

Unit 305: Safeguarding for all in health and care

Sample scheme of learning

This sample scheme of learning covers both classroom and workshop- based learning for Unit 305. It is based on three hours per session for 11 sessions, plus additional hours for independent learning. Some suggestions of independent learning are made in the session plans.

This is only an example of a possible scheme of learning. You can use it as it is, adjust it or extract content to suit your delivery needs, or the needs of individual learners. We have endeavoured to make the schemes of learning as flexible as possible. Where sessions may be taught out of order, this has been signposted. You may find it useful to use our lesson plan template to translate and adapt the sessions.

The schemes of learning are intended to be learner-focused, and they embrace current pedagogical methodology such as flipped and blended learning. They include the following types of learning tasks:

- **Pre-learning** – tasks for the learner to complete in advance of the session to allow for flipped learning
- **Active learning** – active, experiential and discovery learning approaches
- **Challenge focus** – stretching tasks to challenge more able learners
- **Independent learning** – tasks that learners can complete individually or collaboratively without tutor supervision. These tasks may be given as homework.

Reference is made within the scheme of learning to learning materials and other resources required for each session. A version of this scheme of learning with **full supporting materials** is also available to purchase on **SmartScreen.co.uk**. Resources consist of physical equipment required, as well as any technologies needed. Where possible we have included blended learning activities that make good use of technology so as to help centres fulfil the minimum amount of digital teaching recommended by government.

The scheme of learning also signposts opportunities within the unit content to introduce the following wider skills and government initiatives:

- English, mathematics and ICT
- employability skills and behaviours
- British values (including the Prevent strategy).

Centres should also incorporate the following themes, where appropriate. Although they are not specifically referred to in the scheme of learning, City & Guilds regards these as essential in the teaching of the qualification:

- spiritual, moral, social and cultural issues
- health and safety considerations, in particular the need to impress upon learners the fact that they must preserve the health and safety of others as well as themselves
- environmental education and related European issues.

Unit 305: Safeguarding for all in health and care

Sample scheme of learning

Course/qualification: _____ Tutor's name: _____

Number of sessions: 11 Delivery hours: 33 Venue: _____ Group: _____

By the end of this unit, learners will need to:

- understand the context of safeguarding and protection of children, young people and adults
- understand signs, symptoms and behaviours of abuse
- understand how to report and record abuse
- investigate a serious case review.

To enable learners to:

- define terms associated with abuse and safeguarding
- identify relevant legislation
- describe types, signs and symptoms of abuse
- explain who may be perpetrators of abuse
- describe potential causes of abuse
- understand why abuse may be missed or not reported
- know how and where to seek advice and support
- know how to report abuse, potential abuse and disclosure
- discuss serious case reviews
- undertake detailed research into a case review and describe the detail of this.

Unit 305 Sample scheme of learning

Session 1: Definitions of terms

Suggested Teaching Time: 3 hours

Learning Outcome: 1 – Understand the context of safeguarding and protection of children, young people and adults

Topic 1.1 Defining terms associated with safeguarding and abuse

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to consider what they understand by the term ‘safeguarding’ and make notes.</p> <p>Active learning:</p> <ol style="list-style-type: none"> Using the notes from pre-learning, learners to brainstorm ‘What does the term “safeguarding” mean?’ and compile a definition. Learners to work in groups to compare their definitions of safeguarding with the definition given by CQC (see link in Resources column). Learners to work in groups to look at the definition of safeguarding for children and make notes on why they consider there are differences. Learners to discuss the Care Act six principles for safeguarding and complete worksheet on this (tutor to devise). Learners to work in small groups to discuss (using knowledge gained in previous units) and then share with the wider group the terms: <ul style="list-style-type: none"> professional responsibility duty of care confidentiality whistleblowing disclosure – self and others potential abuse suspected abuse harm. 	<p>Materials:</p> <ul style="list-style-type: none"> Worksheet (tutor to devise) <p>Resources:</p> <ul style="list-style-type: none"> https://www.cqc.org.uk/content/safeguarding-people Interactive WB Computers Cue cards 	<p>Tutor to facilitate activity of choice and check learning.</p>

