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

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Introduction

The roles of the 'Social Services Practitioner' (SSP) and other Information, Advice and Assistance (IAA) personnel

Social Services Practitioners undertake what could broadly be described as a social work assistance role, providing advice and completing various aspects of care and support planning (assessment, planning and review).

There is in additional broader IAA role, within the IAA service. The service can vary significantly both across and within local authorities in its design and infrastructure. It can include a range of different directorates for example social services, housing and corporate services as well as joint health and social care provision. Workers are required to respond to a wide range of requests and are the first point of contact for those enquiring about care and support.

Specifically, through skilled conversations, IAA workers will clarify peoples thinking and explore their dilemmas to understand what matters most to them and how best to help them with the provision of either:

Giving Information – this involves supporting people by providing good-quality information that helps them to make informed decisions about their wellbeing. This can include information about how the social-care system works, the availability of services that may aid their wellbeing and how to access them, direct payments, or information about carers' assessments.

Providing Advice – this is a step up from the simple provision of information in that it involves working with people to discuss the options available to find the best solutions for them. In order to provide advice, local-authority staff require an understanding of people's situations. This is done by undertaking a proportionate assessment.

Providing Assistance – if unable to address an enquirer's needs via the provision of information or advice, assistance will involve another person taking action with the enquirer to access care and support, or a carer to access support. This may lead the enquirer onward to receiving or being offered a full statutory assessment to determine their eligibility for more formal care and support.

The Social Services and Well-Being (Wales) Act 2014 and the Codes of Practice

The Social Services and Well-being (Wales) Act 2014 (the Act) provided the basis for a new statutory framework for social care in Wales. The principles of the Act are:
•   Voice and control
•   Prevention and early intervention
•   Well-being
•   Co-production
•   Multi-agency working

The IAA service is an important contribution to meeting these principles. Under the Act Local Authorities must provide a service which offers:
•   Accessible information on care and support
•   Advice that is appropriate and which follows a proportionate assessment
•   Assistance which enables individuals to access the appropriate care and support including preventative and early intervention services.

The Code of Practice for Part 2 of the Act (General Functions) states that the IAA service is central to the success of the transition to the care and support system under the Act. Through the provision of high-quality timely information, advice and assistance people of all ages can be better supported to explore options for meeting their care and support needs in order to achieve the outcomes that are important to them.

In particular, the Code of Practice[1] requires local authorities to:
• Provide information and advice on:
    o How the care & support system operates in the LA area

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[1] Part 2 of the Code of Practice, paragraphs 303, 308-310, 326 and 331

- o The types of care and support available
- o How to access the care and support available
- o How to raise concerns about the well-being of a person who appears to have needs for care and support
- Proactively promote early intervention & prevention
- Be open and welcoming with an emphasis on advocacy and co-production
- Have staff trained in safeguarding protocols

In relation to the staffing of the IAA service, the Code of Practice[2] requires local authorities to:
- Establish a team which reflects a mix of skills and experience from a range of professionals and sectors.
- Develop a workforce training plan which should cover front line staff working within the information, advice and assistance service and the wider workforce.
- Ensure that staff have received training in the National Assessment and Eligibility Tool and must be able to determine the need for family, friends or other individuals to advocate on the individual's behalf.

Part 3 of the Code of Practice[3] makes specific requirements in relation to the assessment of needs.
- All practitioners undertaking assessments must be suitably skilled, trained and qualified in undertaking assessments. Appropriate levels of qualification for undertaking these activities include:
    - o Either a registered social work or social care practitioner holding a professional qualification at level 5 or above;
    - o Or a person holding a social care qualification at level 4 or above, which includes knowledge and skills undertaking person centred assessment, under the supervision of a registered social work or social care practitioner.

- A local authority will also need to be satisfied that all staff undertaking these activities have the skills, knowledge, and competence to work with children and young people, adults and carers, as appropriate.

What is the Competency Framework for the IAA Workforce?

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[2] Part 2 of the Code of Practice, paragraphs 385 – 388
[3] Part 3 of the Code of Practice: assessment requirements

The *Competency Framework for the IAA Workforce* (the framework) sets out the standards which should be used to inform practice for those involved in providing information and/or advice and/or assistance for care and support. The framework is not mandatory but intended to be a useful tool which helps local authorities develop the competence of their workers and meet their statutory obligations.

The standards in the framework can be used by organisations, employers and learning providers to:

- map their current training, learning and development to make sure all topics are covered sufficiently
- commission or develop training, learning and development
- measure and continually develop the competence of workers / students / volunteers involved in IAA services
- ensure statutory responsibilities are being met in relation to the education and qualification attainment of the broader IAA workforce
- review and/or develop policies and procedures
- review and/or develop job descriptions and specifications.

Development of resources to support the framework

The standards have been used to develop a set of training, learning and development resources that can be used across Wales to support good practice.

There are two qualifications available for those workers who carry out the 'social services practitioner' role, both of which cover all the standards on the framework:
- Open University HE Certificate in Social Care Practice (Wales)
- City and Guilds Level 4 Social Services Practitioner

For those who are only carrying out roles which do not include involvement in care and support planning (assessment, planning and review), there are a range of modules of learning being developed which can be freely accessed by local authorities and any other agencies involved in providing information, advice and assistance to meet their needs. These can be delivered in-house, commissioned or accessed through learning providers offering the Social Services Practitioner qualification.

Please note, the content and details of the training, learning and development for each standard would differ across all levels to reflect roles, responsibilities and what people need to know and do.

It is anticipated that any training, learning and development would be delivered within the context of current national regulations and national and local policy and guidance.

This is a live document and the standards set out in the framework may be updated as resources are developed. Any new versions will be numbered and dated.

What is in the competency framework?

The framework has seven sections:
Section 1. Legislation
Section 2: Professional Practice
Section 3: Theories and models and their relationship to person/child centred practice and rights-based approaches
Section 4: Factors that contribute to individuals and/or carers needing care and support
Section 5: The assessment and care and support planning process
Section 6: Safeguarding Individuals
Section 7: Support the use of electronic assistive technology

Each section is broken down into a series of learning outcomes and standards. The standards can be either knowledge or practice.

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.**

How to use the framework

Local authorities should map the roles of their IAA workforce against the standards to establish which would apply to individual workers. Those who are carrying out the full social services practitioner role would be expected to meet all of the standards.

The standards identified for each worker should then be used to measure their competency and develop a learning and support programme to meet any gaps. This would ensure a robust process for all of those who form part of the IAA workforce.

