

# Speak up **STAND STRONG**

A workshop on raising concerns and  
speaking up



# Learning **OBJECTIVES**



By the end of this session, you will have an understanding of how to:

**Identify when raising concerns is required**

**Recognise at least two safe and effective ways to raise concerns**

**Link your actions to HCPC standards**

**Reflect on personal and systemic barriers to speaking up**



# Group Agreement **CREATING A SAFE SPACE**

What do you need for this to feel like  
a safe, respectful, and supportive  
space today?

**What values matter to us in  
this session?  
(e.g. compassion, curiosity,  
non-judgement, bravery,  
honesty)**

**What helps you feel  
safe in a group?**

**What helps you feel  
comfortable speaking or  
joining in?**

# Why does speaking up matter in **HEALTHCARE?**

- Protects people and upholds safety
- Builds a culture of trust and learning
- Upholds our professional responsibility

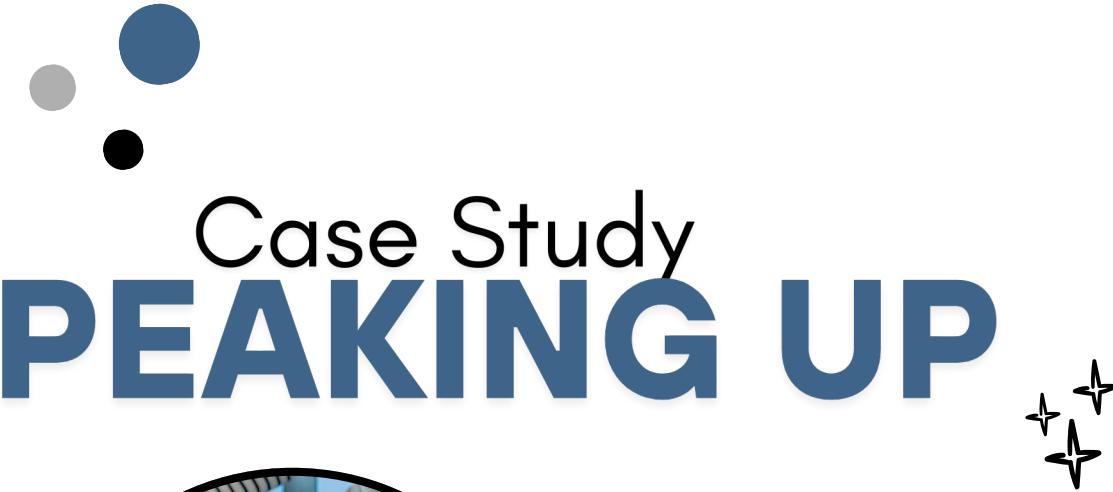


***What's one feeling you associate  
with speaking up?***

Please scan the barcode or click the link to answer  
anonymously



<https://www.menti.com/aluxszqkcvvm>



## Case Study **SPEAKING UP**



A foundation year junior doctor noticed that weekend on-call rotas regularly left junior doctors unsupported, with no senior supervision and unsafe patient loads

Rather than escalating formally straight away, they first spoke to a trusted supervisor and gathered anonymous feedback from peers

### **What they did:**



Used the hospital's internal raising concerns form  
Backed it with data and examples  
Worked with their medical education lead  
Escalated to the Guardian of Safe Working Hours





## Case Study **SPEAKING UP**



### *What changed?*

**Weekend rotas were redesigned  
Junior staff involved in co-design  
Greater senior presence added on-call  
Staff morale and patient safety improved**

### *Why it matters?*

**Protected patients  
Supported wellbeing of junior staff  
Reinforced HCPC Standard 7 (reporting risks) and 6  
(communicating appropriately)  
Showed that raising concerns can be collaborative**



# 5 minute **REFLECTION**



**Can you think of a time when you spoke up and it led to a positive outcome?**

**OR**

**Can you think of a time when you wish you had spoken up but decided not to?**

Please take 5 minutes to jot down your answers, these won't be shared, this is just to help you reflect on previous scenarios



# Who can we go to for **SUPPORT?**

Freedom to Speak Up Guardians



## **Every NHS Trust has a Freedom to Speak Up Guardian**

**They're independent, trained staff who support anyone raising concerns, especially when you feel unsure who to talk to**

**You can speak to them confidentially, even as a student on placement**

**They help make sure your concern is heard, logged, and followed up without fear of blame or punishment**

**You don't have to be sure something is wrong to raise a concern**

**Find your trust's guardian:**

**<https://nationalguardian.org.uk>**





# HCPC **WHISTLEBLOWING POLICY**

The HCPC whistleblowing policy is designed to protect both the public and the professionals who raise concerns

Whistleblowing is about raising an issue in the public interest, it applies when there is a risk of harm, unethical practice, or serious wrongdoing

