OCR
Oxford Cambridge and RSA

Cambridge **TECHNICALS LEVEL 3**

HEALTH AND SOCIAL CARE

Cambridge TECHNICALS 2016

Unit 7 – Safeguarding
DELIVERY GUIDE
Version 1

CONTENTS

INTRODUCTION

This Delivery Guide has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning outcome so you can see how each activity helps you cover the requirements of this unit.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning opportunities.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning opportunities.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resources.feedback@ocr.org.uk.

OPPORTUNITIES FOR ENGLISH AND MATHS SKILLS DEVELOPMENT AND WORK EXPERIENCE

We believe that being able to make good progress in English and maths is essential to learners in both of these contexts and on a range of learning programmes. To help you enable your learners to progress in these subjects, we have signposted opportunities for English and maths skills practice within this resource. We have also identified any potential work experience opportunities within the activities. These suggestions are for guidance only. They are not designed to replace your own subject knowledge and expertise in deciding what is most appropriate for your learners.

English   123 Maths   Work

Please note

The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for each unit.

Assessment guidance can be found within the Unit document available from www.ocr.org.uk.

The latest version of this Delivery Guide can be downloaded from the OCR website.

UNIT AIM

Safeguarding is everyone's business. People who require care and support are often at the forefront of media exposés about abuse, exploitation and neglect. As practitioners in the health and social care sector we must all be aware of safeguarding. Protecting people from harm is a core role for all workers in the health and social care sector. In this unit you will learn how to support and protect people and understand who is vulnerable by being able to recognise signs of abuse, exploitation and harm in both children and adults.

In this unit you will become familiar with the language of safeguarding and the key legislation you will be required to implement as a worker in the health and social care sector.

Unit 7 Safeguarding	
LO1	Understand types and signs of abuse
LO2	Understand factors which may lead to abusive situations
LO3	Understand legislation, regulatory requirements and guidance that govern the safeguarding of adults, young people and children
LO4	Understand how to deal with suspected abuse and disclosures of abuse
LO5	Understand working strategies and procedures for the safeguarding and protection of adults, young people and children
LO6	Understand how workers within health, social care and child care environments can minimise the risk of abuse

To find out more about this qualification please go to: http://www.ocr.org.uk/qualifications/cambridge-technicals-health-and-social-care-level-3-certificate-extended-certificate-foundation-diploma-diploma-05830-05833-2016-suite

2016 Suite

Cambridge
TECHNICALS
2016

- **New suite for first teaching September 2016**
- **Externally assessed content**
- **Eligible for Key Stage 5 performance points from 2018**
- **Designed to meet the DfE technical guidance**

RELATED ACTIVITIES

The Suggested Activities in this Delivery Guide listed below have also been related to other Cambridge Technicals in Health and Social Care units/Learning Outcomes (LOs). This could help with delivery planning and enable learners to cover multiple parts of units.

This unit (Unit 7)	Title of suggested activity	Other units/LOs	
LO1	What is abuse?	Unit 2 Equality, diversity and rights in health and social care	LO2 Understand the impact of discriminatory practices on individuals in health, social care and child care environments
		Unit 3 Health, safety and security in health and social care	LO1 Understand potential hazards in health, social care and child care environments
LO2	Why does abuse happen?	Unit 3 Health, safety and security in health and social care	LO1 Understand potential hazards in health, social care and child care environments
		Unit 18 Caring for older people	LO3 Understand the potential vulnerability of older people
		Unit 21 Looked after children and young people	LO3 Understand the potential vulnerability of older people
LO3	Safeguarding guidance	Unit 2 Equality, diversity and rights in health and social care	LO1 Understand concepts of equality, diversity and rights and how these are applied in the context of health, social care and child care environments
		Unit 3 Health, safety and security in health and social care	LO2 Understand how legislation, policies and procedures promote health, safety and security in health, social care and child care environments
		Unit 9 Supporting people with learning disabilities	LO3 Be able to support individuals with learning disability to plan their care and support
		Unit 21 Looked after children and young people	LO3 Know the responsibilities of those involved in the care of children and young people
LO3	Safeguarding legislation	Unit 2 Equality, diversity and rights in health and social care	LO3 Understand how current legislation and national initiatives promote anti-discriminatory practice in health, social care and child care environments
		Unit 3 Health, safety and security in health and social care	LO2 Understand how legislation, policies and procedures promote health, safety and security in health, social care and child care environments
		Unit 6 Personalisation and a person-centred approach to care	LO1 Understand personalisation in health and social care
		Unit 9 Supporting people with learning disabilities	LO3 Be able to support individuals with learning disability to plan their care and support
		Unit 16 Supporting people with dementia	LO2 Be able to support individuals with mental health considers to plan their care, treatment and support
		Unit 17 Supporting people with mental health conditions	LO3 Know available support for individuals with mental health conditions
		Unit 18 Caring for older people	LO2 Be able to support older people to plan their care and support
		Unit 20 Principles of youth work practice	LO3 Be able to involve young people in the planning and delivery of a youth work programme