Unit 305 Sample scheme of learning

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Challenge focus: Learners could review the responses for worksheet 3 and give examples from their work placement for each of the terms.</p> <p>Independent learning: Learners to research restrictive practices in care. Make notes about lawful and unlawful restrictive practices.</p>		

Opportunities to develop maths, English, ICT and wider skills:

<p>English: Learners will have opportunities to take part in discussion to demonstrate speaking and listening skills and demonstrate comprehension skills in the pre-learning activity; present information logically; make use of basic grammar; read and identify main points.</p> <p>ICT: Learners can use internet research skills in researching Safeguarding. Worksheet could be completed electronically.</p>	<p>British values: Learners will gain a knowledge of safeguarding terms, enabling them to distinguish between right and wrong; learners will be encouraged to accept responsibility for their own behaviour.</p> <p>Employability: Learners will have the opportunity to communicate clearly and with different people. Learners will develop their knowledge of responsibility.</p>
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Session 2: Safeguarding and legislation**Suggested Teaching Time:** 3 hours**Learning Outcome:** 1 – Understand the context of safeguarding and protection of children, young people and adults**Topic 1.2** Legislation, policies, guidance, codes of practice relating to safeguarding children, young people and adults

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to reread the entries made into the legislation workbook for The Care Act 2014, The Children and Families Act and The Equality Act.</p> <p>Active learning:</p> <ol style="list-style-type: none"> Learners should work in a group to brainstorm legislation that relates to safeguarding of children, young people and adults. Jigsaw learning: learners to work in small groups. Each group to research one of the following and to share with the wider group: <ul style="list-style-type: none"> responsibilities for safeguarding – NHS responsibilities for safeguarding – government responsibilities for safeguarding – Ofsted responsibilities for safeguarding – CQC responsibilities for safeguarding – local authorities. <p>Challenge focus: Learners could read 'Working together to safeguard children' (see link in Resources column) and make notes.</p> <p>Independent learning: Learners to research the role of the local authority safeguarding adults' board and safeguarding children's board and make notes.</p>	<p>Resources:</p> <ul style="list-style-type: none"> 'Working together to safeguard children': https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf Interactive WB Computers Cue cards 	<p>Tutor to facilitate activity of choice and check learning.</p>

Opportunities to develop maths, English, ICT and wider skills:

English: Learners will have opportunities to take part in discussion to demonstrate speaking and listening skills and demonstrate comprehension skills in the pre-learning activity; present information logically; make use of basic grammar; read and identify main points.

ICT: Learners can use internet research skills in researching Safeguarding roles. Worksheets could be completed electronically. Presentation could be developed using ICT.

British values: Learners will gain a knowledge of safeguarding roles, enabling them to distinguish between right and wrong; learners will be encouraged to accept responsibility for their own behaviour.

Employability: Learners will have the opportunity to communicate clearly and with different people. Learners will develop their knowledge of responsibility.

Session 3: Codes of practice and policies**Suggested Teaching Time:** 3 hours**Learning Outcome:** 1 – Understand the context of safeguarding and protection of children, young people and adults**Topic 1.3** Working in a safe manner**Topic 1.4** Policies and practices that impact on roles and responsibilities