Under the Public Interest Disclosure Act (PIDA), anyone who speaks up is legally protected against victimisation, dismissal, or negative treatment as a result of raising their concern



# HCPC **WHISTLEBLOWING POLICY**

The HCPC's role is to make sure:

Concerns are handled fairly, sensitively, and confidentially

Professionals feel safe and supported when speaking up

Action is taken if client safety or professional standards are at risk



# #myHCPC **STANDARDS** **WEBINAR**

**"Getting it right when things go wrong"**

**Covers duty of candour**

**Real examples of raising concerns**

**Practical tips on acting professionally under pressure**

[hcpc-uk.org/education-and-  
resources](http://hcpc-uk.org/education-and-resources)

# Scenario stations **ACTIVITY**

In groups of four, you will rotate through four scenarios

You will have 5 minutes at each station to reflect and discuss the questions about the scenario



## Example **SCENARIO**

Using the 4 cards in front of you, please hold up the card that represents which regulation zone you would be in if you faced this scenario

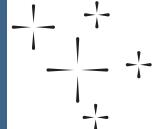
Another student tells you privately they're struggling with their mental health and feels unsafe to practice, but they don't want anyone to know. They seem overwhelmed and withdrawn.

# BREAK





## Scenario 1 **UNSAFE STAFFING LEVELS**



During a weekend shift, you notice staff are being pulled between wards and patient ratios are unsafe. A senior says, "We just have to get on with it." You feel this puts patients at risk.

**Discussion Questions:**

What might stop a student from speaking up in this situation?

What routes could you take to report this safely?

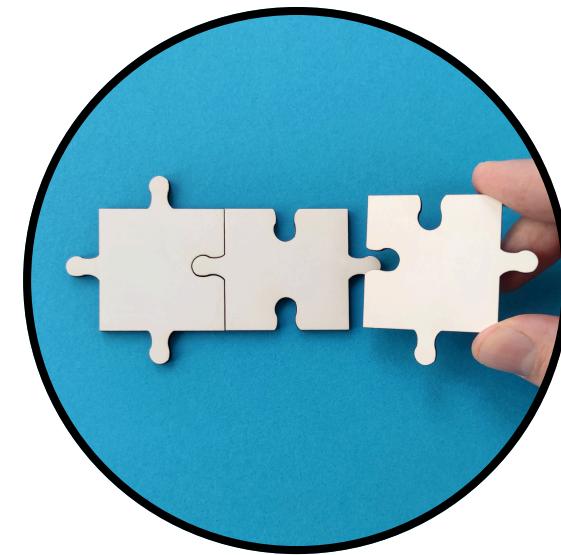
How could a Speak Up Guardian support you here?

**Relevant HCPC Standards:**

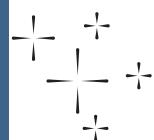
Standard 7 – Report concerns about safety

Standard 6 – Communicate effectively

Standard 9 – Be honest and trustworthy



## Scenario 2 **BREACH OF CONSENT**



**A staff member begins a physical assessment on a patient without explaining what they're doing or gaining explicit consent. The patient looks confused but doesn't say anything.**

**Discussion Questions:**

**How would you feel if you witnessed this?**

**What impact could this have on the patient?**

**Who could you speak to?**

**How do HCPC standards guide your response?**

**Relevant HCPC Standards:**

**Standard 1 – Promote and protect the interests of service users**

**Standard 2 – Communicate appropriately and effectively**

**Standard 5 – Respect confidentiality and consent**



## Scenario 3 **BULLYING BETWEEN STUDENTS**



**You overhear another student being mocked by a peer for their accent and learning style. The atmosphere becomes uncomfortable and the student looks upset.**

**Discussion Questions:**

**Would you intervene in the moment, or afterwards?**

**Who could you go to if the behaviour continues?**

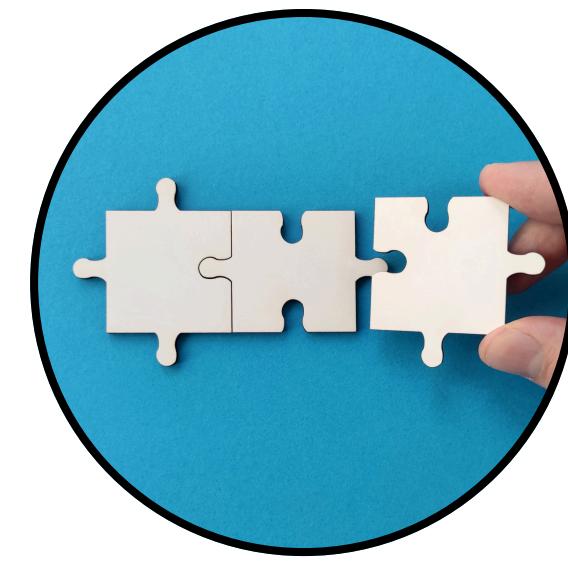
**How can you support the student without escalating fear?**