What types of evidence can be used to demonstrate achievement of the standards?
A range of evidence can be used such as:
- qualification attainment for example the level 4 Social Services Practitioner
- training course attendance followed by reflection on learning
- observations
- feedback from others such as individuals who use services / customers, colleagues, mentors etc.
- probation, supervision and appraisal records

There is no expectation that once workers have demonstrated they have met the identified standards that they need to repeat learning, however, local authorities may want to consider using some of the practice standards to inform supervision and appraisal processes to ensure practice continues to meet expectations. Continuing Professional Development (CPD) is important for all workers regardless of their role.

Signing off evidence
A range of people can sign to confirm identified standards have been met for example the person's line manager, a workforce lead or a learning provider. Local authority learning and development teams can provide advice, guidance and support for signing off these standards.

The final declaration should be completed by the worker and their line manager

Section 1. Legislation

Learning outcome	Training, learning, development and practice standards	Information	Information and Advice	Information, Advice and Assistance	Evidence	Signature and date
1. Understand the importance of developing legislation and standards that apply in Wales	**Knowledge and understanding about:**					
	1.1 Why it is important for Social Services Practitioners to have knowledge and understanding of legislation and how this relates to their role	X	X	X		
	1.2 The importance of understanding the **inter-relationship** between different pieces of legislation and how this may impact on: • the role of Social Services Practitioners • individuals and carers **Inter-relationship:** supporting and challenging		X	X		
	1.3The role of the Older People's Commissioner and the Children's Commissioner in setting standards that aim to improve outcomes for adults and children and young people	X	X	X		
2: Understand the Social Services and Well-being (Wales) Act 2014	**Knowledge and understanding about:**					
	2.1 The aim, purpose and principles of the Social Services and Well-Being (Wales) Act	X	X	X		
	2.2 The definition of well-being and the role of early intervention and prevention services	X	X	X		
	2.3 The definition and role of Information, Advice and Assistance	X	X	X		

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Learning outcome	Training, learning, development and practice standards	Information	Information and Advice	Information, Advice and Assistance	Evidence	Signature and date
	2.4 The National Outcomes Statements and how these relate to the principles of the Act	X	X	X		
	2.5 The assessment process - including eligible and ineligible needs		X	X		
	2.6 How the Act legislates for the assessment and support of carers as well as individuals		X	X		
	2.7 Direct payments, how these are defined and how they can be used		X	X		
	2.8 The care and/or support planning process and the review process		X	X		
	2.9 The different forms of advocacy defined in the Act and the Code of Practice	X	X	X		
	2.10 When independent professional advocacy is triggered under the Act	X	X	X		
3: Understand legislation that relates to children and young people	**Knowledge and understanding about:**					
	3.1 The main **provisions** of the Children Act 1989 and 2004 that apply in Wales **Provisions:** To include protections - rights to complain, be visited by professionals, participation rights		X	X		
	3.2 The main provisions of the Children and Family Act 2014 that apply in Wales		X	X		

Learning outcome	Training, learning, development and practice standards	Information	Information and Advice	Information, Advice and Assistance	Evidence	Signature and date
	3.3 Parts of the Social Services and Well-Being Wales Act that apply specifically to children and young people		X	X		
	3.4 National policy and guidance related to young people leaving care		X	X		
	3.5 The Rights of Children and Young Persons (Wales) Measure 2011		X	X		
	3.6 The United Nations Convention on the Rights of the Child	X	X	X		
	3.7 When a child or young person has a right to access an Independent Advocate	X	X	X		
	3.8 Other legislation, national policy and guidance that promote the rights of children and young people		X	X		
4: Understand the Regulation and Inspection of Social Care (Wales) Act 2016	4.1 The aim and purpose of the Regulation and Inspection of Social Care (Wales) Act	X	X	X		
	4.2 How the Regulation and Inspection of Social Care (Wales) Act applies to the role of IAA workers			X		
5: Understand the Human Rights Act	5.1 The aim, purpose and **application** of the Human Rights Act 1998 **Application:** where it applies and responsibilities, role of public bodies/authorities		X	X		
	5.2 How human rights law has been incorporated into other legislation, national policy and guidance			X		

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Learning outcome	Training, learning, development and practice standards	Information	Information and Advice	Information, Advice and Assistance	Evidence	Signature and date
	5.3 The articles of the Human Rights Act	X	X	X		
	5.4 UN Conventions and Human Rights Instruments and how these relate to the Human Rights Act			X		
6: Understand the Equality Act	**Knowledge and understanding about:**					
	6.1 The aim, purpose and application of the Equality Act 2010	X	X	X		
	6.2 Protected characteristics and how these are defined	X	X	X		
	6.3 How the Equality Act has been used to further the development of equality and anti-discriminatory practice in the UK			X		
	6.4 Types of prohibited behaviour and how these are defined	X	X	X		
	6.5 Reasonable adjustments and how these should be used to ensure that disabled individuals are not disadvantaged	X	X	X		
	6.6 Specific duties under the Equality Act for public sector bodies in Wales	X	X	X		
7: Understand the Mental Capacity Act	**Knowledge and understanding about:**					
	7.1 The aim and purpose of the Mental Capacity Act (2005)	X	X	X		
	7.2 The main **provisions** introduced with the Mental Capacity Act and how these may be used to assist individuals to plan ahead		X	X		

Learning outcome	Training, learning, development and practice standards	Information	Information and Advice	Information, Advice and Assistance	Evidence	Signature and date
	Provisions: lasting powers of attorney, court deputy, advance decisions, official solicitor, litigation friend					
	7.3 The key principles of mental capacity legislation	X	X	X		
	7.4 The two stages of a capacity assessment, who can undertake these		X	X		
	7.5 How IAA workers can use the Mental Capacity Act to protect an individual's human rights			X		
	7.6 The process of undertaking a best interest meeting and who should be involved in these	X	X	X		
	7.7 Liberty Protection Safeguards and how these should be applied	X	X	X		
	7.8 How to raise concerns about restrictions or deprivations of liberty	X	X	X		
	7.9 The inter-relationship between the Mental Capacity Act and Mental Health Act		X	X		
	7.10 When there is a duty and a power to refer to an Independent Mental Capacity Advocate		X	X		
8: Understand the Mental Health Act	**Knowledge and understanding about:**					
	8.1 The aim and purpose of the Mental Health Act 1983, as amended by the Mental Health Act 2007, Mental Health (Wales) Measure 2010	X	X	X		
	8.2 The difference between formal and informal patients under the Mental Health Act		X	X		