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to recap knowledge learnt in Unit 306 relating to lone working, security and risk assessments, then make notes on how these measures protect people from abuse.</p> <p>Active learning:</p> <ol style="list-style-type: none"> Learners to look at two sample policies (NHS policy and local authority policy; see links in Resources column) to evaluate how policies impact on roles. Learners to research the Code of Conduct for healthcare workers to evaluate how this impacts on roles (see link in Resources column). Learners to work in small groups to discuss the social care commitment and its impact on roles (see link in Resources column). Learners to have a group discussion to discuss how their own behaviours can uphold the code of conduct and the social care commitment in relation to safeguarding. <p>Challenge focus: Learners could research other local authority policies and compare to identify similarities and differences.</p> <p>Independent learning: Learners to research the employment checks that have to be undertaken prior to someone working in health or care.</p>	<p>Resources:</p> <ul style="list-style-type: none"> https://www.england.nhs.uk/wp-content/uploads/2015/07/safeguard-policy.pdf https://www.cornwall.gov.uk/media/3623591/Cornwall_Safeguarding_Policy-December_20112.pdf http://www.skillsforcare.org.uk/Documents/Standards-legislation/Code-of-Conduct/Code-of-Conduct.pdf http://www.skillsforcare.org.uk/Leadership-management/The-Social-Care-Commitment/The-Social-Care-Commitment.aspx Interactive WB Computers Cue cards 	<p>Tutor to facilitate activity of choice and check learning.</p>

Opportunities to develop maths, English, ICT and wider skills:

English: Learners will have opportunities to take part in discussion to demonstrate speaking and listening skills and demonstrate comprehension skills in the pre-learning activity; present information logically; make use of basic grammar; read and identify main points.

ICT: Learners can use internet research skills in researching Safeguarding policies. Worksheets could be completed electronically.

British values: Learners will gain a knowledge of personal responsibility within safeguarding legislation; learners will be encouraged to accept responsibility for their own behaviour.

Employability: Learners will have the opportunity to communicate clearly and with different people. Learners will develop their knowledge of responsibility.

Session 4: Types and forms of abuse**Suggested Teaching Time:** 3 hours**Learning Outcome:** 2 – Understand signs, symptoms and behaviours of abuse**Topic 2.1** Types of abuse associated with children, young people and adults**Topic 2.2** Signs and symptoms of abuse

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to research definitions of 'abuse'.</p> <p>Active learning:</p> <ol style="list-style-type: none"> Learners to complete myth or fact self-assessment and keep worksheet for Session 7 (tutor to provide list of 'myths' and 'facts' – can use for ideas) Learners to brainstorm 'types of abuse' and the forms this can take. Share with wider group. Learners to work in groups to discuss who could be at risk of each of the types of abuse. Discuss why. <p>Challenge focus: Learners could identify the environments in which each type of abuse could occur.</p> <p>Independent learning: Learners to consider how being abused may make an individual feel. Make notes.</p>	<p>Resources:</p> <ul style="list-style-type: none"> Myths/facts list (tutor to devise): http://www.safeguardingchildren.co.uk/section-1.html Interactive WB Computers Cue cards 	<p>Tutor to facilitate activity of choice and check learning.</p>

Opportunities to develop maths, English, ICT and wider skills:

English: Learners will have opportunities to take part in discussion to demonstrate speaking and listening skills and demonstrate comprehension skills; present information logically; make use of basic grammar; read and identify main points.

ICT: Learners can use internet research skills in researching Safeguarding policies. Worksheets could be completed electronically.

British values: Learners will develop their understanding of specific behaviours, enabling them to distinguish between right and wrong; learners will be encouraged to accept responsibility for their own behaviour.

Employability: Learners will have the opportunity to communicate clearly and with different people. Learners will develop their knowledge of responsibility.

Session 5: Types and signs of abuse

Suggested Teaching Time: 3 hours

Learning Outcome: 2 – Understand signs, symptoms and behaviours of abuse

Topic 2.1 Types of abuse associated with children, young people and adults

Topic 2.2 Signs and symptoms of abuse

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to research signs and symptoms of abuse in preparation for session.</p> <p>Active learning:</p> <ol style="list-style-type: none"> Jigsaw learning: learners to work in small groups; each group covers one of the following types of abuse. Using information from pre-learning, learners to discuss signs, symptoms, indicators and behaviours associated with the types of abuse: <ul style="list-style-type: none"> sexual abuse psychological abuse physical abuse financial/material abuse neglect and acts of omission discriminatory abuse self-harm/attempted suicide institutional e-abuse exploitation by gangs and groups. Learners to produce a presentation for the wider group on their findings above. Each learner to complete a table of notes from presentations. 	<p>Materials:</p> <ul style="list-style-type: none"> Matching worksheet (tutor to devise) <p>Resources:</p> <ul style="list-style-type: none"> Interactive WB Computers Cue cards 	<p>Tutor to facilitate activity of choice and check learning.</p>