**Relevant HCPC Standards:**

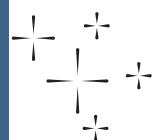
**Standard 1 – Promote and protect the interests of service users and carers**

**Standard 9 – Be honest and trustworthy**

**Standard 3 – Respect diversity and maintain dignity**



## Scenario 4 **UNSAFE EQUIPMENT IN CLINICAL AREA**



**On placement, you notice a hoist being used to transfer a patient. The straps look frayed and the equipment hasn't been safety checked recently. Staff seem to be using it anyway because it's "the only one available".**

**Discussion Questions:**

**What zone would you be in if you noticed this?**

**Who should you speak to first?**

**How would you document it if nothing changes?**

**Relevant HCPC Standards:**

**Standard 7 – Report concerns about safety**

**Standard 6 – Communicate effectively**

**Standard 13 – Understand the limits of your practice**



# Pair ACTIVITY

5-minutes



**Task:**

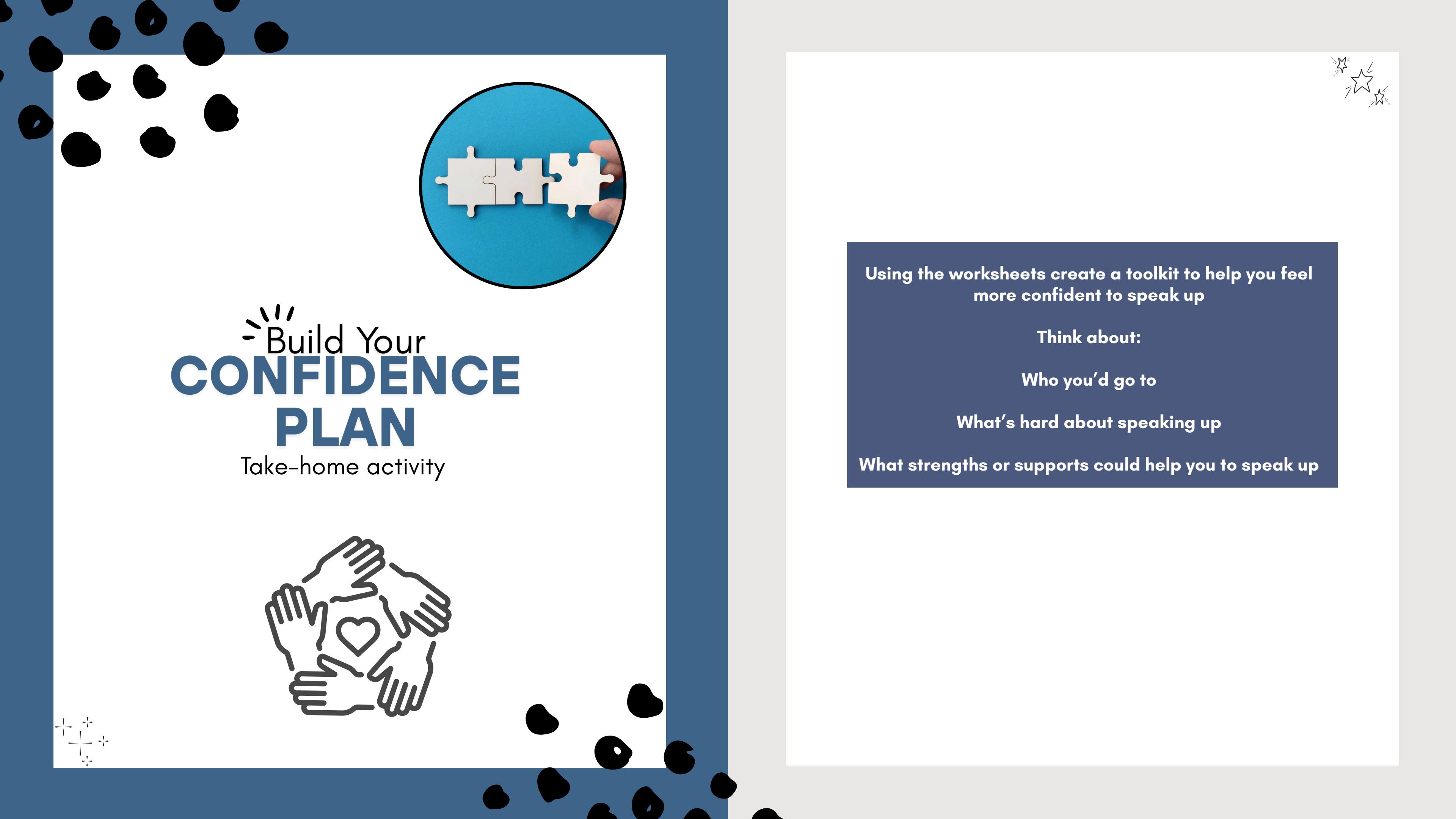
**Act out 1 of the 4 scenarios, and swap between:**