Learning outcome	Training, learning, development and practice standards	Information	Information and Advice	Information, Advice and Assistance	Evidence	Signature and date
	8.3 What is meant by the term 'compulsion'		X	X		
	8.4 The **routes** and criteria for being detained under the Mental Health Act **Routes:** for individual patients who are admitted to hospital by force under civil and forensic sections, made subject to guardianship, made subject to the Supervised Community Treatment Order		X	X		
	8.5 When there is a duty to inform an individual to their right for support from an Independent Mental Health Advocate	X	X	X		
	8.6 Where there is a duty to consider a referral to Independent Mental Health Advocate for non-instructed advocacy	X	X	X		
	8.7 **Powers** within current mental health legislation and who may exercise these **Powers:** detaining powers, treatment powers, holding powers, police powers		X	X		
	8.8 A range of **safeguards** within the current mental health legislation. **Safeguards:** First Tier Tribunal, Hospital Managers' Hearing, Nearest Relative, Independent Mental Health Advocate, right to request a Second Opinion Appointed Doctor, right to complain		X	X		
9: Understand legislation	**Knowledge and understanding about:**					
	9.1 Legislation related to Welsh Language and how this relates to the role of IAA workers	X	X	X		

Learning outcome	Training, learning, development and practice standards	Information	Information and Advice	Information, Advice and Assistance	Evidence	Signature and date
related to Welsh language						
	9.2 The importance of the 'Active Offer' for the well-being of individuals	X	X	X		
	9.3 The key principles and provisions of the Welsh Language Act (1993) and Welsh Language Wales Measure (2011)	X	X	X		
	9.4 Requirements set by Welsh Language legislation for public bodies	X	X	X		

Teaching resources for section 1 - 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

Section 2: Professional Practice

Learning outcome	Training, learning, development and practice standards	Information	Information and Advice	Information, Advice and Assistance	Evidence	Signature and date
1: Ensure that own continual professional development meets standards and requirements and reflects best practice in the context of working in Wales	**Knowledge and understanding about:**					
	1.1 Professional responsibilities and accountabilities within the context of relevant legislative frameworks, standards and Codes of Conduct and Professional Practice	X	X	X		
	1.2 Legislative, regulatory and organisational requirements related to Duty of Candour and the importance of being open and honest if things go wrong	X	X	X		
	1.3 Accountability for quality of own practice	X	X	X		
	1.4 The importance of recognising and adhering to the boundaries of own role and responsibilities	X	X	X		
	1.5 How and when to seek additional support in situations beyond own role, responsibilities, level of experience and expertise or unsure as to how to proceed in a work matter	X	X	X		
	1.6 The purpose of undertaking personal and professional development and own responsibility for doing so	X	X	X		
	1.7 The range of learning opportunities and how to access them	X	X	X		
	1.8 How to use learning opportunities effectively to improve own knowledge,	X	X	X		

Learning outcome	Training, learning, development and practice standards	Information	Information and Advice	Information, Advice and Assistance	Evidence	Signature and date
	understanding, skills and practice, including learning from day to day experiences					
	1.9 How to use sources of information to develop evidence informed practice	X	X	X		
	1.10 How to apply learning and transfer skills into new situations	X	X	X		
	Practice **You are able to work in ways that:**					
	1.11 Ensure own compliance with legislative requirements, standards and Codes of Conduct and Professional Practice for continuing professional development	X	X	X		
	1.12 Use relevant literature, research and reviews to ensure that practice is current and effective		X	X		
	1.13 Evaluate and routinely review own knowledge, understanding and skills against: • relevant legislative requirements • relevant standards and frameworks • Codes of Conduct and Professional Practice • evidence informed practice • to identify areas for improvement	X	X	X		
	Knowledge and understanding about:					

Learning outcome	Training, learning, development and practice standards	Information	Information and Advice	Information, Advice and Assistance	Evidence	Signature and date
2: Meet requirements for presenting, recording, reporting and storing information	2.1 Legislative requirements for **handling information** **Handling information**: storing, recording, confidentiality, sharing	X	X	X		
	2.2 Protocols for gaining and confirming consent: • of individuals and families/carers when sharing information with services and professionals • of individuals when sharing information with families/carers	X	X	X		
	2.3 The format and purpose of records, reports and sharing of information and how this should be **presented** **Presented**: in writing and verbally	X	X	X		
	Practice **You are able to work in ways that:**					
	2.4 Ensure that own practice complies with requirements for recording, reporting and storage of information in the work setting	X	X	X		
	2.5 Adhere to protocols for sharing information with services, professionals, families/carers	X	X	X		
	2.6 Ensure that own records and reports are: • accurate • dated • objective	X	X	X		

Learning outcome	Training, learning, development and practice standards	Information	Information and Advice	Information, Advice and Assistance	Evidence	Signature and date
	• understandable • legible • accessible • reflect the views of individuals and/or families/carers • respectful of individuals and/or families/carers • written in ways that do not stigmatise or reinforce negative perceptions of individuals and/or families/carers • use accurate language and descriptors for specific conditions • differentiate between fact and opinion • presented to those who need to make decisions or take actions • stored, shared and retained in accordance with organisational policies, legal requirements and data protection					
3 Develop effective partnership working	**Knowledge and understanding about:**					
	3.1 The principles and **protocols** for partnership working **Protocols**: confidentiality and information sharing, record keeping	X	X	X		
	3.2 What the term 'co-production' means in relation to partnership working	X	X	X		
	3.3 The range and role of partners, professionals and agencies in health and social care	X	X	X		

Learning outcome	Training, learning, development and practice standards	Information	Information and Advice	Information, Advice and Assistance	Evidence	Signature and date
	3.4 How legislation informs the need to work in partnership for individuals and carers	X	X	X		
	3.5 The value of partners, professionals and agencies working together to support individuals and/or carers to achieve positive outcomes	X	X	X		
	3.6 The importance of ensuring that all partnership working involves individuals and/or their carers	X	X	X		
	Practice **You are able to work in ways that:**					
	3.7 Promote a culture of partnership working	X	X	X		
	3.8 Apply the principles of partnership working and co-production in your work with others	X	X	X		
	3.9 Build trust and confidence with partners, professionals and agencies recognising the roles, responsibilities, accountabilities and expertise of self and others	X	X	X		
	3.10 Develop effective relationships with partners and other professionals whilst maintaining clear professional boundaries	X	X	X		
	3.11 Take action to resolve challenges that arise from working in partnership	X	X	X		
	3.12 Adhere to agreed **protocols** for partnership working	X	X	X		