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Challenge focus: Learners could make notes on the measures their learning environment takes to safeguard learners.</p> <p>Independent learning: Learners to complete a knowledge check to match words to descriptions (tutor to compile worksheet for this).</p>		

Opportunities to develop maths, English, ICT and wider skills:

<p>English: Learners will have opportunities to take part in discussion to demonstrate speaking and listening skills and demonstrate comprehension skills; present information logically; make use of basic grammar; read and identify main points.</p> <p>ICT: Learners can use internet research skills in researching Safeguarding policies. Worksheets could be completed electronically. ICT could be used for the presentation.</p>	<p>British values: Learners will develop their understanding of specific behaviours, enabling them to distinguish between right and wrong; learners will be encouraged to accept responsibility for their own behaviour.</p> <p>Employability: Learners will have the opportunity to communicate clearly and with different people. Learners will develop their knowledge of responsibility.</p>
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Session 6: Types of abuse, causes and perpetrators**Suggested Teaching Time:** 3 hours**Learning Outcome:** 2 – Understand signs, symptoms and behaviours of abuse**Topic 2.3** Known characteristics of perpetrators and associated behaviours**Topic 2.4** Causes of abuse

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to research how the concept of power can contribute to abuse, and make notes.</p> <p>Active learning:</p> <ol style="list-style-type: none"> Learners to work in small groups to discuss findings from pre-learning. Learners to watch the video about Annie (for this and following activities, see links in Resources column). Then, in small groups, learners to identify type of abuse, perpetrator and potential causes. Learners to watch the video about Peter. Then, in small groups, identify type of abuse, perpetrator and potential causes. Learners to watch the video about James. Then, in small groups, identify type of abuse, perpetrator and potential causes. Learners to watch the video about Yasmine. Then, in small groups, identify type of abuse, perpetrator and potential causes. <p>Challenge focus: Learners could research causes of child abuse and make notes.</p> <p>Independent learning: Learners to research causes of abuse.</p>	<p>Resources:</p> <ul style="list-style-type: none"> Active learning links: <ul style="list-style-type: none"> https://www.youtube.com/watch?v=nIVpR8_6CLk https://www.youtube.com/watch?v=2zcux_iluOI https://www.youtube.com/watch?v=2zcux_iluOI https://www.youtube.com/watch?v=ygi5UAiAQ0w Interactive WB Computers Cue cards 	<p>Tutor to facilitate activity of choice and check learning.</p>

Opportunities to develop maths, English, ICT and wider skills:

English: Learners will have opportunities to take part in discussion to demonstrate speaking and listening skills and demonstrate comprehension skills; present information logically; make use of basic grammar; read and identify main points.

ICT: Learners can use internet research skills in researching Safeguarding policies. Worksheets could be completed electronically.

British values: Learners will develop their understanding of specific behaviours, enabling them to distinguish between right and wrong; learners will be encouraged to accept responsibility for their own behaviour.

Employability: Learners will have the opportunity to communicate clearly and with different people. Learners will develop their knowledge of responsibility.

