

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

Section 5: The assessment and care and support planning process

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 the process and requirements for assessment and care and support planning | Knowledge and understanding about: | | | | | |
| | 1.1 Legislation, national and local policy and guidance related to assessing the needs of individuals and carers | | | | | Signature: Date: |
| | 1.2 How the national assessment and eligibility tool is used for assessments | | | | | Signature: Date: |

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|------------------|--|-------------|------------------------|------------------------------------|----------|---|
| | 1.6 The primary focus of assessment Primary focus: building on an individual's strengths and assets, including their abilities and families/communities | | | | | Signature: Date: |
| | 1.7 What is meant by 'outcomes orientated' assessment | | | | | Signature: Date: |
| | 1.8 The rights of individuals and carers to access advocacy support for their assessment | | | | | Signature: Date: |

| Learning outcome | Training, learning, development and practice standards | Information | Information and advice | Information, advice and assistance | Evidence | Signature and date |
|---|---|-------------|------------------------|------------------------------------|----------|---|
| 2. How to have meaningful conversations with individuals and their families/carers about what matters to them and the support they need | Knowledge and understanding about: | | | | | |
| | 2.1 The range of communication methods and approaches that can be used | | | | | Signature: Date: |
| | 2.2 Factors that need to be considered for effective communication | | | | | Signature: Date: |
| | 2.3 How previous experiences, disability/conditions and first language may influence an individual's willingness to communicate | | | | | Signature: Date: |

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|------------------|---|-------------|------------------------|------------------------------------|----------|-------------------------|
| | Practice You are able to work in ways that: | | | | | |
| | 2.7 Use and adapt methods of communication that: <ul style="list-style-type: none">• support individuals and/or carers to express what is important to them• are age and ability appropriate | | | | | Signature: Date: |
| | 2.8 Address factors that may present barriers to communication and participation in the assessment process | | | | | Signature: Date: |

| Learning outcome | Training, learning, development and practice standards | Information | Information and advice | Information, advice and assistance | Evidence | Signature and date |
|--|--|-------------|------------------------|------------------------------------|----------|---|
| | <p>2.9 Ensure communication is conducted in ways that:</p> <ul style="list-style-type: none"> • recognises confidentiality • demonstrates respect for individuals and/or carers • sensitively explores the views, wishes, preferences and needs of individuals and/or carers • does not stigmatise or reinforce negative perceptions | | | | | <p>Signature:</p> <p>Date:</p> |
| <p>3. Support the assessment process according to own role and responsibilities, legislation and Codes of Practice</p> | <p>Knowledge and understanding about:</p> | | | | | |
| | <p>3.1 Ways of working to build positive, supportive relationships with individuals and their families/carers, including finding out about their daily lives, history, culture, preferences, wishes and need</p> | | | | | <p>Signature:</p> <p>Date:</p> |

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|------------------|--|-------------|------------------------|------------------------------------|----------|---------------------------------------|
| | <p>3.2 Potential barriers to accessing care and support and how to overcome these</p> <p>Potential barriers: individual, physical, emotional</p> | | | | | <p>Signature:</p> <p>Date:</p> |
| | <p>3.3 Reasons why individuals and/or carers may mask their actual care and support needs and how to explore these with sensitivity</p> | | | | | <p>Signature:</p> <p>Date:</p> |
| | <p>3.4 How views, wishes and preferences may change as individuals go through the assessment and planning process</p> | | | | | <p>Signature:</p> <p>Date:</p> |

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|------------------|---|-------------|------------------------|------------------------------------|----------|---|
| | <p>3.5 The importance of using co-productive approaches for assessment that are:</p> <ul style="list-style-type: none"> • person/child centred • rights based • strengths based | | | | | <p>Signature:</p> <p>Date:</p> |
| | <p>3.6 The importance of involving families/carers in the assessment process</p> | | | | | <p>Signature:</p> <p>Date:</p> |
| | <p>3.7 The challenges and sensitivities that may occur between carers and individuals related to:</p> <ul style="list-style-type: none"> • family dynamics • power imbalance • differences of opinion • positive risk taking versus risk aversion • complexities in meeting the needs of both the individual and the carer | | | | | <p>Signature:</p> <p>Date:</p> |