Learning outcome	Training, learning, development and practice standards	Information	Information and Advice	Information, Advice and Assistance	Evidence	Signature and date
	Protocols: confidentiality and information sharing, record keeping					
	3.13 Promote the rights and well-being of individuals and/or carers with partners, professionals and agencies	X	X	X		

Teaching resources for section 2 – 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

Section 3: Theories and models and their relationship to person/child centred practice and rights-based approaches

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	**Knowledge and understanding about:**					
	1.1 The concept of theories and models and the differences between these			X		
	1.2 The concept of citizenship and how this promotes participation and inclusion of all members of society	X	X	X		
	1.3 How values and behaviors impact on person/child centered practice and citizen focused services	X	X	X		
	1.4 How regard for **rights and liberty** can be balanced with risk		X	X		

Learning outcome	Training, learning, development and practice standards	Information	Information and Advice	Information, Advice and Assistance	Evidence	Signature and date
	Rights and liberty: a human rights approach (to promote person/child centred practice and assessment of need and risk, including what matters to individuals)					
	1.5 Sociological theories and their relationship to person/child centered practice			X		
	1.6 Psychological theories and their relationship to person/child centered practice			X		
	1.7 The social and medical models of disability and tensions that may exist between these	X	X	X		
	1.8 The biopsychosocial model as an approach to influence person/child centered practice			X		
2: Understand human development across the lifespan and factors that can affect it	**Knowledge and understanding about:**					
	2.1 Why an understanding of human development is important for the role of an IAA worker		X	X		
	2.2 Critical stages in neurological and brain development during: • the pre-birth period • early childhood • adolescence • young adulthood		X	X		
	2.3 The possible **factors** and Adverse Childhood Experiences which could affect neurological and brain development in relation to **physical, emotional and cognitive growth**		X	X		

Learning outcome	Training, learning, development and practice standards	Information	Information and Advice	Information, Advice and Assistance	Evidence	Signature and date
	Factors: physical, environmental, genetic **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		X	X		
	2.5 Links between experiences of trauma and abuse, development stages and behavior throughout the lifespan		X	X		
	2.6 Why development may not follow the expected pattern		X	X		
	2.7 Ways in which development delay in one area affects the ability to acquire skills in other areas		X	X		
	2.8 Links between families own experiences throughout their life course, their knowledge of child development, and expectations for themselves and their children		X	X		
	2.9 The range of **attachment classifications** and how these are connected to **life experiences**			X		

Learning outcome	Training, learning, development and practice standards	Information	Information and Advice	Information, Advice and Assistance	Evidence	Signature and date
	Attachment classifications: secure, ambivalent, avoidant, disorganized **Life experiences**: neglect and abuse, trauma, multiple placements, Adverse Childhood Experiences					
	2.10 **Attachment theories** and their importance for: • supporting the resilience, well-being and holistic development of children and young people • understanding the potential impact of attachment difficulties on individuals throughout their life course, the way that they function in society, form relationships and react to others **Attachment theories:** theorists - John Bowlby, Mary Ainsworth, Mary Main, Dollard and Miller			X		
3 Understand 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	X	X	X		
	3.2 **Theories and models** related to change **Theories and models:** Kubler-Ross Change curve, William Bridges Transition Model			X		
	3.3 The importance of supporting individuals and/or families/carers to focus on the assets	X	X	X		

Learning outcome	Training, learning, development and practice standards	Information	Information and Advice	Information, Advice and Assistance	Evidence	Signature and date
	and strengths they have that can help them during times of change					
4 Understand 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	X	X	X		
	4.2 Why it is important that individuals and carers are supported to: • have voice and control over their lives • express and achieve what is important to them • 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	X	X	X		
	4.3 What is meant by '**consent**'; circumstances when this must be attained and circumstances when it can be over-ridden **Consent:** adults, children and young people, families and carers	X	X	X		
	4.4 The interrelationship between positive risk taking and responsibilities, voice and control, and social inclusion		X	X		

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Learning outcome	Training, learning, development and practice standards	Information	Information and Advice	Information, Advice and Assistance	Evidence	Signature and date
	4.5 The importance of risk taking in everyday life for individuals		X	X		
	4.6 The impact of individuals having been discouraged or prevented from taking risks		X	X		

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

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

Learning outcome	Training, learning, development and practice standards	Information	Information and Advice	Information, Advice and Assistance	Evidence	Signature and date
1: Understand 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	**Knowledge and understanding about:**					
	1.1 Legislative frameworks, national policy and current models of service design and delivery and their aims in relation to supporting individual's and carers: • full and valued lives • rights • equality • voice and control	X	X	X		

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Learning outcome	Training, learning, development and practice standards	Information	Information and Advice	Information, Advice and Assistance	Evidence	Signature and date
	• 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					
	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	X	X	X		
	1.3 How gender, ethnicity and language, and social, cultural and religious environments may impact on individuals and the support that they access	X	X	X		
	1.4 The **potential impact** of accessing care and support **Potential impact**: positive and negative					

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	X	X	X		
	1.6 Why it is important to take a holistic view of individuals and carers	X	X	X		
	1.7 Why it is important that each individual and/or carer is recognised for their own individual abilities, needs, strengths, gifts and talents	X	X	X		
	1.8 The importance of actively challenging prejudice, stereotypical images, discrimination and negative attitudes	X	X	X		
2: Understand 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	X	X	X		
	2.2 The range of services, agencies and professionals which provide support for	X	X	X		

Learning outcome	Training, learning, development and practice standards	Information	Information and Advice	Information, Advice and Assistance	Evidence	Signature and date
	children and young people and their families/carers					
3: The context of carers in Wales	**Knowledge and understanding about:**					
	3.1 The legislative definition of carers	X	X	X		
	3.2 Demographics of carers	X	X	X		
	3.3 Contribution that carers make: • to the quality of life of individuals • to the policy agenda of prevention and early invention	X	X	X		
	3.4 Correlation between the support of carers and sustainability of care and support services		X	X		
	3.5 The importance of promoting support for carers well-being, social inclusion, education and employment through the design and delivery of services	X	X	X		
	3.6 Factors that may impact on carers physical and mental health and well-being	X	X	X		
	3.7 The potential impact of **change and transition** on carers **Change and transition:** related to the individual, the carers or when the caring role ends	X	X	X		

