaints/Concern:** <https://www.dynamictraining.org.uk/contact-us/forms/report-a-complaint-or-concern/>
  -  **Learner Portal:** <https://www.dynamictraining.org.uk/learner-portal/>
  -  **Workshop cancellations:** <https://www.dynamictraining.org.uk/contact-us/forms/unable-to-attend-a-workshop/>
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### Additional Notes & Progression: [Any specific information relevant to the programme]

Completing the safeguarding support officer course opens up a meaningful and impactful progression pathway for those passionate about protecting vulnerable individuals and promoting a safe, person-centred culture in care or education settings. With the foundational knowledge and practical skills gained, learners can confidently move into more senior roles such as designated safeguarding lead (DSL) or safeguarding coordinator, where they can take a lead in managing safeguarding concerns, delivering training, and influencing policy. This course also provides a strong stepping stone into broader leadership roles within social care or health services, such as care manager or pastoral support lead. For those keen to develop further, learners might progress to qualifications at Level 4 or 5 in areas like health and social care leadership, working with vulnerable children and adults, or education and training. Alternatively, some may pursue specialist roles in mental health, advocacy, or trauma-informed practice, depending on their setting and

interests. The experience and confidence gained through this course also equips learners to contribute to multi-agency working, take part in audits or reviews, and mentor others new to safeguarding. Ultimately, this qualification isn't just about ticking boxes—it's about growing into a key safeguarding voice in your organisation and making a lasting difference to people's lives.