

Competency Framework for the Information, Advice and Assistance (IAA) Workforce

Section 3: Theories and models and their relationship to person/child centred practice and rights-based approaches

There is some indicative mapping against the roles of 'information, advice and assistance'. Each local authority and/or agency should however, make a judgement against the roles and functions of their workers.

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
1. Understand theories and models that support person/child centred practice and rights-based approaches	Knowledge and understanding about:					
	1.1 The concept of theories and models and the differences between these			X		Signature: Date:
	1.2 The concept of citizenship and how this promotes participation and inclusion of all members of society	X	X	X		Signature: Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
	1.6 Psychological theories and their relationship to person/child centered practice			X		Signature: Date:
	1.7 The social and medical models of disability and tensions that may exist between these	X	X	X		Signature: Date:
	1.8 The biopsychosocial model as an approach to influence person/child centered practice			X		Signature: Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
2. Understand human development across the lifespan and factors that can affect it	Knowledge and understanding about:					
	2.1 Why an understanding of human development is important for the role of an IAA worker		X	X		Signature: Date:
	2.2 Critical stages in neurological and brain development during: <ul style="list-style-type: none"> • the pre-birth period • early childhood • adolescence • young adulthood 		X	X		Signature: Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
	2.5 Links between experiences of trauma and abuse, development stages and behavior throughout the lifespan		X	X		Signature: Date:
	2.6 Why development may not follow the expected pattern		X	X		Signature: Date:
	2.7 Ways in which development delay in one area affects the ability to acquire skills in other areas		X	X		Signature: Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
	2.8 Links between families' own experiences throughout their life course, their knowledge of child development, and expectations for themselves and their children		X	X		Signature: Date:
	<p>2.9 The range of attachment classifications and how these are connected to life experiences</p> <p>Attachment classifications: secure, ambivalent, avoidant, disorganized</p> <p>Life experiences: neglect and abuse, trauma, multiple placements, adverse childhood experiences</p>			X		Signature: Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
	<p>2.10 Attachment theories and their importance for:</p> <ul style="list-style-type: none"> • supporting the resilience, well-being and holistic development of children and young people • understanding the potential impact of attachment difficulties on individuals throughout their life course, the way they function in society, form relationships and react to others <p>Attachment theories: theorists - John Bowlby, Mary Ainsworth, Mary Main, Dollard and Miller</p>			X		<p>Signature:</p> <p>Date:</p>

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
3. Understand theories and models related to change	Knowledge and understanding about:					
	3.1 Types of change that may occur in the course of an individual's life as a result of significant life events or transitions	X	X	X		Signature: Date:
	3.2 Theories and models related to change Theories and models: Kubler-Ross change curve, William Bridges Transition Model			X		Signature: Date:
3.3 The importance of supporting individuals and/or families/carers to focus on the assets and strengths they have that can help them during times of change	X	X	X		Signature: Date:	

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
	<p>4.3 What is meant by 'consent'; circumstances when this must be attained and circumstances when it can be over-ridden</p> <p>Consent: adults, children and young people, families and carers</p>	X	X	X		<p>Signature:</p> <p>Date:</p>
	<p>4.4 The interrelationship between positive risk taking and responsibilities, voice and control, and social inclusion</p>		X	X		<p>Signature:</p> <p>Date:</p>
	<p>4.5 The importance of risk taking in everyday life for individuals</p>		X	X		<p>Signature:</p> <p>Date:</p>

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
	4.6 The impact of individuals having been discouraged or prevented from taking risks		X	X		Signature: Date:

Teaching resources for section 3 - set of power point slides which can be delivered as a whole, or split up for standalone delivery for each learning outcome or specific criteria for knowledge and understanding

I confirm that has demonstrated achievement of the knowledge learning outcomes set out in section 3 of the Information, Advice and Assistance Competency Framework in accordance with their role and responsibilities.

Signed and dated: (manager).....

Date:.....

Signed and dated: (worker).....

Date:.....