**Speaking up and being supported**

**Speaking up and being ignored**

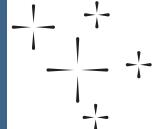
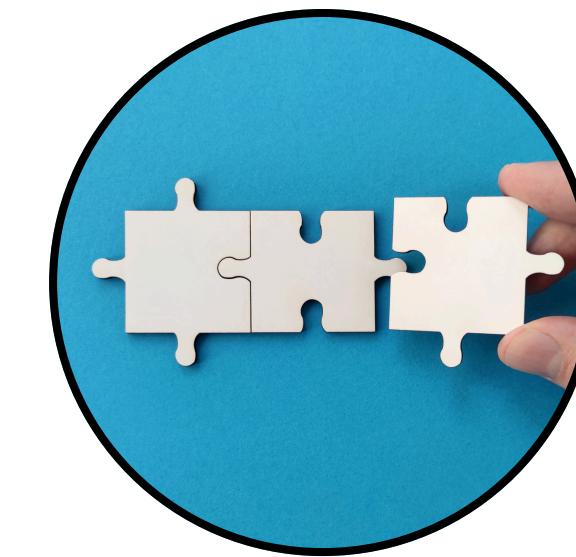
**Discuss: How did it make you feel? Have you experienced a similar scenario before?**





# Build Your **CONFIDENCE** **PLAN**

Take-home activity



**Using the worksheets create a toolkit to help you feel  
more confident to speak up**

**Think about:**

**Who you'd go to**

**What's hard about speaking up**

**What strengths or supports could help you to speak up**



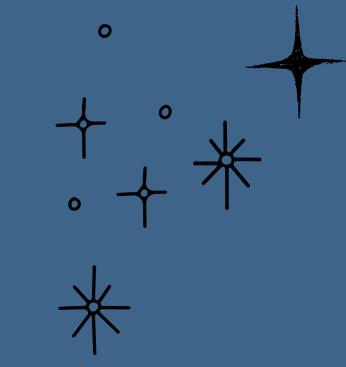
# Reflection **EXERCISE**

**What is one feeling you  
associate with speaking up  
after today's session?**



<https://www.menti.com/aluxszqkcvvm>

# Mental Health and Peer **SUPPORT**



**HCPC Student Hub -**  
[\*\*hcpc-uk.org/students\*\*](https://hcpc-uk.org/students)

**Mind -** [\*\*https://www.mind.org.uk\*\*](https://www.mind.org.uk)

**Student Minds -**  
[\*\*https://www.studentminds.org.uk\*\*](https://www.studentminds.org.uk)

**Hub of Hope -**  
[\*\*https://hubofhope.co.uk\*\*](https://hubofhope.co.uk)

**Samaritans - 116 123 (24/7 emotional support)**

**RCOT Student Network**

# Speaking up - reflection sheet to take home

What happened/what was the scenario?

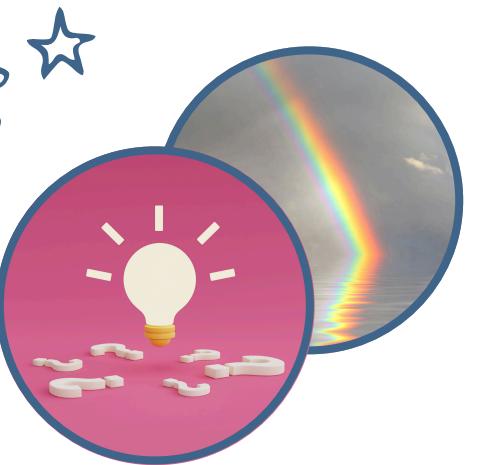
Who did you speak to? How did you document it?

What was challenging about speaking up?

What was the outcome of speaking up?

Would you do anything differently next time?

What would help you to speak up again in future?



# Key **TAKEAWAYS**

The **MORE**  
you **REFLECT** !!  
the **MORE**  
you **LEARN**

**Speaking up protects people and strengthens our professions**

**You don't have to wait until you're sure, if you're concerned, it's valid**

**There are safe routes and allies:  
Supervisors, Speak Up Guardians, HCPC,  
unions, and student services**

**Reflective, honest practice builds trust,  
safety, and positive change**

**You are never alone, support networks  
exist inside and outside the NHS**

Thank you! \*



Any questions?