



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	Knowledge and understanding about:					
theories and models that support person/ child centred practice and rights-based approaches	1.1 The concept of theories and models and the differences between these					Signature: Date:
	1.2 The concept of citizenship and how this promotes participation and inclusion of all members of society					Signature: Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
	1.3 How values and behaviors impact on person/child centered practice and citizen focused services					Signature:
						Date:
	1.4 How regard for rights and liberty can be balanced with risk					Signature:
	Rights and liberty: a human rights approach (to promote person/child centred practice and assessment of need and risk, including what matters to individuals)					Date:
	1.5 Sociological theories and their relationship to person/child centered practice					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					Signature:
						Date:
	1.7 The social and medical models of disability and tensions that may exist between these					Signature:
						Date:
	1.8 The biopsychosocial model as an approach to influence person/child centered practice					Signature:
						Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
2. Understand	Knowledge and understanding about:					
human development across the lifespan and factors that can affect it	2.1 Why an understanding of human development is important for the role of an IAA worker					Signature: Date:
	 2.2 Critical stages in neurological and brain development during: the pre-birth period early childhood adolescence young adulthood 					Signature: Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
	2.3 The possible factors and adverse childhood experiences that could affect neurological and brain development in relation to physical , emotional and cognitive growth					Signature:
	Factors: physical, environmental, genetic					Date:
	Physical, emotional and cognitive growth: attainment of developmental milestones, communication, attachment, emotional regulation, memory formation, sensory pathways, gross and fine motor skills					
	2.4 The potential of stress and trauma to cause harm to overall development and well-being throughout the lifespan					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					Signature:
						Date:
	2.6 Why development may not follow the expected pattern					Signature:
						Date:
	2.7 Ways in which development delay in one area affects the ability to acquire skills in other areas					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					Signature: Date:
	2.9 The range of attachment classifications and how these are connected to life experiences Attachment classifications: secure, ambivalent, avoidant, disorganized Life experiences: neglect and abuse, trauma, multiple placements, adverse childhood experiences					Signature: Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
	 2.10 Attachment theories and their importance for: supporting the resilience, wellbeing 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 Attachment theories: theorists - John Bowlby, Mary Ainsworth, Mary Main, Dollard and Miller 					Signature: Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
3. Understand	Knowledge and understanding about:					
theories and models related to change	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					Signature:
						Date:
	3.2 Theories and models related to change					Signature:
	Theories and models: Kubler-Ross change curve, William Bridges Transition Model					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					Signature:
						Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
4. Understand	Knowledge and understanding about:					
the importance of using person/child centered practice and rights based approaches	4.1 What is meant by the term 'co- production' and how this supports person/child centred practice and rights based approaches					Signature:
						Date:
	 4.2 Why it's important that individuals and carers are supported to: have voice and control over their lives express and achieve what is important to them 					Signature:
	 participate in a valued range of meaningful activities that are important to them maintain and develop positive reciprocal relationships participate in their communities lead full and valued lives manage dilemmas that arise when balancing their rights to take risks with their safety and well-being 					Date:

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

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					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	
Signed and dated: (worker)	Date: