

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

## Section 6: Safeguarding Individuals

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. Develop knowledge and understanding of the safeguarding of children and young people	<b>Knowledge and understanding about:</b>					
	1.1 Legislative, regulatory, organisational requirements, and national standards for safeguarding children and young people and how these relate to the role of IAA workers	X	X	X		Signature:  Date:
	1.2 How enquiries and reviews <ul style="list-style-type: none"> <li>• have influenced legislative frameworks and standards</li> <li>• are used to inform practice</li> </ul>	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 Signs and symptoms that may indicate that a child or young person has been, or is in danger of being, harmed or abused	X	X	X		Signature:  Date:
	1.7 Requirements where there are concerns that a child or young person has been, or is in danger of being harmed or abused, including statutory duties to report	X	X	X		Signature:  Date:
	1.8 <b>Key considerations</b> for a child or young person at risk  <b>Key considerations:</b> outcomes-focused approach, mental capacity, advocacy			X		Signature:  Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
	1.9 Barriers that may deter reporting of concerns about abuse, neglect or harm	X	X	X		Signature:  Date:
	1.10 The role of different agencies, including advocacy, for the safeguarding of children and young people	X	X	X		Signature:  Date:
	1.11 The potential impact on children and young people of having a range of different professionals and agencies involved in their lives if they have been identified as 'child at risk'	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
	1.14 Ensure that knowledge and understanding is routinely updated in relation to new and emerging safeguarding trends	X	X	X		Signature:  Date:
2. Develop knowledge and understanding of the safeguarding of adults at risk	<b>Knowledge and understanding about:</b>					
	2.1 Legislative, regulatory, organisational requirements, and national standards for safeguarding adults at risk and how these relate to the role of Information, Advice and Assistance workers	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
	2.5 Signs and symptoms that may indicate that an individual has been, or is in danger of being, harmed or abused	X	X	X		Signature:  Date:
	2.6 Requirements where there are concerns that an adult at risk has been, or is in danger of being harmed or abused including statutory duties to report	X	X	X		Signature:  Date:
	2.7 Barriers that may deter reporting of concerns about abuse, neglect or harm	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
	2.8 The role of different agencies, including advocacy, for the safeguarding of adults at risk	X	X	X		Signature:  Date:
	2.9 The purpose and role of <b>safeguarding boards</b> for safeguarding adults at risk  <b>Safeguarding boards:</b> national and regional	X	X	X		Signature:  Date:
	2.10 Why and when a Section 126 enquiry would be commenced			X		Signature:  Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
	2.11 The process of a Section 126 enquiry and the roles and responsibilities of those involved			X		Signature:  Date:
	2.12 <b>Key considerations</b> that should be made when a Section 126 enquiry is being undertaken  <b>Key considerations:</b> outcomes focused approach, person centred enquiries, mental capacity, advocacy, consent			X		Signature:  Date:
	2.13 The importance of using a co-productive approach with adults and their families/carers throughout the safeguarding process			X		Signature:  Date:



Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
3. Use approaches that safeguard children and young people and/or adults at risk legislation and Codes of Practice	<b>Knowledge and understanding about:</b>					
	3.1 Links between person/child centred practice and the safeguarding of children and young people and/or adults	X	X	X		Signature:    Date:
	3.2 The importance of embedding safeguarding in a holistic and individualised approach to support for well-being	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
	3.5 The importance of early intervention and prevention and actions that should be taken where there are emerging concerns about abuse and/or neglect and harm	X	X	X		Signature:  Date:
	3.6 Types of interventions that can be made, how these should be considered and who should be involved			X		Signature:  Date:
	3.7 The importance of co-producing interventions with children and young people and/or adults at risk, their families/carers whilst taking account of any risk factors			X		Signature:  Date:



Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
	3.10 Support children and young people and/or adults at risk to identify what needs to be in place to avoid situations that may lead to harm or abuse			X		Signature:  Date:
	3.11 Support children and young people and/or adults at risk and others to agree procedures to follow if situations, events or behaviour occur that could lead to harm or abuse			X		Signature:  Date:
	3.12 Use a co-productive approach to agree fair, safe, consistent and understandable boundaries with children and young people and/or adults at risk to keep them safe			X		Signature:  Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
	3.13 Support children and young people and/or adults at risk to recognise when the behaviour towards them or others is inappropriate or unacceptable			X		Signature:  Date:
	3.14 Ensure that immediate action is taken where there are signs or symptoms of harm or abuse or where this has been disclosed or alleged	X	X	X		Signature:  Date:
	3.15 Challenge behaviour or actions that may lead to harm or abuse	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
	3.18 Ensure that communication is conducted in a way that recognises confidentiality within the boundaries of safeguarding	X	X	X		Signature:  Date:
	3.19 Use supervision and support to consider the impact on self and others of suspected or disclosed harm or abuse	X	X	X		Signature:  Date:
	3.20 Continually reflect on own behaviour to ensure that it does not contribute to situations, actions or behaviour that may be harmful or abusive	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
	3.21 Access additional support for situations that are outside of own expertise, role and responsibility	X	X	X		Signature:          Date:

Teaching resources for section 6 - 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 6 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:.....