

LESSON PLAN (No):**Tutor:**

Course: Safeguarding Adults: Universal Training	Scheme of Work Reference:	Subject: Safeguarding adults	Number of Students on Register:
Location:	Date: Feb 18 onwards	Time:	Duration: 2 Hrs

<p>Aims</p> <p>To raise awareness of care staff and other adults working with adults in regards to adult safeguarding, and how to apply this to everyday activities and working practice</p> <p><i>(it is important to stress to the delegates the importance of them being able to take their learning away and be able to either use in the work-place or inform practice within the care establishment)</i></p> <p>Resources: Flipchart and pens. Computer, screen and projector. Speakers. Handouts and activities. DVD clip from SCIE TV 'Philip's Story'. Steven Hoskins Story, Pens, register.</p>	<p>Learning Objectives To meet the HSAB Competencies 1-6</p> <ol style="list-style-type: none"> 1. Understand what safeguarding is and your role in Adult Safeguarding 2. Recognise an adult at risk, potentially in need of safeguarding and take action 3. Understand the procedures involved to raise a concern 4. Understand dignity and respect when working with individuals 5. Have knowledge of policy, procedures and legislation that support Adult Safeguarding activity 6. Have knowledge of action to take should a concern around a child or young person is being abused 	<p>Learning Outcomes (Learners will...)</p> <ol style="list-style-type: none"> 1. Recognise an adult who may be at risk as a result of having care and support needs and explain their role within the Safeguarding Adults: multi-agency policy and procedures for the West Midlands linking to relevant legislation 2. To be aware of the concept of whistleblowing, and in what circumstances to raise a concern within their own internal procedures 3. Recognise signs, symptoms and indicators of abuse and how to report concerns using appropriate process 4. Recognise factors which may increase the risk for the person at risk and their role in the prevention agenda 5. Have a basic understanding of how to deal with disclosures made to them and action to take 6. Have an understanding of what the definition of abuse is and recognised categories of abuse under the Care Act 2015
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Equal Opportunities/Differentiation/Health & Safety

- Health & safety is paramount please advise learners of fire safety, trip hazards etc. at the start of session, and whenever appropriate
- Please promote respect for one another's opinions & group confidentiality
- Be aware of and accommodate for different learning styles.
- Allow for differentiation; be prepared to support any learner who may require additional support.
- Recognise diversity of skills and experiences.
- Promote the importance of dignity and equality throughout
- Promote an inclusive environment, each learner has a valid contribution to make

Note to trainers: Times for each section have not been added as is dependent on each learner group and size of group. However, a break can offer occur before feedback on the signs and symptoms activity.

The DVD clip 'Philips Story' is a powerful film to end the session on as to those who wrote this course believe it shows perfectly the reason why we all work in adult social care.

Steven Hoskins clip used to highlight how easy it was for people to hold different parts of the puzzle, and what happens if they are not put together

- Assessment
- Observation
- Peer Learning
- Individual input

Teaching Notes

Check equipment and adequate resources prior to course delivery

Ensure register signed for recording attendance as well as for fire purposes (encourage learners to check spelling for valid certificate)

Any learner who arrives late may be refused entrance due to missing some important elements of the training, this is at trainers discretion

Evaluation forms to be completed at end of the session

Attendance at event recorded as per agencies mechanisms

Timings should be flexible to allow for differentiation, inclusivity, useful discussion, and group size

SA=Safeguarding Adults PPP=Power Point Presentation

Trainer must report any concerns of current bad practice to their own Manager and/or relevant Safeguarding representative

Time	Content	Teaching Activity	Student Activity	Resources	Assessment	Outcome ref
5 mins	Welcome Tutor Introduction Registers check Health & safety Housekeeping Times & breaks :	Tutor led welcomes, and guidelines	Listen observe	ID badge Registers Computer Screen Projector PPP Slide 1	Observation	
	Learner Introductions	Ask each learner to introduce themselves, their job role, & any safeguarding experiences, expectations of the day.	Learner to introduce themselves, their job role, & any safeguarding experiences, expectations of the day	Paper/pen to record if needed.	Observation Peer Learning Individual input	
3 mins	Group contract	Tutor to introduce group contract PPP	Acknowledge, free to comment		Observation Individual input (if relevant)	
2 mins	Training Aims Learning objectives	Tutor to introduce and give background to history of SA. Useful info document to help with this is A decade of serious case reviews that help to give a background PPP	Acknowledge, free to comment	Slides 2/3	Observation Individual input	
10 mins	Impact of abuse – Phillips story	Watch this video and ask group to look for how he talks about the abuse that happened to him You need to bring out the impact of abuse and even though this was quite a long time ago still has an impact	Group work – encourage discussion around impact Bring out the fact that prevention is important, abuse can be stopped and lives improve, but the damage remains	Slide 4 Video Clip	Group feedback	Obj 5 LO1, 3, 4, 6
5 mins	Dignity Challenge – have you seen this?	Ask where this has been seen, have you got one in your service? Dignity & respect within service key to this commitment	Working in groups what can you remember from the posters? How many of the statements can you remember	Slide 5/6	Completion of activity which will have included all points on the poster have been identified by the group or delivered by the trainer	Obj 1, 4