Learning outcome	Training, learning, development and practice standards	Information	Information and Advice	Information, Advice and Assistance	Evidence	Signature and date
	3.8 The assessment options available to the carer and young carer including joint assessments with the individual		X	X		
	3.9 The importance of recognising that not all people undertaking unpaid care will wish to be labelled or perceived as carers	X	X	X		
	3.10 How to explore with sensitivity the role that carers are undertaking, and how they may wish to be supported with this	X	X	X		
4: Understand the concept of disability and physical impairment	**Knowledge and understanding about:**					
	4.1 What is meant by the term's 'disability', 'disabled' and 'physical impairment'	X	X	X		
	4.2 The importance establishing with individuals their preferred use of terminology and recognising that this may change over time	X	X	X		
	4.3 What is meant by the terms 'congenital', 'acquired', 'neurological' and 'progressive' when used in relation to physical impairment			X		
	4.4 The importance of recognising the centrality of the individual rather than the impairment	X	X	X		
	4.5 The impacts (positive and negative) of being labelled as having a physical impairment	X	X	X		

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, socio-economic, education, employment, mobility, independence, emotional and physical well-being, mental health, life choices **Social and environmental barriers:** stereotypical attitudes, negative/offensive language, physical and organisational barriers	X	X	X		
5: Understand mental ill health	**Knowledge and understanding about:**					
	5.1 What is meant by the term 'mental ill-health'	X	X	X		
	5.2 Types of **mental health problems** and the symptoms that individuals may experience **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	X	X	X		
	5.3 **Factors** that can influence and affect an individual's well-being and may result in a period of mental ill-health		X	X		

Learning outcome	Training, learning, development and practice standards	Information	Information and Advice	Information, Advice and Assistance	Evidence	Signature and date
	Factors: Adverse Childhood Experiences, other trauma/adverse life events experienced in adulthood, discrimination, poverty, physical ill-health					
	5.4 Potential signs and symptoms of mental ill-health	X	X	X		
	5.5 The range of services, agencies and professionals which provide support for individuals experiencing mental ill-health	X	X	X		
	5.6 Models and approaches that can be used to support effective communication and engagement with individuals living with mental ill-health	X	X	X		
6: Understand dementia	**Knowledge and understanding about:**					
	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	X	X	X		
	6.2 Differences and **commonalities** between the major types of dementia Commonalities: common symptoms and presentation of dementia, memory, judgement, language and orientation	X	X	X		
	6.3 **Memory impairment** and its impact on dementia	X	X	X		

Learning outcome	Training, learning, development and practice standards	Information	Information and Advice	Information, Advice and Assistance	Evidence	Signature and date
	Memory impairment: significance of short term memory in registering information and the 3 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.)					
	6.4 How some types of dementia can have a transient or permanent impact on physical abilities and well-being	X	X	X		
	6.5 Common psychotic symptoms that may sometimes manifest as a result of types of dementia		X	X		
	6.6 How dementia can mask underlying health issues	X	X	X		
	6.7 How to mitigate increasing risk factors associated with maintaining physical well-being and **areas of physical care** **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		X	X		

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 which provide support for individuals living with dementia	X	X	X		
	6.9 Models and approaches that can be used to support effective communication and engagement with individuals living with dementia	X	X	X		
	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	X	X	X		
7: Understand learning disability and autism	**Knowledge and understanding about:**					
	7.1 What is meant by the term 'learning disability'	X	X	X		
	7.2 Different types of learning disability and their potential causes			X		
	7.3 The prevalence of: • individuals with a learning disability who are autistic autistic individuals who have a learning disability	X	X	X		
	7.4 What is meant by the term 'autism'	X	X	X		
	7.5 **Theories about autism** and the limited evidence related to its cause			X		

Learning outcome	Training, learning, development and practice standards	Information	Information and Advice	Information, Advice and Assistance	Evidence	Signature and date
	Theories about autism: biological, psychological, neurological					
	7.6 The **main characteristics of autism** and what is meant by the 'triad of impairments' **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	X	X	X		
	7.7 Why autism can sometimes be a hidden disability and how this can impact on individuals	X	X	X		
	7.8 The range of services, agencies and professionals which provide support for individuals with learning disabilities and/or autistic individuals	X	X	X		
	7.9 Models and approaches that can be used to support effective communication and engagement with: • individuals with a learning disability • autistic individuals	X	X	X		
	Knowledge and understanding about:					

Learning outcome	Training, learning, development and practice standards	Information	Information and Advice	Information, Advice and Assistance	Evidence	Signature and date
8: Understand sensory loss	8.1 The potential impact of **different types of 'sensory loss'** on individuals 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, multi-sensory impairment, Dual sensory loss	X	X	X		
	8.2 The terms used to describe sensory loss	X	X	X		
	8.3 Links between other **conditions/impairments** and sensory loss **Conditions/impairments:** learning disability, autism, physical impairment, dementia, frailty, diabetes	X	X	X		
	8.4 The range of services, agencies and professionals which provide support for individuals with sensory loss	X	X	X		
	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		X	X		

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	X	X	X		
9: Understand acquired brain injury	**Knowledge and understanding about:**					
	9.1 **Types and causes** of acquired brain injury **Types and causes:** traumatic brain injury, other forms of acquired brain injury	X	X	X		
	9.2 **Potential impacts** of acquired brain injury on an individual and their families **Potential impacts:** physical, cognitive, emotional and behavioural	X	X	X		
	9.3 How lack of insight resulting from acquired brain injury may impact on an individual's ability to take risk		X	X		
	9.4 The range of services, agencies and professionals which provide support for individuals with acquired brain injury	X	X	X		
	9.5 Models and approaches that can be used to support effective communication and engagement with individuals living with mental ill-health	X	X	X		
	Knowledge and understanding about:					
	10.1 The types of substances individuals may use:	X	X	X		

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	• their appearance • their effects • risks • routes of administration • legal status					
	10.2 Clinical classifications of substances		X	X		
	10.3 The meaning of the term 'substance misuse'	X	X	X		
	10.4 Different **categories of substance use** **Categories of substance use:** experimental, recreational, dependent/problematic		X	X		
	10.5 What is meant by the term 'co-occurring mental health and substance misuse'		X	X		
	10.6 Mental health problems associated with substance misuse	X	X	X		
	10.7 Issues faced by individuals with both mental ill-health and substance misuse	X	X	X		
	10.8 Services and professionals who can provide additional information, advice and support to individuals about substance misuse, and interventions that can help	X	X	X		

