



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

Section 4: Factors that contribute to individuals and/or carers needing care and support

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:					
how legislative frameworks, national policy and models of service delivery aim to underpin care and support that is rights and strengths based, person/child centred and outcomes focused	 1.1 Legislative frameworks, national policy and current models of service design and delivery and their aims in relation to supporting individuals and carers: full and valued lives rights equality voice and control support for prevention and early intervention well-being safety co-production inclusion and participation life choices opportunities to achieve positive outcomes/what matters access to community facilities access to healthcare 					Signature: Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
	1.2 The importance of ensuring that individual needs, wishes and preferences inform the support and service received rather than fitting individuals into existing provision that may not meet identified outcomes					Signature: Date:
	1.3 How gender, ethnicity and language, and social, cultural and religious environments may impact on individuals and the support that they access					Signature: Date:
	1.4 The potential impact of accessing care and support Potential impact: positive and negative					Signature:
						Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
	 1.5 How the judgement and stereotypical assumptions of others may: be unduly influenced by the factors, conditions or circumstances of individuals, families and carers lead to individuals, families and carers being stigmatized have a negative impact on individuals, families and carers and the way that they function 					Signature: Date:
	1.6 Why it's important to take a holistic view of individuals and carers					Signature: Date:
	1.7 Why it's important that each individual and/or carer is recognised for their own individual abilities, needs, strengths, gifts and talents					Signature:
						Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
	1.8 The importance of actively challenging prejudice, stereotypical images, discrimination and negative attitudes					Signature:
						Date:
2. Understand	Knowledge and understanding about:					
reasons why children and young people and their families/carers may need to access support and/or services	2.1 Circumstances and specific situations that may lead to children and young people and their families/carers requiring care and support					Signature: Date:
and, or convices						
	2.2 The range of services, agencies and professionals that provide support for children and young people and their families/carers					Signature:
						Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
3. The context of	Knowledge and understanding about:					
carers in Wales	3.1 The legislative definition of carers					Signature: Date:
	3.2 Demographics of carers					Signature: Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
	 3.3 Contribution that carers make to: individuals' quality of life the policy agenda of prevention and early invention 					Signature:
						Date:
	3.4 Correlation between the support of carers and sustainability of care and support services					Signature:
						Date:
	3.5 The importance of promoting support for carers' well-being, social inclusion, education and employment through the design and delivery of services					Signature:
						Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
	3.6 Factors that may impact on carers' physical and mental health and wellbeing					Signature:
						Date:
	3.7 The potential impact of change and transition on carers					Signature:
	Change and transition: related to the individual, the carers or when the caring role ends					Date:
	3.8 The assessment options available to the carer and young carer including joint assessments with the individual					Signature:
						Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
	3.9 The importance of recognising that not all people undertaking unpaid care will wish to be labelled or perceived as carers					Signature:
						Date:
	3.10 How to explore with sensitivity the role that carers are undertaking, and how they may wish to be supported with this					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 concept of disability and physical impairment	4.1 What is meant by the term's 'disability', 'disabled' and 'physical impairment'					Signature:
						Date:
	4.2 The importance of establishing with people individuals their preferred use of terminology and recognising that this may change over time					Signature:
						Date:
	4.3 What is meant by the terms 'congenital', 'acquired', 'neurological' and 'progressive' when used in relation to physical impairment					Signature:
						Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
	4.4 The importance of recognising the centrality of the individual rather than the impairment					Signature:
						Date:
	4.5 The impacts (positive and negative) of being labelled as having a physical impairment					Signature:
						Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
	4.6 Potential impacts of social and environmental barriers on an individual with a physical disability Potential impacts: exclusion, socioeconomic, education, employment, mobility, independence, emotional and physical well-being, mental health, life choices Social and environmental barriers:					Signature: Date:
5. Understand	stereotypical attitudes, negative/ offensive language, physical and organisational barriers					
mental ill health	Knowledge and understanding about: 5.1 What is meant by the term 'mental ill-health'					Signature:
						Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
	5.2 Types of mental health problems and the symptoms that individuals may experience					Signature:
	Mental health problems: to include depression, anxiety disorders, psychosis, bi-polar disorder, schizophrenia, personality disorders, eating disorders, post-traumatic stress disorder, attention deficit hyperactivity disorder					Date:
	5.3 Factors that can influence and affect an individual's well-being and may result in a period of mental ill-health					Signature:
	Factors: Adverse childhood experiences, other trauma/adverse life events experienced in adulthood, discrimination, poverty, physical ill- health					Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
	5.4 Potential signs and symptoms of mental ill-health					Signature:
						Date:
	5.5 The range of services, agencies and professionals that provide support for individuals experiencing mental ill-health					Signature:
						Date:
	5.6 Models and approaches that can be used to support effective communication and engagement with individuals living with mental ill-health					Signature:
						Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
6. Understand	Knowledge and understanding about:					
dementia	6.1 Types of dementia, their potential causes and the range of different impacts associated with an individual's prognosis, their abilities and general health and well-being					Signature: Date:
	6.2 Differences and commonalities between the major types of dementia Commonalities: common symptoms and presentation of dementia, memory, judgement, language and orientation					Signature: Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
	6.3 Memory impairment and its impact on dementia					Signature:
	Memory impairment: significance of short term memory in registering information and the three main categories of long term memory. Semantic memory (enabling the recall of facts), episodic memory (recall of events and experiences and emotions) and procedural memory (implicit memory linked to motor function such as signing our name, driving a car etc.)					Date:
	6.4 How some types of dementia can have a transient or permanent impact on physical abilities and well-being					Signature:
						2 3.5.