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|------------------|--|-------------|------------------------|------------------------------------|----------|-------------------------|
| | 3.14 How to identify sources of information and support to meet identified needs, including electronic assistive technology | | | | | Signature: Date: |
| | 3.15 Potential funding options for care and support Funding options: financial assessments, local authority charging arrangements, self-funding, direct payments, continuing health care, nursing element of healthcare in care home services | | | | | Signature: Date: |

| Learning outcome | Training, learning, development and practice standards | Information | Information and advice | Information, advice and assistance | Evidence | Signature and date |
|------------------|--|-------------|------------------------|------------------------------------|----------|-----------------------------|
| | 3.18 Build positive, supportive relationships with individuals and their families/carers | | | | | Signature: Date: |
| | 3.19 Use rights and strengths based approaches for undertaking assessments that support individuals and/or carers to: <ul style="list-style-type: none"> • have voice and control over decisions about their care and support and the way that their service is designed and delivered • recognises the potential impact of transitions they may be experiencing • identify the outcomes they want to achieve and how they can best be helped to do this • identify and recognise their assets, strengths and skills including community networks, friends and family • develop and maintain skills which support their active participation in activities, experiences and daily tasks that promote independence | | | | | Signature: Date: |

| Learning outcome | Training, learning, development and practice standards | Information | Information and advice | Information, advice and assistance | Evidence | Signature and date |
|------------------|---|-------------|------------------------|------------------------------------|----------|-------------------------------------|
| | <ul style="list-style-type: none">• explore the use of electronic assistive technology that may contribute to achievement of identified outcomes• balance their rights, responsibilities and risks• maintain existing and develop new relationships | | | | | |
| | 3.20 Use strategies to manage conflicts of interest, differences of opinion and dilemmas that may arise between individuals, families/carers and others about risks and outcomes that individuals want to achieve | | | | | Signature: Date: |

| Learning outcome | Training, learning, development and practice standards | Information | Information and advice | Information, advice and assistance | Evidence | Signature and date |
|---|--|-------------|------------------------|------------------------------------|----------|---------------------------------|
| 4. Develop care and support plans based on assessment and agreed outcomes | Practice You are able to work in ways that: | | | | | |
| | 4.1 Use assessments in co-production with individuals and/or carers to develop strengths-based, outcome focused care and support plans that identify: <ul style="list-style-type: none"> • support from families, friends, networks and communities • potential risks and how these may be managed | | | | | Signature: Date: |
| | 4.2 Ensure the plans include an element of flexibility to support positive outcomes | | | | | Signature: Date: |

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|------------------|---|-------------|------------------------|------------------------------------|----------|---|
| | 4.6 Support individuals and/or families/carers to understand how the plan will be implemented | | | | | Signature: Date: |
| | 4.7 Agree how the plan will be monitored, reviewed and adapted to meet changing needs | | | | | Signature: Date: |

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|--|--|-------------|------------------------|------------------------------------|----------|---------------------------------|
| 5. Undertake reviews of care and support plans according to own role and responsibilities, legislation and Codes of Practice | Knowledge and understanding about: | | | | | |
| | 5.1 The legislative requirements for the reviews of care and support plans | | | | | Signature: Date: |
| | 5.2 The process that should be followed for the review of care and support plans | | | | | Signature: Date: |
| | 5.3 Methods and approaches that can be used to support individuals to evaluate the achievement of identified outcomes in the care and support plan | | | | | Signature: Date: |

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| | 5.9 Ensure that: <ul style="list-style-type: none"> the reviewed plans are recorded and made available in accessible formats for individuals and/or carers individuals and/or carers are happy with any changes made | | | | | Signature: Date: |
| | 5.10 Ensure that revised plans are shared appropriately with service providers according to agreed protocols for confidentiality | | | | | Signature: Date: |

Teaching resources for section 5 - 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 5 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:.....