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 outcome or specific criteria for knowledge and understanding

Section 5: The assessment and care and support planning process

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**					
	1.1 Legislation, national and local policy and guidance related to assessing the needs of individuals and carers	X	X	X		
	1.2 How the national assessment and eligibility tool is used for assessments			X		
	1.3 The reasons for the 'National Minimum Core Data Set' and how this should be used			X		
	1.4 The importance of the five elements of assessment			X		
	1.5 **Key elements** of an assessment of need **Key elements:** co-production, strengths-based approach, outcome focused			X		
	1.6 The **primary focus** of assessment **Primary focus:** building on an individual's strengths and assets including their abilities and families/communities			X		

Learning outcome	Training, learning, development and practice standards	Information	Information and Advice	Information, Advice and Assistance	Evidence	Signature and date
	1.7 What is meant by 'outcomes orientated' assessment			X		
	1.8 The rights of individuals and carers to access advocacy support for their assessment			X		
	1.9 Requirements for providing and reviewing care and support plans			X		
	1.10 Principles of, format and content requirements of care and support plans			X		
	1.11 How judgement is made about eligible care and support needs			X		
	1.12 Legislation related to 'ordinary residence' and the impact this has on the care and support that individuals are able to access			X		
	1.13 The aims of legislation and policy for the use of direct payments for care and support			X		
	1.14 Requirements for the use of direct payments			X		
	1.15 The range of services and delivery methods for which direct payments may be used			X		

Learning outcome	Training, learning, development and practice standards	Information	Information and Advice	Information, Advice and Assistance	Evidence	Signature and date
	1.16 Potential difficulties and conflicts related to the use of direct payments and how these may be addressed			X		
	1.17 Support available for the use of direct payments	X	X	X		
	1.18 Charging arrangements for eligible care and support in local area	X	X	X		
	1.19 Responsibilities of local authorities for assessment of adults and children in the secure estate			X		
	1.20 When an integrated/specialist assessment may be required and who may be involved in this			X		
2: How to have meaningful conversations with individuals and their families/carers about what matters to them	**Knowledge and understanding about:**					
	2.1 The range of communication methods and approaches that can be used	X	X	X		
	2.2 Factors that need to be considered for effective communication	X	X	X		

Learning outcome	Training, learning, development and practice standards	Information	Information and Advice	Information, Advice and Assistance	Evidence	Signature and date
and the support they need	2.3 How previous experiences, disability/conditions and first language may influence an individual's willingness to communicate	X	X	X		
	2.4 Approaches that can be used for implementing the 'Active Offer'	X	X	X		
	2.5 How to recognise when behaviour is being used as a form of communication	X	X	X		
	2.6 Sources of information, advice and support for communication	X	X	X		
	Practice **You are able to work in ways that:**					
	2.8 Use and adapt methods of communication that: • support individuals and/or carers to express what is important to them • are age and ability appropriate	X	X	X		
	2.9 Address factors that may present barriers to communication and participation in the assessment process	X	X	X		
	2.10 Ensure communication is conducted in ways that: • recognises confidentiality	X	X	X		

Learning outcome	Training, learning, development and practice standards	Information	Information and Advice	Information, Advice and Assistance	Evidence	Signature and date
	• 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					
3 Support the assessment process according to own role and responsibilities, legislation and Codes of Practice	**Knowledge and understanding of:**					
	3.1 Ways of working to build positive, supportive relationships with individuals, their families/carers including finding out about their daily lives, history, culture, preferences, wishes and need			X		
	3.2 **Potential barriers** to accessing care and support and how to overcome these **Potential barriers:** individual, physical, emotional			X		
	3.3 Reasons why individuals and/or carers may mask their actual care and support needs and how to explore these with sensitivity			X		
	3.4 How views, wishes and preferences may change as individuals go through the assessment and planning process			X		

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 using co-productive approaches for assessment that are: • person/child centred • rights based • strengths based			X		
	3.6 The importance of involving families/carers in the assessment process			X		
	3.7 The challenges and sensitivities that may occur between carers and individuals related to: • 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			X		
	3.8 Strategies that can be used to manage challenges and sensitivities			X		
	3.9 The importance of ensuring a non-judgemental approach towards the personal circumstances of individuals, their families/carers and the way that they lead their lives	X	X	X		
	3.10 How mental capacity and best interest decisions relate to the assessment process			X		

Learning outcome	Training, learning, development and practice standards	Information	Information and Advice	Information, Advice and Assistance	Evidence	Signature and date
	3.11 How to establish the views, wishes and preferences of individuals where they do not have verbal communication or mental capacity			X		
	3.12 What is meant by 'advance' planning and when and why this should be considered as part of the assessment process			X		
	3.13 How to establish eligible and ineligible needs when undertaking assessments			X		
	3.14 How to identify sources of information and support to meet identified needs, including electronic assistive technology	X	X	X		
	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	X	X	X		
	Practice **You are able to work in ways that:**					
	3.16 Establish own role and that of others in the assessment process			X		
	3.17 Undertake and record assessments in accordance with organisational and legislative requirements and associated Codes of Practice identifying needs that are:			X		

Learning outcome	Training, learning, development and practice standards	Information	Information and Advice	Information, Advice and Assistance	Evidence	Signature and date
	• eligible • ineligible					
	3.18 Build positive, supportive relationships with individuals and their families/carers			X		
	3.19 Use rights and strengths based approaches for undertaking assessments that support individuals and/or carers to: • 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 that 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 • explore the use of electronic assistive technology that may contribute to achievement of identified outcomes • balance their rights, responsibilities and risks			X		

Learning outcome	Training, learning, development and practice standards	Information	Information and Advice	Information, Advice and Assistance	Evidence	Signature and date
	• 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			X		
	3.21 Use strategies to manage challenges and sensitivities that may occur between the carer and the individual			X		
	3.22 Provide information to individuals and/or carers on **funding options** for their care and support			X		
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: • support from families, friends, networks and communities • potential risks and how these may be managed			X		
	4.2 Ensure the plans include an element of flexibility to support positive outcomes			X		

