



Embedding E-Safety Within Session Plans and Schemes Of Work

Effective practice with e-safety and embedding the culture of e-safety in the teaching, learning and assessment is a matter of basic regular reminders for teaching and support staff of some basic concepts. These are not always obvious. Here are a few examples of how e-safety reminders and prompts could be included in teaching files, lesson plans or schemes of work.

Use of Digital Images

This is the sort of generic instruction which might be found on many session plans when working with adults with learning difficulties and/or disabilities

Activity 3

Provide differentiated worksheets, verbal/written questions, photographs, evidence records to enable learners to record session achievements.

The use of photographs in collecting and collating evidence of achievement is a common occurrence

GG will finish his tasks / RK will use the Q1 to make his snack
When GG has finished his tasks He will Film RK
Cover setting the table / washing the pots and tidying away.



Some may not specifically mention digital evidence but the teaching and support staff need to be aware of the implications when working in practical skills where evidence is necessary for accreditation or recognition.

Activity 3 - learners mark out lines for cutting accurately using clamps, measuring tools

Activity 4 - learners position clamps securely and cut the various peices of wood with care and safety considerations

What are the policies and procedures within your organisation for:

- Taking;
- Storing; and
- using images?

Is it worth adding this reminder to any session plan which intends to use digital images for evidence or recording?

It is good practice to use college-owned devices for capturing evidence in graphic, video or audio format to ensure that any content is owned and licenced to the college. All devices should have all their content downloaded and removed at the end of each day.

Many providers whose learners are likely to be at risk of harm will not allow the use of personal mobile devices for photography or video capture to prevent it being used elsewhere.

Research using the Internet

Many session plans will include instructions such as –

ICT
1. Use of ICT facilities, eg word
researching on Internet, using d

Ensure students understand what is expected, and are clear as to where they can find the relevant information. Encourage students to use a variety of sources; internet, magazine, listing etc.

- Do your session plans have check lists and reminders about being aware that all is not as it may seem on the internet?
- Are your students (and staff) able and confident in evaluating the information they may find on the Internet?
- Does your curriculum include information literacy as a necessary skill?
- Are students encouraged to find information from 3 separate sources for corroboration?

How are students advised to deal with unsuitable content when researching a topic?



Support Staff

Many support staff are in a very trusted and powerful position when working with adults with learning difficulties and/or disabilities. They need to also ensure their own safety and professional awareness. If the organisation does not have a personal mobile phone policy it is still important for individuals to know some basic rules.

- Is your phone always protected by password or PIN?
- Is it in a safe and secure place?
- Do you know how to disable location services if you are going to use it in a work situation?

Many organisations have lone working policies and there are many circumstances when support or care staff will be alone with a student either in the residential setting or as part of a curriculum session. This might be cooking in a residential kitchen as part of an independent living session, or working remotely outside in a conservation session, or just shopping in a busy town but with no other support. In order to ensure their own professional integrity and the safety of the adult being supported staff need to be aware of any emergency actions or procedures that they may use in case of unexpected events.

Are these reminders part of your session planning? Are all these policies etc provided in a format which your students can access – large print, braille, audio or as symbols?



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