This unit (Unit 7)	Title of suggested activity	Other units/LOs	
LO4	Reporting abuse of children and young people	Unit 2 Equality, diversity and rights in health and social care	LO3 Understand how current legislation and national initiatives promote anti-discriminatory practice in health, social care and child care environments
		Unit 3 Health, safety and security in health and social care	LO2 Understand how legislation, policies and procedures promote health, safety and security in health, social care and child care environments LO3 Understand the roles and responsibilities involved in health, safety and security in health, social care and child care environments
LO5	Policies and procedures for safeguarding children and young people	Unit 2 Equality, diversity and rights in health and social care	LO3 Understand how current legislation and national initiatives promote anti-discriminatory practice in health, social care and child care environments
		Unit 3 Health, safety and security in health and social care	LO2 Understand how legislation, policies and procedures promote health, safety and security in health, social care and child care environments LO3 Understand the roles and responsibilities involved in health, safety and security in health, social care and child care environments
		Unit 8 Creativity and activity for children and young people	LO4 Be able to design and plan an activity/creative activity for use with a group of children or young people
LO5	Policies and procedures for safeguarding adults	Unit 2 Equality, diversity and rights in health and social care	LO3 Understand how current legislation and national initiatives promote anti-discriminatory practice in health, social care and child care environments
		Unit 3 Health, safety and security in health and social care	LO2 Understand how legislation, policies and procedures promote health, safety and security in health, social care and child care environments LO3 Understand the roles and responsibilities involved in health, safety and security in health, social care and child care environments
		Unit 18 Caring for older people	LO2 Be able to support older people to plan their care and support
		Unit 19 Creativity and activity for adults	LO2 Be able to design and plan a creative activity/activity or for use with an adult/group of adults
LO6	Working approaches for minimising the risk of abuse of children and young people	Unit 2 Equality, diversity and rights in health and social care	LO1 Understand concepts of equality, diversity and rights and how these are applied in the context of health, social care and child care environments
		Unit 3 Health, safety and security in health and social care	LO3 Understand the roles and responsibilities involved in health, safety and security in health, social care and child care environments
		Unit 12 Promote positive behaviour	LO3 Be able to use interventions to promote positive behaviour, considering the impact on the individual
		Unit 21 Looked after children and young people	LO4 Understand how the needs of children and young people in care are being met
LO6	Working approaches for minimising the risk of abuse of adults	Unit 2 Equality, diversity and rights in health and social care	LO1 Understand concepts of equality, diversity and rights and how these are applied in the context of health, social care and child care environments
		Unit 3 Health, safety and security in health and social care	LO3 Understand the roles and responsibilities involved in health, safety and security in health, social care and child care environments
		Unit 12 Promote positive behaviour	LO3 Be able to use interventions to promote positive behaviour, considering the impact on the individual

KEY TERMS

Explanations of the key terms used within this unit, in the context of this unit	
Key term	**Explanation**
Abuse	Abuse involves the violation of an individual's human and civil rights by another person or other people. Abuse can be intentional or unintentional and results in causing an individual harm either deliberately or unintentionally.
Active participation	Active participation is a person-centred approach that involves enabling and supporting individuals to lead their lives how they wish. For example, by individuals making choices and decisions about day-to-day activities and how they plan to achieve their hopes and dreams.
Bullying	A form of abuse that involves harming an individual either physically and/or emotionally. For example, name-calling or using SMS to spread rumours.
Continuing Professional Development (CPD)	A record of learning activities completed, reflected on and applied that enables health and social care professionals to keep their knowledge and skills up to date, explore new areas of learning as well as practice safely and legally.
Dementia	A condition that describes a collection of symptoms that may include difficulties with language (such as finding the right word for an item), memory (such as difficulties remembering recent day-to-day activities), concentration (such as carrying out a task such as shopping), planning or organising (such as making arrangements to attend an appointment). Dementia is caused when the brain is damaged for example by a disease such as Alzheimer's. Dementia is a progressive disease but how it progresses varies from individual to individual, depending on a variety of factors including the part or parts of the brain that have been damaged.
Designated child protection officer	A nominated person who takes the lead for safeguarding children in an organisation such as a children's centre or school or youth service. The designated child protection officer is the first point of contact for staff or volunteers who may have concerns about a child and require support or advice. Their role involves referring allegations, suspicions and disclosures of abuse to the relevant investigating agencies such as Social Services, the Local Safeguarding Children Board or the police. Their responsibilities also include ensuring the organisation's safeguarding policy and procedures are up to date, reviewed regularly and being complied with.
Disclosure and Barring Service (DBS)	The Disclosure and Barring Service (DBS) has replaced the Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA). It enables employers to check the criminal records of employees and potential employees to ascertain whether or not they are suitable to work with vulnerable adults and children. For individuals working in certain positions, a valid DBS disclosure is a legislative requirement. The DBS is not only responsible for undertaking DBS checks but is also responsible for placing or removing people from the DBS children's barred list and adults' barred list for England, Wales and Northern Ireland.
Disclosures of abuse	When an individual or another person tells you either directly (a child tells you they are being abused) or indirectly through their behaviour (an adult appears withdrawn and increasingly anxious in situations around one person in particular) that an individual has been, is being or is at risk of being abused.
Discriminatory abuse	Discriminatory abuse can manifest itself as any of the other types of abuse. It is characterised by oppressive and discriminatory attitudes such as deliberate exclusion of an individual from an activity because of the individual's race or denial of access to a service for an individual because of their sexual orientation.
Duty of care	A legal obligation of health and social care professionals to ensure that they always act in the best interest of individuals and others, do not act or fail to act in a way that results in harm or abuse and always work and act in a safe, effective and competent manner.
Emotional/ psychological abuse	Emotional/psychological abuse is a form of abuse that results in harm or damage to an individual's emotional and/or mental health causing low self-esteem and anxiety. Examples can include controlling behaviour and humiliation of an individual.
Exploitation/mate crime	Exploitation or mate crime occurs when an individual is taken advantage of, harmed or abused by another person or persons who they thought were their friend/s; the individual usually becomes a target due to their vulnerability. For example, befriending an individual who has a learning disability and then causing them harm or taking advantage of an individual who has mental health needs.

