**Education, training and learning activity log – template for level 3**

You will need to keep accurate records and document the following on an ongoing and continual basis:

* type of education, training and learning eg, online learning, course attendance, group case discussion, independent learning
* topic, a brief description and key points of learning activity
* the number of learning hours and the number of participatory learning hours.

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| **Date** | **Type of education, training and learning activity** | **Topic and key points of learning activity** | **Number of hours** | **Participatory hours** |
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**Education, training and learning reflection record** (to be completed following each individual learning activity)

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| Date: |
| **Topic and learning activity** |
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| **What did you learn/key points of the learning activity** |
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| **How does this relate to the knowledge, skills, attitudes and values and competencies outlined in the intercollegiate** *Safeguarding Children and Young People; Roles and Competencies for Healthcare Staff***?** |
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| **How will the learning affect your future practice?** |
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**This activity has enabled achievement of the following learning outcomes** (tick those that apply)

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| **Level 1** | **Tick those that apply** |
| Knowledge of potential indicators of child maltreatment in its different forms – physical, emotional and sexual abuse, and neglect, grooming and exploitation to support and/or commit acts of terrorism (known as radicalisation) |  |
| Awareness of child trafficking, FGM, forced marriage, modern slavery, gang and electronic media abuse, sexual exploitation, county lines (young people involved in organised crime who are coerced to traffic drugs or other illegal items around the country) |  |
| To be able to demonstrate an understanding of the risks associated with the internet and online social networking |  |
| Awareness of the vulnerability of: looked after children, children with disabilities, unaccompanied children, care leavers and young carers, missing children |  |
| To be able to understand the impact a parent/carers physical and mental health can have on the wellbeing of a child or young person, including the impact of domestic abuse and violence and substance misuse |  |
| To be able to understand the importance of children’s rights in the safeguarding/child protection context |  |
| To know what action to take if you have concerns, including to whom you should report your concerns and from whom to seek advice |  |
| To be able to understand the basic knowledge of legislation (Children Acts 1989, 2004, and Children and Social Work Act 2017 and the Sexual Offences Act 2003, and the equivalent Acts for Scotland, Northern Ireland and Wales) |  |
| **Level 2** |  |
| To demonstrate an understanding of what constitutes child maltreatment and be able to identify signs of child abuse or neglect |  |
| To be able to act as an effective advocate for the child or young person |  |
| To demonstrate an understanding of the potential impact of a parent’s/carer’s physical and mental health on the wellbeing of a child or young person in order to be able to identify a child or young person at risk |  |
| To be able to identify your own professional role, responsibilities, and professional boundaries, and understand those of your colleagues in a multidisciplinary team and in multi-agency setting |  |
| To know how and when to refer to social care if you have identified a safeguarding/child protection concern |  |
| To be able to document safeguarding/child protection concerns in a format that informs the relevant staff and agencies appropriately |  |
| To know how to maintain appropriate records including being able differentiate between fact and opinion |  |
| To be able to identify the appropriate and relevant information and how to share it with other teams |  |
| To be aware of the risk of female genital mutilation (FGM) in certain communities, be willing to ask about FGM in the course of taking a routine history where appropriate, know who to contact if a child makes a disclosure of impending or completed mutilation, be aware of the signs and symptoms and be able to refer appropriately for further care and support, including the FGM mandatory reporting duties to the police: in accordance with current legislation |  |
| To be aware of the risk factors for grooming and exploitation to support and/or commit acts of terrorism (known as radicalisation) and know who to contact regarding preventive action and supporting those vulnerable young persons who may be at risk of, or are being drawn into, terrorist related activity |  |
| To be able to identify and refer a child suspected of being a victim of trafficking and/or sexual exploitation |  |

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| **Level 3** |  |
| CORE |  |
| To be able to identify, drawing on professional and clinical expertise, possible signs of sexual, physical, or emotional abuse or neglect including domestic abuse, sexual exploitation, grooming and exploitation to support and/or commit acts of terrorism (known as radicalisation), FGM, modern slavery, gang and electronic media abuse using child and family-focused approach |  |
| To understand what constitutes child maltreatment including the effects of carer/parental behaviour on children and young people |  |
| To have an awareness or knowledge of, dependent on role, forensic procedures in child maltreatment, with specific requirements and depth of knowledge relating to role (eg, where role involves includes forensics teams/working alongside forensics teams) |  |
| To know how to undertake, where appropriate, a risk and harm assessment |  |
| To know how to communicate effectively with children and young people, and to know how to ensure that they have the opportunity to participate in decisions affecting them as appropriate to their age and ability |  |
| To know how to contribute to, and make considered judgements about how to act to safeguard/protect a child or young person, including escalation as part of this process |  |
| To know how to contribute to/formulate and communicate effective management plans for children and young people who have been maltreated within a multidisciplinary approach and related to role |  |
| To be able to demonstrate an understanding of the issues surrounding misdiagnosis in safeguarding/child protection |  |
| To know how to ensure the processes and legal requirements for looked after children, including after-care, are appropriately undertaken, where relevant to role |  |
| To know how to appropriately contribute to inter-agency assessments by gathering and sharing information, documenting concerns appropriately for safeguarding/child protection and legal purposes, seeking professional guidance in report writing where required |  |
| To know how to assess training requirements and contribute to departmental updates where relevant to role. This can be undertaken in various ways, such as through audit, case discussion, peer review, and supervision and as a component of refresher training) |  |
| To know how to deliver and receive supervision within effective models of supervision and /or peer review as appropriate to role, and be able to recognise the potential personal impact of safeguarding/child protection work on professionals |  |
| To be able to identify risk to the unborn child in the antenatal period as appropriate to role |  |
| To know how to apply the lessons learnt from audit and serious case reviews/case management reviews/significant case reviews to improve practice |  |
| To know, as per role, how to advise others on appropriate information sharing |  |
| To know how to (where relevant to role) appropriately contribute to serious case reviews (in Wales Child Practice Reviews)/Domestic Homicide Reviews which include children/case management reviews/significant case reviews, and child death review processes, and seeks appropriate advice and guidance for this role |  |
| To know how to obtain support and help in situations where there are problems requiring further expertise and experience |  |
| To know how to participate in and chair peer review and multidisciplinary meetings as required |  |
| ADDITIONAL LEARNING OUTCOMES TO BE ADDED BY INDIVIDUAL AS STATED IN LEVEL 3 |  |
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