Learning outcome	Training, learning, development and practice standards	Information	Information and Advice	Information, Advice and Assistance	Evidence	Signature and date
	4.3 Ensure the plans are recorded and made available in accessible formats for individuals and/or carers			X		
	4.4 Ensure that individuals and their families/carers are satisfied with the content of the care and support plan			X		
	4.5 Agree actions, roles, responsibilities and timeframes for completing these with individuals and their families/carers			X		
	4.6 Support individuals and/or families/carers to understand how the plan will be implemented			X		
	4.7 Agree how the plan will be monitored, reviewed and adapted to meet changing needs			X		
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			X		
	5.2 The process that should be followed for the review of care and support plans			X		
	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			X		
	Practice					

Learning outcome	Training, learning, development and practice standards	Information	Information and Advice	Information, Advice and Assistance	Evidence	Signature and date
	You are able to work in ways that:					
	5.4 Establish own role and that of others in the review process			X		
	5.5 Use co-productive approaches to complete reviews of care and support plans according to organisational and legislative requirements, Codes of Practice and own role and responsibilities			X		
	5.6 Support individuals and/or carers to evaluate the achievement of identified outcomes from their care and support plans			X		
	5.7 Explore any changes to the views, wishes, preferences and needs of individuals and/or carers and agree how these may best be met			X		
	5.8 Seek feedback from service providers on the achievement of outcomes and any identified changes			X		
	5.9 Ensure that: • 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			X		

Learning outcome	Training, learning, development and practice standards	Information	Information and Advice	Information, Advice and Assistance	Evidence	Signature and date
	5.10 Ensure that revised plans are shared appropriately with service providers according to agreed protocols for confidentiality			X		

Teaching resources for section 5 set of power point slides and case studies which can be delivered as a whole or split up for standalone delivery for each learning outcome or specific criteria for knowledge and understanding

Section 6: Safeguarding Individuals

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	**Knowledge and understanding about:**					
	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		
	1.2 How enquiries and reviews • have influenced legislative frameworks and standards • are used to inform practice	X	X	X		
	1.3 What is meant by the terms: • 'child at risk' • 'significant harm'	X	X	X		

Learning outcome	Training, learning, development and practice standards	Information	Information and Advice	Information, Advice and Assistance	Evidence	Signature and date
	1.4 How to establish when harm is considered to be 'significant'	X	X	X		
	1.5 The potential impact and effects of abuse, neglect and harm on children and young people	X	X	X		
	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		
	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		
	1.8 **Key considerations** for a child or young person at risk **Key considerations:** outcomes-focused approach, mental capacity, advocacy			X		
	1.9 Barriers that may deter reporting of concerns about abuse, neglect or harm	X	X	X		
	1.10 The role of different agencies, including advocacy, for the safeguarding of children and young people	X	X	X		
	1.11 The potential impact on children and young people of having a range of different professionals and agencies involved in their	X	X	X		

Learning outcome	Training, learning, development and practice standards	Information	Information and Advice	Information, Advice and Assistance	Evidence	Signature and date
	lives if they have been identified as 'child at risk'					
	1.12 The purpose and role of **safeguarding boards** for children and young people at risk **Safeguarding boards:** National and regional	X	X	X		
	Practice **You are able to work in ways that:**					
	1.18 Comply with legislative, regulatory and organisational requirements and national standards for safeguarding children and young people in accordance with own role and responsibilities	X	X	X		
	1.19 Ensure that knowledge and understanding is routinely updated in relation to new and emerging safeguarding trends	X	X	X		
2: Develop knowledge and understanding of the safeguarding of adults at risk	**Knowledge and understanding about:**					
	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		
	2.2 How enquiries and reviews - have influenced legislative frameworks and standards	X	X	X		

Learning outcome	Training, learning, development and practice standards	Information	Information and Advice	Information, Advice and Assistance	Evidence	Signature and date
	– are used to inform practice					
	2.3 What is meant by the term 'adult at risk'	X	X	X		
	2.4 The potential impact and effects of abuse, neglect and harm on individuals	X	X	X		
	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		
	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		
	2.7 Barriers that may deter reporting of concerns about abuse, neglect or harm	X	X	X		
	2.8 The role of different agencies, including advocacy, for the safeguarding of adults at risk	X	X	X		
	2.9 The purpose and role of **safeguarding boards** for safeguarding adults at risk **Safeguarding boards:** National and regional	X	X	X		
	2.10 Why and when a Section 126 enquiry would be commenced			X		

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		
	2.12 **Key considerations** that should be made when a Section 126 enquiry is being undertaken **Key considerations:** outcomes focused approach, person centred enquiries, mental capacity, advocacy, consent			X		
	2.13 The importance of using a co-productive approach with adults and their families/carers throughout the safeguarding process			X		
	Practice **You are able to work in ways that:**					
	2.17 Comply with legislative, regulatory, organisational requirements, and national standards for safeguarding adults at risk in accordance with own role and responsibilities	X	X	X		
	2.18 Ensure that knowledge and understanding is routinely updated in relation to new and emerging safeguarding trends	X	X	X		
3 Use approaches that safeguard children and young people and/or adults at risk	**Knowledge and understanding about:**					
	3.1 Links between person/child centred practice and the safeguarding of children and young people and/or adults	X	X	X		

Learning outcome	Training, learning, development and practice standards	Information	Information and Advice	Information, Advice and Assistance	Evidence	Signature and date
legislation and Codes of Practice						
	3.2 The importance of embedding safeguarding in a holistic and individualised approach to support for well-being	X	X	X		
	3.3 How to support the development of a culture and environment that: • promotes person/child centred practice in the safeguarding of children and young people and/or adults at risk • supports positive relationships with children and young people and/or adults at risk enables children and young people and/or adults at risk and their families/carers to express their fears, anxieties, feelings and concerns without worry of ridicule, rejection or retribution	X	X	X		
	3.4 What needs to be considered when responding to disclosures or allegations of abuse, neglect or harm	X	X	X		
	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		
	3.6 Types of interventions that can be made, how these should be considered and who should be involved			X		

Learning outcome	Training, learning, development and practice standards	Information	Information and Advice	Information, Advice and Assistance	Evidence	Signature and 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		
	3.8 What needs to be considered when sharing outcomes from safeguarding enquiries			X		
	Practice **You are able to work in ways that:**					
	3.9 Support children and young people and/or adults at risk and their families/carers to identify factors, situations and actions that may cause, or lead to harm and abuse			X		
	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		
	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		
	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		
	3.13 Support children and young people and/or adults at risk to recognise when the behaviour			X		