Explanations of the key terms used within this unit, in the context of this unit	
Key term	**Explanation**
Financial abuse	A form of abuse that results in the unauthorised improper use of funds, property or any resources belonging to an individual. Examples of financial abuse can include forcing changes to an individual's will or restricting an individual's access to their bank account.
Health settings	Health settings include practitioners and organisations that provide diagnostic, preventative, remedial and therapeutic services such as consultants, doctors, nurses, midwives, dentists, dieticians, opticians, occupational therapists, hospitals and clinics.
Homelessness	Homelessness does not only refer to individuals who do not have a home to live in but also to individuals who are living somewhere where they have no legal rights i.e. a squat, or living somewhere unsuitable i.e. in poor or cramped conditions, or temporarily with friends.
Independent living facilities	Independent living facilities include settings where individuals live in their own separate flat or house but have access to a communal area that is shared with others who live as part of this independent living community. Independent living facilities are aimed at enabling individuals to maintain their independence and for this reason are very often not staffed by full-time workers.
Individuals	Individuals include adults, children and young people who may require care or support due to being young or old, in need, at risk, having an illness, a disability or in poverty.
Institutional abuse	A form of abuse that involves the mistreatment, abuse or neglect of a child or adult caused when the rules or systems in a setting override the needs and preferences of the individuals being supported such as lack of flexibility over choices at mealtimes for an adult who lives in a residential care home or supporting children to get up in the mornings at times that suit the staff.
Lack of capacity	This refers to when individuals are unable to make their own decisions about their care and treatment due to not having the mental capacity due to, for example, having a learning disability, a mental health condition or being unconscious due to a sudden illness or accident.
Learning disability	The Government's White Paper for England *Valuing People: a new strategy for learning disability for the 21st century*, published in 2001, was the first White Paper on learning disabilities for 30 years. It explains that a learning disability includes the presence of: a significantly reduced ability to understand new or complex information or to learn new skills; a reduced ability to cope independently; an impairment that started before adulthood, with a lasting effect on development.
Legislation	A law or set of laws made by a government. For example, legislation that promotes safeguarding of children, young people and adults can include: Human Rights Act 1998; Children Act 2004; Safeguarding Vulnerable Groups Act 2006; Mental Capacity Act 2005; Health and Social Care Act 2008; Equality Act 2010; Care Act 2014; Children and Families Act 2014; Health and Social Care (Safety and Quality) Act 2015.
Looked after children	This term refers to children who are looked after or under the care of the local authority. They might be living in a number of settings including: with foster parents; at home with parents and under the supervision of Social Services; in residential children's settings like homes; schools and secure units.
Neglect	Neglect involves the failure to meet a child or adult's basic needs such as failure to meet medical needs and not providing food or drink.
Person-centred planning	This term refers to approaches to enable individuals to think about their lives and make plans for their futures where individuals' views, hopes and wishes drive the decision-making process. The person-centred approach was developed from the work of the psychologist Dr Carl Rogers and involves believing in the potential and ability of individuals who require care or support to make their own choices that are suitable for their own lives without being influenced by the beliefs and values of professionals or practitioners. In a person-centred approach individuals rather than professionals or practitioners are the experts. The individual's needs, views and wishes are the focus; they come first and become central to any care or support that is accessed.
Policies	Clear statements of intent of how an organisation intends to conduct its services. Examples of policies may include a Safeguarding or Risk Assessment Policy.
Positive risk taking	This term refers to an approach that involves individuals identifying and taking risks by weighing up the positive effects against the negative effects for the individual. It involves making use of all available resources and support to enable individuals to fulfil their plans whilst minimising any potential harm to them.