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
	6.5 Common psychotic symptoms that may sometimes manifest as a result of types of dementia					Signature:
						Date:
	6.6 How dementia can mask underlying health issues					Signature:
						Date:
	6.7 How to mitigate increasing risk factors associated with maintaining physical well-being and areas of physical care					Signature:
	Areas of physical care: management of infection, nutrition - diet and fluid, mobility and safe transfer, continence promotion, skin care and tissue viability, oral health, visual and auditory health, sexual health, sleep assessment and management of pain					Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
	6.8 The range of services, agencies and professionals that provide support for individuals living with dementia					Signature:
						Date:
	6.9 Models and approaches that can be used to support effective communication and engagement with individuals living with dementia					Signature:
						Date:
	6.10 Types of dementia, their potential causes and the range of different impacts associated with an individual's prognosis, their abilities and general health and well-being					Signature:
						Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
7. Understand	Knowledge and understanding about:					
learning disability and autism	7.1 What is meant by the term 'learning disability'					Signature:
						Date:
	7.2 Different types of learning disability and their potential causes					Signature:
						Date:
	 7.3 The prevalence of: individuals with a learning disability who are autistic autistic individuals who have a learning disability 					Signature:
						Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
	7.4 What is meant by the term 'autism'					Signature:
						Date:
	7.5 Theories about autism and the limited evidence related to its cause Theories about autism: biological, psychological, neurological					Signature:
						Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
	7.6 The main characteristics of autism and what is meant by the 'triad of impairments'					Signature:
	Main characteristics of autism: difficulties with; verbal and non-verbal communication, understanding and engaging with others, understanding social rules and expected social interaction, social imagination and flexibility of thought, repetitive behaviours, restricted / special interests, adapting to changes, problem solving, sensory stimulation, anxiety					Date:
	7.7 Why autism can sometimes be a hidden disability and how this can impact on individuals					Signature: Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
	7.8 The range of services, agencies and professionals that provide support for individuals with learning disabilities and/or autistic individuals					Signature: Date:
	7.9 Models and approaches that can be used to support effective communication and engagement with: • individuals with a learning disability • autistic individuals					Signature: Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
8. Understand	Knowledge and understanding about:					
sensory loss	8.1 The potential impact of different types of 'sensory loss' on individuals					Signature:
	Different types of 'sensory loss': Sensory loss from birth, acquired sensory loss (visual impairments, hearing loss, singular sensory loss (smell, taste, touch, no sense of the feeling of pain), vestibular and proprioceptive loss, deafblind, multisensory impairment, dual sensory loss					Date:
	8.2 The terms used to describe sensory loss					Signature: Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
	8.3 Links between other conditions/ impairments and sensory loss					Signature:
	Conditions/impairments: learning disability, autism, physical impairment, dementia, frailty, diabetes					Date:
	8.4 The range of services, agencies and professionals that provide support for individuals with sensory loss					Signature:
						Date:
	8.5 Specific requirements set within the Social Services and Well-Being (Wales) Act and associated Codes of Practice for the assessment of and delivery of services to individuals with sensory loss					Signature:
						Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
	8.6 Models and approaches that can be used to support effective communication and engagement with individuals who have sensory loss					Signature:
						Date:
9. Understand	Knowledge and understanding about:					
acquired brain injury	9.1 Types and causes of acquired brain injury Types and causes: traumatic brain					Signature:
	injury, other forms of acquired brain injury					Date:
	9.2 Potential impacts of acquired brain injury on an individual and their families					Signature:
	Potential impacts: physical, cognitive, emotional and behavioural					Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
	9.3 How lack of insight resulting from acquired brain injury may impact on an individual's ability to take risk					Signature:
						Date:
	9.4 The range of services, agencies and professionals that provide support for individuals with acquired brain injury					Signature:
						Date:
	9.5 Models and approaches that can be used to support effective communication and engagement with individuals living with mental ill-health					Signature:
						Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
10. Understand substance use and misuse	Knowledge and understanding about:					
	10.1 The types of substances individuals may use: • their appearance • their effects • risks • routes of administration • legal status					Signature: Date:
	10.2 Clinical classifications of substances					Signature:
						Date:
	10.3 The meaning of the term 'substance misuse'					Signature:
						Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
	10.4 Different categories of substance use					Signature:
	Categories of substance use: experimental, recreational, dependent/problematic					Date:
	10.5 What is meant by the term 'co-occurring mental health and substance misuse'					Signature:
						Date:
	10.6 Mental health problems associated with substance misuse					Signature:
						Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
	10.7 Issues faced by individuals with both mental ill-health and substance misuse					Signature:
						Date:
	10.8 Services and professionals who can provide additional information, advice and support to individuals about substance misuse, and interventions that can help					Signature:
						Date:

Teaching resources for section 4 - set of power point slides which can be delivered as a whole, or split up for standalone delivery for each learning