



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

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
	1.5 How the judgement and stereotypical assumptions of others may: <ul style="list-style-type: none"> <li>• be unduly influenced by the factors, conditions or circumstances of individuals, families and carers</li> <li>• lead to individuals, families and carers being stigmatized</li> <li>• have a negative impact on individuals, families and carers and the way that they function</li> </ul>	X	X	X		Signature:    Date:
	1.6 Why it's important to take a holistic view of individuals and carers	X	X	X		Signature:    Date:
	1.7 Why it's important that each individual and/or carer is recognised for their own individual abilities, needs, strengths, gifts and talents	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
	1.8 The importance of actively challenging prejudice, stereotypical images, discrimination and negative attitudes	X	X	X		Signature:  Date:
2. Understand reasons why children and young people and their families/carers may need to access support and/or services	<b>Knowledge and understanding about:</b>					
	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		Signature:  Date:
	2.2 The range of services, agencies and professionals that provide support for children and young people and their families/carers	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. The context of carers in Wales	<b>Knowledge and understanding about:</b>					
	3.1 The legislative definition of carers	X	X	X		Signature:  Date:
	3.2 Demographics of carers	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
	3.6 Factors that may impact on carers' physical and mental health and well-being	X	X	X		Signature:  Date:
	3.7 The potential impact of <b>change and transition</b> on carers  <b>Change and transition:</b> related to the individual, the carers or when the caring role ends	X	X	X		Signature:  Date:
	3.8 The assessment options available to the carer and young carer including joint assessments with the individual		X	X		Signature:  Date:

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

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
	4.4 The importance of recognising the centrality of the individual rather than the impairment	X	X	X		Signature:    Date:
	4.5 The impacts (positive and negative) of being labelled as having a physical impairment	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
	<p><b>4.6 Potential impacts of social and environmental barriers</b> on an individual with a physical disability</p> <p><b>Potential impacts:</b> exclusion, socio-economic, education, employment, mobility, independence, emotional and physical well-being, mental health, life choices</p> <p><b>Social and environmental barriers:</b> stereotypical attitudes, negative/offensive language, physical and organisational barriers</p>	X	X	X		<p>Signature:</p>    <p>Date:</p>
5. Understand mental ill health	<p><b>Knowledge and understanding about:</b></p> <p>5.1 What is meant by the term 'mental ill-health'</p>	X	X	X		<p>Signature:</p>    <p>Date:</p>

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

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
	5.4 Potential signs and symptoms of mental ill-health	X	X	X		Signature:  Date:
	5.5 The range of services, agencies and professionals that provide support for individuals experiencing mental ill-health	X	X	X		Signature:  Date:
	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		Signature:  Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
6. Understand dementia	<b>Knowledge and understanding about:</b>					
	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		Signature:     Date:
	6.2 Differences and <b>commonalities</b> between the major types of dementia  <b>Commonalities:</b> common symptoms and presentation of dementia, memory, judgement, language and orientation	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
	<p>6.3 <b>Memory impairment</b> and its impact on dementia</p> <p><b>Memory impairment:</b> significance of short term memory in registering information and the three main categories of long term memory. Semantic memory (enabling the recall of facts), episodic memory (recall of events and experiences and emotions) and procedural memory (implicit memory linked to motor function such as signing our name, driving a car etc.)</p>	X	X	X		<p>Signature:</p> <p>Date:</p>
	<p>6.4 How some types of dementia can have a transient or permanent impact on physical abilities and well-being</p>	X	X	X		<p>Signature:</p> <p>Date:</p>

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
	6.5 Common psychotic symptoms that may sometimes manifest as a result of types of dementia		X	X		Signature:  Date:
	6.6 How dementia can mask underlying health issues	X	X	X		Signature:  Date:
	6.7 How to mitigate increasing risk factors associated with maintaining physical well-being and <b>areas of physical care</b>  <b>Areas of physical care:</b> 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		Signature:  Date:



Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
	6.8 The range of services, agencies and professionals that provide support for individuals living with dementia	X	X	X		Signature:  Date:
	6.9 Models and approaches that can be used to support effective communication and engagement with individuals living with dementia	X	X	X		Signature:  Date:
	6.10 Types of dementia, their potential causes and the range of different impacts associated with an individual's prognosis, their abilities and general health and well-being	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
7. Understand learning disability and autism	<b>Knowledge and understanding about:</b>					
	7.1 What is meant by the term 'learning disability'	X	X	X		Signature:  Date:
	7.2 Different types of learning disability and their potential causes			X		Signature:  Date:
7.3 The prevalence of: <ul style="list-style-type: none"> <li>• individuals with a learning disability who are autistic</li> <li>• autistic individuals who have a learning disability</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
	7.4 What is meant by the term 'autism'	X	X	X		Signature:       Date:
	7.5 <b>Theories about autism</b> and the limited evidence related to its cause  <b>Theories about autism:</b> biological, psychological, neurological			X		Signature:       Date:



Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
	7.8 The range of services, agencies and professionals that provide support for individuals with learning disabilities and/or autistic individuals	X	X	X		Signature:          Date:
	7.9 Models and approaches that can be used to support effective communication and engagement with: <ul style="list-style-type: none"> <li>• individuals with a learning disability</li> <li>• autistic individuals</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
8. Understand sensory loss	<b>Knowledge and understanding about:</b>					
	8.1 The potential impact of <b>different types of 'sensory loss'</b> on individuals  <b>Different types of 'sensory loss':</b> 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		Signature:          Date:
	8.2 The terms used to describe sensory loss	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
	<p>8.3 Links between other <b>conditions/ impairments</b> and sensory loss</p> <p><b>Conditions/impairments:</b> learning disability, autism, physical impairment, dementia, frailty, diabetes</p>	X	X	X		<p>Signature:</p> <p>Date:</p>
	<p>8.4 The range of services, agencies and professionals that provide support for individuals with sensory loss</p>	X	X	X		<p>Signature:</p> <p>Date:</p>
	<p>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</p>		X	X		<p>Signature:</p> <p>Date:</p>

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
	8.6 Models and approaches that can be used to support effective communication and engagement with individuals who have sensory loss	X	X	X		Signature:  Date:
9. Understand acquired brain injury	<b>Knowledge and understanding about:</b>					
	9.1 <b>Types and causes</b> of acquired brain injury  <b>Types and causes:</b> traumatic brain injury, other forms of acquired brain injury	X	X	X		Signature:  Date:
	9.2 <b>Potential impacts</b> of acquired brain injury on an individual and their families  <b>Potential impacts:</b> physical, cognitive, emotional and behavioural	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
	9.3 How lack of insight resulting from acquired brain injury may impact on an individual's ability to take risk		X	X		Signature:  Date:
	9.4 The range of services, agencies and professionals that provide support for individuals with acquired brain injury	X	X	X		Signature:  Date:
	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		Signature:  Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
10. Understand substance use and misuse	<b>Knowledge and understanding about:</b>					
	10.1 The types of substances individuals may use: <ul style="list-style-type: none"> <li>• their appearance</li> <li>• their effects</li> <li>• risks</li> <li>• routes of administration</li> <li>• legal status</li> </ul>	X	X	X		Signature:    Date:
	10.2 Clinical classifications of substances		X	X		Signature:    Date:
	10.3 The meaning of the term 'substance misuse'	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
	10.4 Different <b>categories of substance use</b>  <b>Categories of substance use:</b> experimental, recreational, dependent/problematic		X	X		Signature:   Date:
	10.5 What is meant by the term 'co-occurring mental health and substance misuse'		X	X		Signature:   Date:
	10.6 Mental health problems associated with substance misuse	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
	10.7 Issues faced by individuals with both mental ill-health and substance misuse	X	X	X		Signature:  Date:
	10.8 Services and professionals who can provide additional information, advice and support to individuals about substance misuse, and interventions that can help	X	X	X		Signature:  Date:

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

I confirm that ..... has demonstrated achievement of the knowledge learning outcomes set out in section 4 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:.....