Explanations of the key terms used within this unit, in the context of this unit	
Key term	**Explanation**
Procedures	Details of how an organisation will put into action their policies. For example, they will detail who is responsible for safeguarding, what steps need to be taken when disclosures of abuse are made and which reporting forms must be used.
Physical abuse	Physical abuse involves intentionally inflicting pain or injury on a child or adult such as hitting and force-feeding.
Physical disabilities	Under the Equality Act 2010 a physical disability is defined as having a physical impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities. Substantial is defined as taking a lot longer than usual to complete a daily task like getting dressed or washed. Long-term is defined as meaning 12 months or more. Definitions of physical disability also include: the total or partial loss in an individual's body functions such as walking and/or total or partial loss of a part of the body such as an individual who has had a limb amputated.
Safeguarding	Safeguarding adults involves protecting individuals' rights to live free from abuse and neglect, working in partnership to prevent the risk of abuse or neglect and promoting individuals' wellbeing. Safeguarding children involves ensuring that they live in environments that provide safe and effective care and protecting them from anything detrimental to their health or development. Safeguarding is defined in Working Together to Safeguard Children 2015 (a revised and updated version of the government's 2013 guidance) as: protecting children from maltreatment, preventing impairment of children's health and development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes. In addition the guidance reminds all professionals that come into contact with children and young people of these two principles: 1) safeguarding is everyone's responsibility – for services to be effective each professional and organisation should play their full part; 2) a child-centred approach – for services to be effective they should be based on a clear understanding of the needs and views of children.
Sensory impairment	This term refers to a loss in vision (this includes blindness and partial sight), a loss in hearing (this includes deafness and partial hearing) and a loss in both vision and hearing (this includes deafblindness and a partial loss in both vision and hearing).
Sexual abuse	Sexual abuse refers to when a child or adult is forced or persuaded to take part in sexual activities. This may include physical contact such as rape and unwanted sexual contact but can also involve no physical contact i.e. online.
Social care settings	Social care settings include professionals and organisations that provide care, support and protection to adults in need, at risk, or with needs arising from illness, disability, old age or poverty. This includes, for example, care assistants, support workers and managers who provide care and support to older people, individuals who have dementia, learning disabilities, physical disabilities, alcohol and substance misuse needs in their own homes, in residential and community-based settings and services.
Suspected abuse	This is when there are suspicions that a child or adult is likely to be at risk of being harmed or abused.

MISCONCEPTIONS

Some common misconceptions and guidance on how they could be overcome		
What is the misconception?	**How can this be overcome?**	**Resources which could help**
Learners may find it difficult to define some types of abuse	Learners may not know, for example, that sexual abuse can also include non-physical contact or that discrimination may be taking place in relation to the protected characteristics of the Equality Act and what exploitation/mate crime involves. Tutors could support learners to further their understanding of these types of abuse by asking learners to provide a range of examples of sexual abuse that include non-physical contact such as persuading children to engage in sexual acts over a web camera. The NSPCC provides additional information about this form of abuse. Learners may require additional information about the protected characteristics that are covered in the Equality Act 2010. Tutors could access the government's easy to read guide entitled The Equality Act, making equality real. Additional information about what exploitation/mate crime involves could also be accessed from Association for Real Change (ARC): http://arcuk.org.uk/?s=mate+crime ARC is a national charity whose aim is to promote real change in the learning disability sector.	Organisation: NSPCC Resource Title: Sexual abuse Website Link: http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-sexual-abuse/what-is-csa/ Description: Information produced by the NSPCC that details what sexual abuse is. Organisation: Government Equalities Office Resource Title: The Equality Act, making equality real Website Link: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/85012/easy-read.pdf Description: An easy to read guide produced by the UK government on the Equality Act. Organisation: ARC Resource Title: ARC's Safety Net project brings Mate Crime to ITV Website Link: http://arcuk.org.uk/blog/arcs-safety-net-project-brings-mate-crime-to-itv/ Description: Information and a video clip about mate crime.
The differences that exist between health, social care and child care settings	Learners may not know about the wide range of health, social care and child care settings that exist. Learners could overcome this by researching each sector in turn. For the health and social care sectors learners could find out more about the services that are monitored and inspected by the Care Quality Commission; the independent regulator of all health and social care services in England. For the range of settings that exist in the children sector learners could research the website belonging to the organisation, Pacey, the Professional Association for Childcare and Early Years that promotes best practice and supports child care professionals to deliver high standards of care and learning. Learners could also be asked to find out about the health, social care and child care settings available in their local area by accessing their local authority's website.	Organisation: Care Quality Commission Resource Title: Services we regulate Website Link: http://www.cqc.org.uk/content/services-we-regulate Description: An A–Z of health and social care services that are regulated. Organisation: Pacey Resource Title: Types of childcare Website Link: http://www.pacey.org.uk/parents/choosing-great-childcare/types-of-childcare/ Description: Types of child care and the range of settings that there are.