5 mins	Your role – raising a concern within your internal procedures	Describe your internal procedure – talk to your immediate line manager /supervisor/ team leader / office. This sets the scene for the rest of the session	Listening	Slide 7	Ensure learner know their role in relation to safeguarding	Obj 1 LO 1
10 mins	Who does safeguarding apply to? Aims of safeguarding	Who is an adult at risk – go through the definition from Care Act guidance What is a care and support need	Discussion about the adults they come into contact with – do they fit into this groups – do they have contact with adults who have care and as a result of these needs are unable to protect themselves?	Slide 8-10	Agree if they have contact with Adults at risk	Obj 2 LO 1,
10 mins	Legislation Raise awareness of other relevant legislation & agencies related to Adult Safeguarding	Ask group what other guidance or legislation they are aware of with regard to AS Go through legislation on slide	Comment/Question content of the slide	Slide 11	Observation Any feedback Q&A	Obj5 LO 6
5 mins	Making Safeguarding Personal	Explain what this is and how it is making a difference once a concern has been raised Importance of advocacy in this aspect to help ensure that the person remains at the centre of what we are doing	Listening and offered opportunities to share any experiences they may have	Slide 12	Discussion	Obj 3 LO 1
	NHS Initiative – no decision about me without me	This is not just about safeguarding but does impact on it	Listening	Slide 13	Feedback on own experiences	Obj 3 LO 1
5 mins	Defining abuse? What is abuse Patterns of abuse	Trainer introduce is just not us coming up with a definition, but is a legal definition taken from Care Act	Listen and follow	Slides 14	Observation Group Feedback Q&A	Obj 2 LO 1, 3, 6

20 mins	Types of abuse Care Act has added additional types	Ask group to think about their role in the prevention of abuse Draw out during feedback how many present in similar ways	Complete group work - What may be possible signs, symptoms, and indicators of this happening? Feedback results to other learners Highlight – not every who is subject to abuse shows signs	Slide 15-16 Slide 17 – can be used if needed to draw out any signs not covered by groups work	Observation Group Feedback Q&A	Obj 2 LO 1, 3, 6
15 mins	Who might be an abuser? Why does abuse happen?	Anyone Review Steven Hoskin video – could this happen here, if so why, if not why what is in place?	Responses Comment, question, query? Draw out things like, lack of info sharing, no one person in control of case, once referred – forgotten ,	Slide 18 - 19	Responses Observe Listen Q&A	Obj 2 LO3, 4,
5 mins	Preserving evidence	Explain importance of dealing with any emergency situation first and then dealing with the scene	Review of good practice guide	Slide 20	Evaluation forms	Obj 5 LO 5

10 mins	Recognise what to do if you suspect abuse or someone has made a disclosure to you	Ask group what they believe they should do if they suspect abuse – has this changed now they are almost finished the training	Group and individual responses Comment, questions, queries	Slide 21 -	Observation Responses Q&A Peer learning	Obj 3, 5 LO 2, 3, 5
5 mins	We need to stop abuse, explain reasons why	We need to complete a report as per our organisation guidelines, it needs to include the what where how and who elements	Comment, question, query?	Slide 22 - 23	Observe Listen Q&A	Obj 3, 5 LO 2, 3, 5

5 mins	Where can you get further advice to raise a concern What happens after a concern has been raised	Demonstrate web site	Group response Opportunity to feedback	slide 24 - 27	Observation Group feedback Individual feedback Peer learning	Obj 5 LO 5
5 mins	Importance of a family approach – think family	Explain that in most areas when working with adults contact with children is made Especially when working pregnant adults at risk	Listening and viewing of Levels of Need document and website	Slide 28 - 29		Obj 6
	Check objectives met Any Questions?	Offer opportunity for any queries	Comment, question, query?	Slide 30	Observation Individual questions Feedback	