Session 7: Perpetrators and behaviours**Suggested Teaching Time:** 3 hours**Learning Outcome:** 2 – Understand signs, symptoms and behaviours of abuse**Topic 2.3** Known characteristics of perpetrators and associated behaviours**Topic 2.5** Why abuse and neglect may be missed or overlooked

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to research and find out about radicalisation. Complete Worksheet 26.</p> <p>Active learning:</p> <ol style="list-style-type: none"> 1. Learners to discuss who could be a perpetrator of abuse. 2. Learners to work in groups to discuss and make notes relating to behaviours exhibited by perpetrators of abuse. 3. Learners to brainstorm reasons why warning signs of abuse may be misinterpreted or ignored. 4. Learners to work in small groups to discuss why others may choose to ignore the warning signs of abuse. 5. Learners to discuss why individuals may not recognise that they are being abused. 6. Learners to consider whether they would change any of their original answers from the activity in session 4. <p>Challenge focus: Learners could complete research relating to motivations of perpetrators.</p> <p>Independent learning: Learners to make notes about why failure to record instances of abuse can lead to further abuse.</p>	<p>Resources:</p> <ul style="list-style-type: none"> • Interactive WB • Computers • Cue cards 	<p>Tutor to facilitate activity of choice and check learning.</p>

Opportunities to develop maths, English, ICT and wider skills:

English: Learners will have opportunities to take part in discussion to demonstrate speaking and listening skills and demonstrate comprehension skills; present information logically; make use of basic grammar; read and identify main points.

ICT: Learners can use internet research skills in researching Safeguarding policies. Worksheets could be completed electronically.

British values: Learners will develop their understanding of specific behaviours, enabling them to distinguish between right and wrong; learners will be encouraged to accept responsibility for their own behaviour.

Employability: Learners will have the opportunity to communicate clearly and with different people. Learners will develop their knowledge of responsibility.

Session 8: Reporting and recording abuse**Suggested Teaching Time:** 3 hours**Learning Outcome:** 3 – Understand how to report and record abuse**Topic 3.1** Reporting and recording abuse

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to revisit their learning from Sessions 1, 2 and 3 relating to legislation, guidance, roles and responsibilities and whistleblowing.</p> <p>Active learning:</p> <ol style="list-style-type: none"> 1. Learners to watch video, raise concerns and make notes. 2. Learners to work in groups and using their learning from Sessions 1, 2 and 3; learners to discuss procedures for reporting potential or suspected abuse and disclosure of abuse. 3. Learners to work in small groups to discuss what must be reported and why. 4. Think/pair/share: learners to answer the question, 'Why is it important to share information of potential or suspected abuse?' <p>Challenge focus: Learners could complete a word scramble quiz relating to a safeguarding statement – ie, ordering the statement correctly (tutor to provide statement).</p> <p>Independent learning: Learners to research the use of body maps in reporting abuse and make notes.</p>	<p>Materials:</p> <ul style="list-style-type: none"> • Safeguarding statement (tutor to devise) <p>Resources:</p> <ul style="list-style-type: none"> • Video: http://wbhelpline.org.uk/new-video-for-staff-who-work-in-healthcare/ • Interactive WB • Computers • Cue cards 	<p>Tutor to facilitate activity of choice and check learning.</p>

Opportunities to develop maths, English, ICT and wider skills:

English: Learners will have opportunities to take part in discussion to demonstrate speaking and listening skills and demonstrate comprehension skills; present information logically; make use of basic grammar; read and identify main points.

ICT: Learners can use internet research skills in researching Safeguarding policies. Worksheets could be completed electronically.

British values: Learners will develop their understanding of specific behaviours, enabling them to distinguish between right and wrong; learners will be encouraged to accept responsibility for their own behaviour.

Employability: Learners will have the opportunity to communicate clearly and with different people. Learners will develop their knowledge of responsibility.

Session 9: Support**Suggested Teaching Time:** 3 hours**Learning Outcome:** 3 – Understand how to report and record abuse**Topic 3.2** Support networks for those involved in safeguarding

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to think about what support they feel they would need if they were to be involved in safeguarding an individual who had been abused. Make notes.</p> <p>Active learning:</p> <ol style="list-style-type: none"> 1. Learners to complete crossword to identify sources of support. 2. Learners to work in groups to discuss internal sources of support. 3. Learners to work in two groups to research sources of external support for: <ul style="list-style-type: none"> • children and young people • adults. 4. Learners to think about the role of the police and inspectors in safeguarding, and make notes. <p>Challenge focus: Learners could create a poster showing sources of support.</p> <p>Independent learning: Learners to research the benefits of counselling for those involved in safeguarding.</p>	<p>Resources:</p> <ul style="list-style-type: none"> • Interactive WB • Computers • Cue cards 	<p>Tutor to facilitate activity of choice and check learning.</p>

Opportunities to develop maths, English, ICT and wider skills:

English: Learners will have opportunities to take part in discussion to demonstrate speaking and listening skills and demonstrate comprehension skills; present information logically; make use of basic grammar; read and identify main points.