Some common misconceptions and guidance on how they could be overcome		
What is the misconception?	**How can this be overcome?**	**Resources which could help**
The meaning of the term homelessness	Learners may not be aware of the full scope of the term homelessness. Homelessness does not only refer to individuals who do not have a home to live in but also to individuals who are living somewhere where they have no legal rights i.e. a squat, or living somewhere unsuitable i.e. in poor or cramped conditions, or temporarily with friends. Learners could complete a short quiz to test their knowledge about this term after accessing Shelter's resource entitled, What is homelessness?	Organisation: Shelter Resource Title: What is homelessness? Website Link: http://england.shelter.org.uk/get_advice/homelessness/homelessness_-_an_introduction/what_is_homelessness Description: Information about the meaning of the term homelessness.
The meaning of the term looked after children	Learners may not be familiar with the full meaning of the term 'looked after children'. The NSPCC's resource, Children in care, could be accessed by learners who could then work in pairs and question each other to consolidate their knowledge of this term.	Organisation: NSPCC Resource Title: Children in care Website Link: http://www.nspcc.org.uk/preventing-abuse/child-protection-system/children-in-care/ Description: Information about the meaning of the term 'looked after children'.
The whistleblowing concept	Learners may not understand what whistleblowing is, why it is important and relevant to health, social care and child care settings. Tutors could ask learners to access the resource Raising Concerns at Work: Whistleblowing Guidance for Workers and Employers in Health and Social Care and then in small groups answer the following questions: • What is whistleblowing? • Why is it important? • What legislation supports whistleblowing? Learners could also discuss the good practice case studies that are included in this whistleblowing guidance resource.	Organisation: Whistleblowing Helpline Resource Title: Raising Concerns at Work: Whistleblowing Guidance for Workers and Employers in Health and Social Care Website Link: http://wbhelpline.org.uk/wp-content/uploads/2014/04/Raising-Concerns-at-Work.pdf Description: Guidance for health and social care employers and employees over whistleblowing. Organisation: The Safe Network Resource Title: If there is wrongdoing in your organisation you can 'blow the whistle' to make it stop Website Link: http://www.safenetwork.org.uk/help_and_advice/pages/whistleblowing.aspx Description: Information about what whistleblowing is and how to implement it in relation to child care.

Some common misconceptions and guidance on how they could be overcome		
What is the misconception?	**How can this be overcome?**	**Resources which could help**
The meaning of policies and procedures, including how these differ	Learners may confuse or use the terms policies and procedures interchangeably as having the same meaning. A policy is a formal statement that members of an organisation such as employees must follow. Each policy addresses an issue important to the organisation's aim and activities. A procedure tells members of the organisation how to carry out or implement a policy such as a series of steps or instructions to follow. Policy is the 'what' and the procedure is the 'how to'. Guidance on writing policies is available from: http://www.safenetwork.org.uk/resources/Pages/writing_your_policy_statement.aspx And on reporting procedures from: http://www.safenetwork.org.uk/resources/Pages/writing_procedures.aspx	Organisation: The Safe Network Resource Title: Writing your policy statement Website Link: http://www.safenetwork.org.uk/resources/Pages/writing_your_policy_statement.aspx Description: Guidance on developing a policy statement for the safeguarding of children and information about reporting procedures.

SUGGESTED ACTIVITIES

LO No:	1		
LO Title:	**Understand types and signs of abuse**		
Title of suggested activity	**Suggested activities**	**Suggested timings**	**Also related to**
What is abuse?	It is important for learners to understand what is meant by the term abuse as well as the different types of abuse, their signs and symptoms. Tutors could direct learners to a useful resource developed by the Social Care Institute for Excellence (SCIE) that explores the definition of abuse: Organisation: SCIE Resource Title: Defining abuse Website Link: http://www.scie.org.uk/publications/elearning/adultsafeguarding/resource/2_study_area_3_2.html Description: Information produced by SCIE that explores the definition of abuse. Tutors could then ask learners to get into small groups, write down their own definition of abuse and then see how this compares with the definitions of others. Tutors could then provide learners with a list of the different types of abuse that exist with a few examples of each to include physical, sexual, emotional/psychological, neglect, financial, institutional, bullying, discrimination, exploitation/mate crime. Tutors will find the definitions and examples of these types of abuse that are provided in the key terms of this delivery guide useful. Tutors could then ask learners to conduct some independent research about these different types of abuse including the visible indicators of these occurring (signs) and the non-visible indicators of these occurring (symptoms) as well as the effects these may have on the individual. Tutors could reinforce to learners that all individuals are unique and therefore although there are some common signs, symptoms and effects these will be experienced and manifested differently by each individual. Learners will find the children's charity, the National Society for the Prevention of Cruelty to Children (the NSPPC) a useful resource in relation to researching types of abuse in children: http://www.nspcc.org.uk/preventing-abuse/signs-symptoms-effects/ SCIE's website, a useful resource in relation to researching types of abuse in adults: http://www.scie.org.uk/publications/elearning/adultsafeguarding/resource/2_study_area_3_4.html	3 hours	Unit 2 LO2 Unit 3 LO1