Learning outcome	Training, learning, development and practice standards	Information	Information and Advice	Information, Advice and Assistance	Evidence	Signature and date
	towards them or others is inappropriate or unacceptable					
	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		
	3.15 Challenge behaviour or actions that may lead to harm or abuse	X	X	X		
	3.16 Ensure that records and reports meet **legislative and organisational requirements** **Legislative and organisational requirements:** are detailed, accurate, timed, dated and signed, adhere to confidentiality agreements, avoid the use of statements that could adversely affect the use of evidence in future investigations and in court	X	X	X		
	3.17 Follow agreed procedures to pass on reports and information about suspected or disclosed harm or abuse within confidentiality agreements	X	X	X		
	3.18 Ensure that communication is conducted in a way that recognises confidentiality within the boundaries of safeguarding	X	X	X		
	3.19 Use supervision and support to consider the impact on self and others of suspected or disclosed harm or abuse	X	X	X		

Learning outcome	Training, learning, development and practice standards	Information	Information and Advice	Information, Advice and Assistance	Evidence	Signature and 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		
	3.21 Access additional support for situations that are outside of own expertise, role and responsibility	X	X	X		

Teaching resources for section 6 – local authorities are expected to utilise their standard safeguarding training materials. The standards in this section will be mapped against the All Wales Safeguarding Standards when they are published in 2023

Section 7: Support the use of electronic assistive technology
NB this section has been added and is not part of the Social Services Practitioner qualification

Learning outcome	Training, learning, development and practice standards	Information	Information and Advice	Information, Advice and Assistance	Evidence	Signature and date
1: Confidence in the use of electronic assistive technology	**Knowledge and understanding**					
	1.1 How technology is part of everyday life and can **transform the lives** of individuals and families/carers **Transform the lives** - supports participation in a valued range of meaningful activities, supporting independence, learning and development, well-being, quality of life and access to services and information	X	X	X		

Learning outcome	Training, learning, development and practice standards	Information	Information and Advice	Information, Advice and Assistance	Evidence	Signature and date
	1.2 The potential for electronic assistive technology to be adapted and designed to meet specific needs	X	X	X		
	1.3 Strengths and weaknesses of a range of electronic assistive technologies		X	X		
	1.4 How to promote the benefits of electronic assistive technology	X	X	X		
	1.5 The importance of working with other professionals who have a particular role or expertise in electronic assistive technology	X	X	X		
	1.6 Own role for supporting the use of electronic assistive technology and how and when to and how and when to seek additional support	X	X	X		
	1.7 Actions to take in the event of a failure/breakdown of electronic assistive technology	X	X	X		
	1.8 How to make appropriate referrals for support with electronic assistive technology	X	X	X		
	1.9 How to support the **safe use** of electronic assistive technology **Safe use** - following instructions and guidance for installation, use, maintenance and disposal in line with own role and responsibilities, awareness of hazards associated with electrically powered devices, individual risk			X		

Learning outcome	Training, learning, development and practice standards	Information	Information and Advice	Information, Advice and Assistance	Evidence	Signature and date
	assessments, security measures when using internet and social media					
	Practice **You are able to work in ways that:**					
	1.10 Use a co-productive approach to support individuals and families/carers to make informed choices about the use of electronic assistive technology		X	X		
	1.11 Support partnership approach with others who have a particular role or expertise in electronic assistive technology to support individuals, families/carers to achieve positive outcomes		X	X		
	1.12 Support individuals and families/carers to safely use electronic assistive technology			X		
2: Rights, values and electronic assistive technology	**Knowledge and understanding**					
	2.1 Potential positive and negative impacts of the use of electronic assistive technology on the rights, health and well-being of individuals and families/carers		X	X		

Learning outcome	Training, learning, development and practice standards	Information	Information and Advice	Information, Advice and Assistance	Evidence	Signature and date
	2.2 How electronic assistive technology can support positive risk taking			X		
	2.3 How to ensure that electronic assistive technology promotes and safeguards health and well-being, dignity, autonomy, privacy and confidentiality			X		
	2.4 The importance of obtaining consent for the use of electronic assistive technology			X		
	Practice **You are able to work in ways that:**					
	2.5 Support individuals and families/carers to understand implications for their health and well-being, dignity, autonomy, privacy and confidentiality in relation to electronic assistive technology			X		
	2.6 Maximise the benefits, take account of, and seek to minimise potential negative impacts of the use of electronic assistive technology			X		
	2.7 Use agreed processes for consent for the use of electronic assistive technology in accordance with own role and responsibilities **Consent -** informed consent from the individual/child and their parents/carers on the use of electronic assistive technology and the manner in which information is gathered, stored and used or agreed processes are			X		

Learning outcome	Training, learning, development and practice standards	Information	Information and Advice	Information, Advice and Assistance	Evidence	Signature and date
	followed where an individual is not able to provide informed consent					
3. Supporting assessment for and review of electronic assistive technology	**Knowledge and understanding**					
	3.1 Processes for the outcome focused assessment for and review of the use of electronic assistive technology, including self-assessment			X		
	3.2 Own and **others**' role in the assessment for and review of the use of electronic assistive technology **Others**: others who have a particular role or expertise in electronic assistive technology, social workers, health professionals, the individual, families/carers.			X		
	3.3 How the use of electronic assistive technology fits within an overall plan of support for individuals			X		
	3.4 How the use of electronic assistive technology can provide solutions that help individuals achieve positive outcomes			X		
	Practice **You are able to work in ways that:**					
	3.5 Use a co-productive approach to support the assessment for and review of the use of electronic assistive technology			X		

Learning outcome	Training, learning, development and practice standards	Information	Information and Advice	Information, Advice and Assistance	Evidence	Signature and date
	3.6 Support the design and implementation of a plan for the use of electronic assistive technology			X		
	3.7 Apply the principles and values of health and social care when supporting the assessment, planning and review of the use of electronic assistive technology			X		
4. Remote or virtual monitoring and response systems	**Knowledge and understanding about:**					
	4.1 The role and purpose of services that use monitoring and response systems	X	X	X		
	4.2 How services that use monitoring and response systems work in collaboration with other services	X	X	X		

Section 7 Teaching resources - TBC

Declaration of completion

I confirm that ……………. has demonstrated achievement of the knowledge and practice learning outcomes set out in this competency framework in accordance with their role and responsibilities.

Signed and dated: (manager)

Signed and dated: (worker)

Useful resources

To be added