ICT: Learners can use internet research skills in researching Safeguarding policies. Worksheets could be completed electronically.

British values: Learners will develop their understanding of specific behaviours, enabling them to distinguish between right and wrong; learners will be encouraged to accept responsibility for their own behaviour.

Employability: Learners will have the opportunity to communicate clearly and with different people. Learners will develop their knowledge of responsibility.

Session 10: Serious case reviews**Suggested Teaching Time:** 3 hours**Learning Outcome:** 4 – Investigate a serious case review**Topic 4.1** Investigating a serious case review

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to research what a serious case review is, and why they are undertaken. Make notes.</p> <p>Active learning:</p> <ol style="list-style-type: none"> 1. Learners to share as a whole group their findings from pre-learning. 2. Learners to work in groups to research serious case reviews. Each group to feed back to whole group. Learners to make notes for each serious case review (tutor could provide examples of SCRs, or learners could research themselves). <p>Challenge focus: Learners could commence detailed research for independent learning.</p> <p>Independent learning: Learners to choose one serious case review and research it on the internet; make notes and keep a record of references for further use.</p>	<p>Materials:</p> <ul style="list-style-type: none"> • Examples of serious case reviews (tutor to source) <p>Resources:</p> <ul style="list-style-type: none"> • Interactive WB • Computers • Cue cards 	<p>Tutor to facilitate activity of choice and check learning.</p>

Opportunities to develop maths, English, ICT and wider skills:

English: Learners will have opportunities to take part in discussion to demonstrate speaking and listening skills and demonstrate comprehension skills; present information logically; make use of basic grammar; read and identify main points.

ICT: Learners can use internet research skills in researching Safeguarding policies. Worksheets could be completed electronically.

British values: Learners will develop their understanding of specific behaviours, enabling them to distinguish between right and wrong; learners will be encouraged to accept responsibility for their own behaviour.

Employability: Learners will have the opportunity to communicate clearly and with different people. Learners will develop their knowledge of responsibility.

Session 11: Serious case review – prep for summative assignment**Suggested Teaching Time:** 3 hours**Learning Outcome:** 4 – Investigate a serious case review**Topic 4.1** Investigating a serious case review

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to choose one serious case review and research it on the internet; make notes and keep a record of references for further use.</p> <p>Active learning:</p> <ol style="list-style-type: none"> 1. Learners to use this session to prepare for the summative assignment. 2. Learners to review their research from pre-learning and compile detailed notes about their chosen case review. <p>Challenge focus: Learners could extend their research into the outcomes of the serious case review.</p> <p>Independent learning: Learners to continue their reading about the serious case review chosen.</p>	<p>Resources:</p> <ul style="list-style-type: none"> • Interactive WB • Computers • Cue cards 	<p>Tutor to facilitate activity of choice and check learning.</p>

Opportunities to develop maths, English, ICT and wider skills:

<p>English: Learners will have opportunities to take part in discussion to demonstrate speaking and listening skills and demonstrate comprehension skills; present information logically; make use of basic grammar; read and identify main points.</p> <p>ICT: Learners can use internet research skills in researching Safeguarding policies. Worksheets could be completed electronically.</p>	<p>British values: Learners will develop their understanding of specific behaviours, enabling them to distinguish between right and wrong; learners will be encouraged to accept responsibility for their own behaviour.</p> <p>Employability: Learners will have the opportunity to communicate clearly and with different people. Learners will develop their knowledge of responsibility.</p>
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