Title of suggested activity	Suggested activities	Suggested timings	Also related to
See Lesson Element Is abuse happening?	The NSPCC has produced a series of real life stories of child abuse ; these could be used with learners as a whole group activity to illustrate the effects that abuse can have on individuals: Organisation: NSPCC Resource title: Children's stories Website Link: http://www.nspcc.org.uk/fighting-for-childhood/childrens-stories-about-abuse/ Description: Real life stories of children who've experienced abuse. Learners could then present their findings in the form of a table:		

Type of abuse	Signs	Symptoms	Effects on individual
Physical			
Sexual			
Emotional/psychological			
Neglect			
Financial			
Institutional			
Bullying			
Discrimination			
Exploitation/mate crime			

SUGGESTED ACTIVITIES

LO No:	2
LO Title:	Understand factors which may lead to abusive situations

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Why does abuse happen?	Tutors could introduce the reasons for abuse by explaining that there are a range of factors and that these include individual factors i.e. due to a learning disability, dementia, a lack of mental capacity, communication difficulties, sensory impairment, physical disabilities and the victims being looked after children. Learners could begin by finding out what each of these terms means as well as why they may make an individual more vulnerable to abuse; their findings could then be shared with the whole group as a basis of either a whole group or small groups' discussions. The following organisations have useful information about these individual factors: Mencap – Information about a learning disability: https://www.mencap.org.uk/about-learning-disability/about-learning-disability Alzheimer's Society – A dementia factsheet: http://www.alzheimers.org.uk/site/scripts/documents_info.php?documentID=106 NHS Choices - Information about mental capacity: http://www.nhs.uk/Conditions/social-care-and-support-guide/Pages/mental-capacity.aspx Scope – Communication difficulties: http://www.scope.org.uk/support/professionals/learning-together/impairment-conditions/communication-difficulties Sense – Sensory impairment: https://www.sense.org.uk/content/multi-sensory-impairment-and-down-syndrome Scope – Physical Impairments: http://www.scope.org.uk/support/professionals/learning-together/impairment-conditions/physical NSPCC – Information about looked after children: http://www.nspcc.org.uk/preventing-abuse/child-protection-system/children-in-care/	2 hours	Unit 3 LO1 Unit 18 LO4 Unit 21 LO2

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Other factors that may lead to abuse happening	Tutors could task learners with researching environmental and other factors that may also make abuse more likely to occur. Tutors could encourage learners to begin by thinking about the range of health and social care settings that exist for children, young people and adults. For example for the health and social care sectors learners could find out more about the services that are monitored and inspected by the Care Quality Commission: the independent regulator of all health and social care services in England. For the range of settings that exist in the children sector learners could research the website belonging to the organisation, Pacey, the Professional Association for Childcare and Early Years that promotes best practice and supports childcare professionals to deliver high standards of care and learning. Organisation: Care Quality Commission Resource Title: Services we regulate Website Link: http://www.cqc.org.uk/content/services-we-regulate Description: An A–Z of health and social care services that are regulated. Organisation: Pacey Resource Title: Types of childcare Website Link: http://www.pacey.org.uk/parents/choosing-great-childcare/types-of-childcare/ Description: Types of child care and the range of settings that there are. Learners could then be tasked with discussing the environmental risk factors that may lead to abuse happening in these settings such as those in relation to both the physical environment i.e. actual fixtures, fittings and layout of the environment being hazardous if not properly maintained. Other factors that may lead to abuse could also form part of a whole group discussion such as in relation to the stress that may result in living and caring for an individual, the nature of relationships creating dependency as well as carers and individuals becoming socially isolated.	2 hours	Unit 3 LO1 Unit 18 LO4 Unit 21 LO2

SUGGESTED ACTIVITIES

LO No:	3
LO Title:	Understand legislation, regulatory requirements and guidance that govern the safeguarding of adults, young people and children.

