



# 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	<b>Knowledge and understanding about:</b>					
	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 <b>rights and liberty</b> can be balanced with risk  <b>Rights and liberty:</b> a human rights approach (to promote person/child centred practice and assessment of need and risk, including what matters to individuals)					Signature:          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
	<p>2.3 The possible <b>factors</b> and adverse childhood experiences that could affect neurological and brain development in relation to <b>physical, emotional and cognitive growth</b></p> <p><b>Factors:</b> physical, environmental, genetic</p> <p><b>Physical, emotional and cognitive growth:</b> attainment of developmental milestones, communication, attachment, emotional regulation, memory formation, sensory pathways, gross and fine motor skills</p>					<p>Signature:</p>     <p>Date:</p>
	<p>2.4 The potential of stress and trauma to cause harm to overall development and well-being throughout the lifespan</p>					<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
	<p>2.8 Links between families' own experiences throughout their life course, their knowledge of child development, and expectations for themselves and their children</p>					<p>Signature:</p>   <p>Date:</p>
	<p>2.9 The range of <b>attachment classifications</b> and how these are connected to <b>life experiences</b></p> <p><b>Attachment classifications:</b> secure, ambivalent, avoidant, disorganized</p> <p><b>Life experiences:</b> neglect and abuse, trauma, multiple placements, adverse childhood experiences</p>					<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					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:.....