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Safeguarding guidance	Tutors could introduce learners to the topic of safeguarding by making learners aware of the definition of safeguarding in relation to both adults and children. Safeguarding is defined in Working Together to Safeguard Children 2015 (a revised and updated version of the government's 2013 guidance) as: protecting children from maltreatment, preventing impairment of children's health and development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes. This current piece of guidance can be accessed from the following website link: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf Safeguarding adults involves protecting individuals' rights to live free from abuse and neglect, working in partnership to prevent the risk of abuse or neglect and promoting individuals' wellbeing. Since 2000, No Secrets (Department of Health) has provided the framework for safeguarding of adults. In April 2015, No Secrets became obsolete and the Care Act 2014 has established a new statutory framework for care and support, including adult safeguarding. More information about the Care Act 2014 can be accessed from the National Archives website: http://www.legislation.gov.uk/. In addition, Skills for Care has produced a set of resources including an easy to read fact sheet and a short video about the Care Act. This can be accessed from the following website link: http://www.skillsforcare.org.uk/Standards/Care-Act/Care-Act.aspx Tutors could then question learners about the safeguarding definitions including the similarities and differences of the key aspects of safeguarding adults and children. Learners could be asked to work in pairs to research the Disclosure and Barring Service (DBS) in relation to what it is and why it is needed. The Disclosure and Barring Service's website can be accessed from the following website link: https://www.gov.uk/government/organisations/disclosure-and-barring-service Tutors could ask learners to access the resource Raising Concerns at Work: Whistleblowing Guidance for Workers and Employers in Health and Social Care and then in small groups discuss the good practice case studies that are included in this whistleblowing resource: Resource Title: Raising Concerns at Work: Whistleblowing Guidance for Workers and Employers in Health and Social Care Website Link: http://wbhelpline.org.uk/wp-content/uploads/2014/04/Raising-Concerns-at-Work.pdf Description: Guidance for health and social care employers and employees over whistleblowing.		Unit 2 LO1 Unit 3 LO2 Unit 9 LO3 Unit 21 LO3

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Safeguarding legislation	Tutors could ask learners to research the main features of the key pieces of legislation that safeguard adults, children and young people. Their findings could be presented in the form of a table:	2 hours	Unit 2 LO3 Unit 3 LO2 Unit 6 LO1 Unit 9 LO3 Unit 16 LO2 Unit 17 LO3 Unit 18 LO2 Unit 20 LO3

Legislation*	What the law says in relation to safeguarding
Human Rights Act 1998	
Public Interest Disclosure Act 1998	
Data Protection Act 1998	
Children Act 2004	
Mental Capacity Act 2005	
Safeguarding Vulnerable Groups Act 2006	
Health and Social Care Act 2008	
Equality Act 2010	
Offender Rehabilitation Act 2014	

* Tutors must also ensure that learners know about any changes to legislation or any new legislation that comes into effect. For example, The Children and Families Act 2014 and The Health and Social Care (Safety and Quality) Act 2015.

The NSPCC's website is useful for researching relevant legislation pertaining to children and keeping up to date. The relevant section of the website can be accessed from the following website link: http://www.nspcc.org.uk/preventing-abuse/child-protection-system/children-in-care/legislation-policy-guidance/

The National Archives, a United Kingdom government department that publishes all UK legislation, has a website that is also useful for researching both legislation updates and current legislation. It can be accessed by this website link: http://www.legislation.gov.uk/

In addition, Skills for Care has produced a set of resources including an easy to read fact sheet and a short video about the Care Act. This can be accessed from the following website link: http://www.skillsforcare.org.uk/Standards/Care-Act/Care-Act.aspx

SUGGESTED ACTIVITIES

LO No:	4
LO Title:	Understand how to deal with suspected abuse and disclosures of abuse

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Reporting abuse of children and young people	Tutors could introduce the topic of reporting the abuse of children and young people by accessing the Safe Network's website page that provides information about reporting concerns. A video clip is also available in relation to responding to concerns about abuse. Organisation: Safe Network Resource Title: How to respond to child abuse or the suspicion of abuse Website Link: http://www.safenetwork.org.uk/help_and_advice/Pages/reporting_a_concern.aspx A whole group discussion could then ensue around why reporting of child abuse is important, who might report suspected or actual abuse and the key steps that must be taken when making a report of child abuse.	2 hours	Unit 2 LO3 Unit 3 LO2, LO3
Reporting abuse of adults See Lesson Element Safety Online	For the process to follow when reporting the abuse of adults tutors could ask learners to research their local authority's website for the process that must be followed. Tutors could then ask learners to complete a flow diagram of the key steps that must be taken when reporting both suspicions and disclosures of abuse. Tutors could then ask learners to take turns in small groups to explain their flow diagrams to the other participants. Tutors could also encourage learners to make detailed notes whilst they are carrying out their research to help them provide an explanation of their diagram.	2 hours	

SUGGESTED ACTIVITIES

LO No:	5
LO Title:	**Understand working strategies and procedures for the safeguarding and protection of adults, young people and children**

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Policies and procedures for safeguarding children and young people See Lesson Element Safety online	Tutors could ask learners to research the policies and procedures that are available to safeguard and protect children and young people in various settings by carrying out some research into the setting where learners are completing this course or into a setting in the local authority. Learners could then be tasked with developing a presentation to the whole group on all the relevant policies and procedures that are in place and how they work in terms of safeguarding and protecting children and young people. Additional information about working approaches and procedures for safeguarding children can also be accessed from the Safe Network: Organisation: The Safe Network Resource Title: Writing your policy statement Website Link: http://www.safenetwork.org.uk/resources/Pages/writing_your_policy_statement.aspx Description: Guidance on developing a policy statement for the safeguarding of children and information about reporting procedures.	2 hours	Unit 2 LO3 Unit 3 LO2, LO3 Unit 8 LO4
Policies and procedures for safeguarding adults	Guest speakers from different health and social care settings could be invited in to speak to learners about the policies and procedures they have in place in relation to safeguarding adults. Additional information can also be accessed from different health and social care settings within the local authority. Learners' findings from the interviews could then form the basis of a discussion that can be held as a pairs or small groups activity.	2 hours	Unit 2 LO3 Unit 3 LO2, LO3 Unit 18 LO3 Unit 19 LO2

SUGGESTED ACTIVITIES

LO No:	6
LO Title:	Understand how workers within health, social care and child care environments can minimise the risk of abuse

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Working approaches for minimising the risk of abuse of children and young people	Tutors could introduce approaches for minimising the risk of abuse to children through the case scenarios of Daniel Pelka, Khyra Ishaq or Baby P. Further information about these case scenarios is available on the following link: http://www.bbc.co.uk/news/uk-england-24107377 Information and a useful resource around the benefits of multi-agency working for safeguarding children is available at: http://www.safenetwork.org.uk/training_and_awareness/Pages/multi-agency-working.aspx A fact sheet entitled *Child Maltreatment* produced by WHO (the World Health Organisation) about how to reduce the risk of abuse in children can also be accessed at: http://www.who.int/mediacentre/factsheets/fs150/en/ Working in pairs, learners could discuss and agree on the different approaches to minimising the risk of abuse in children. The findings from these activities could then be shared with the whole group.		Unit 2 LO1 Unit 3 LO3 Unit 12 LO3 Unit 21 LO4
Working approaches for minimising the risk of abuse of adults	Tutors could introduce this topic by asking learners to watch a short film that shows how good communication and the building of trusting and positive relationships with older people can improve safeguarding. The Elders Forum based at the Malcolm X Community Centre in Bristol and the Ivybank House Residential Home in Bath both demonstrate how an open learning environment can encourage older people to speak out if they have seen or experienced abuse and be active participants in safeguarding. Organisation: SCIE Resource Title: Safeguarding adults: looking out for each other to prevent abuse Website Link: http://www.scie.org.uk/socialcaretv/video-player.asp?guid=d2966889-f552-4464-96d3-c22ebcf2a5ed Description: A short film about improving safeguarding for adults in health and social care settings. A whole group discussion could then ensue around how the risk of abuse is being minimised in these health and social care settings. Learners could also reflect on their research conducted in relation to safeguarding policies and procedures for adults and how these minimise the risk of abuse.		

Title of suggested activity	Suggested activities	Suggested timings	Also related to
See Lesson Element Identifying and minimising abuse	It is also important that learners understand the role of working approaches, such as person-centred planning and positive risk taking (the definitions of these key terms are provided at the front of this delivery guide). SCIE's resource entitled *Person-centred planning* can be accessed at: http://www.scie.org.uk/publications/elearning/adultsafeguarding/resource/2_study_area_5_7.html For positive risk taking The Joseph Rowntree Foundation (JRF)'s paper *The right to take risks: service users' views of risk in adult social care* can be accessed at: https://www.jrf.org.uk/report/right-take-risks-service-users-views-risk-adult-social-care	2 hours	Unit 2 LO1 Unit 3 LO3 Unit 12 LO3
Systems for minimising the risk of abuse of adults and children	Guest speakers from different health and social care settings could be invited in to speak to learners about the policies and procedures they have in place in relation to safeguarding adults and children. Additional information can also be accessed from different health and social care settings within the local authority. Learners' findings from the interviews could then form the basis of a discussion that can be held as a pairs or small groups activity. Learners could end by reflecting on how health and social care professionals and practitioners maintaining their continuous professional development is important for working safely and safeguarding both adults and children. A useful resource is available from the Health & Care Professions Council (HCPC): http://www.hpc-uk.org/registrants/cpd/	2 hours	Unit 2 LO1 Unit 3 LO3 Unit 12 LO3

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