Higher National Unit specification: general information

Unit title: Promoting Positive Behaviour

Unit code: H1MX 34

Superclass: PK

Publication date: July 2012

Source: Scottish Qualifications Authority

Version: 02

Unit purpose

This Unit is designed to provide a specific assessment framework for managing behaviour that challenges with children and young people and adult service users. It is aimed at those candidates working in a care setting who require the knowledge, understanding and an awareness of behaviour that challenges.

On completion of the Unit the candidate should be able to:

1 Evaluate own and organisational values and beliefs and describe the impact these have on the behaviour of individuals.
2 Apply the statutory, regulatory, policy and procedural frameworks in relation to positive behaviour management.
3 Contribute to building and maintaining relationships within their role and area of responsibility.
4 Explore the impact of environmental factors and their effects on the behaviour of individuals
5 Evaluate a range of non-physical intervention approaches when responding to behaviour that challenges.
6 Examine the importance of monitoring and evaluating, post crisis recovery processes and support.

Recommended prior knowledge and skills

While entry is at the discretion of the centre, it is recommended that candidates have appropriate experience of working within and are currently employed in a service delivery setting. It is also recommended that candidates possess a qualification at SCQF level 5 or above in a related discipline. Alternatively, candidates may be considered through the completion of a pre-course interview or employer's reference in the absence of certificated learning.

General information (cont)

Credit points and level

2 Higher National Unit credits at SCQF level 7: (16 SCQF credit points at SCQF level 7*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes of this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

It could also be delivered as stand-alone and could be useful as part of a professional development programme.

Equality and inclusion

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher National Unit specification: statement of standards

Unit title: Promoting Positive Behaviour

Unit code: H1MX 34

The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Evaluate own and organisational values and beliefs and describe the impact these have on the behaviour of individuals.

Knowledge and/or Skills

- Definitions of behaviour which challenges staff and services
- Emotional competence
- Self-regulation techniques
- Self awareness
- Values, beliefs and organisational cultures

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- define positive behaviour management and describe behaviour which challenges staff and services in own organisation.
- evaluate the application of one example of emotional competence and one self-regulation technique in practice.
- evaluate own and organisational values and beliefs in relation to promoting positive behaviour in adults, children and young people.

Higher National Unit specification: statement of standards (cont)

Unit title: Promoting Positive Behaviour

Outcome 2

Apply the statutory, regulatory, policy and procedural frameworks in relation to positive behaviour management.

Knowledge and/or Skills

- Current local and national legislation
- Organisational policy and procedures
- Codes of practice
- Codes of conduct
- National Care Standards

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- work within the relevant legislation, regulation, codes or practice and codes of conduct.
- evaluate one organisational policy and procedure used in relation to positive behaviour management.

Outcome 3

Contribute to building and maintaining relationships within their role and area of responsibility.

Knowledge and/or Skills

- Person centred approaches
- Theoretical perspectives
- Relationship boundaries
- Power balance
- Communication skills

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- implement and evaluate the main components of person centred care drawing from a range of theoretical perspectives related to behaviour which challenges in particular the effects of separation and trauma.
- analyse personal and professional boundaries, recognising how power can be used and abused when working with adults, children and young people.
- evaluate communication skills, including verbal and non-verbal communication and describe the impact these could have on adults, children and young people.

Higher National Unit specification: statement of standards (cont)

Unit title: Promoting Positive Behaviour

Outcome 4

Explore the impact of environmental factors and their effects on the behaviour of individuals.

Knowledge and/or Skills

- Physical, internal and external environmental factors
- People, Groups, Situations and Activities
- Risk Assessment in relation to legislation and regulation

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- identify and discuss two factors in the physical, internal and/or external environment that can affect the behaviour of individuals.
- identify and discuss two ways in which people, groups, situations and activities can affect the behaviour of individuals taking account of organisational policy and procedures, current legislation and National Care Standards.
- conduct a risk assessment of the working environment, taking account of legislation and regulation, to minimise the environmental impacts and the effects these have on adults, children and young people.

Outcome 5

Evaluate a range of non-physical intervention approaches when responding to behaviour that challenges.

Knowledge and/or Skills

- Agitation, aggression and violence
- Non-physical intervention techniques in line with care plans, legal requirements and codes of practice
- De-escalation techniques

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- explain the concepts of agitation, aggression and violence.
- identify and evaluate two non-physical intervention techniques and discuss how they may be used in line with the care plans, legal requirements and codes of practice applicable to the scope of their work.

Higher National Unit specification: statement of standards (cont)

Unit title: Promoting Positive Behaviour

Outcome 6

Examine the importance of monitoring and evaluating post crisis recovery processes and support.

Knowledge and/or Skills

- Post crisis support, de-brief and review for adults, children and young people, workers and team
- Reporting and recording policy and procedures
- Monitoring and evaluation policy and procedures

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- reflect on and analyse their practice with an adult, child or young person in a post crisis support situation.
- examine an organisation's policies and procedures for supporting adults, children and young people, workers and teams.
- demonstrate their understanding of an organisation's incident recording and reporting procedures explaining how information is stored, collated and used to develop and monitor good practice.

Higher National Unit specification: support notes

Unit title: Promoting Positive Behaviour

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 80 hours.

Guidance on the content and context for this Unit

This Unit forms part of the PDA in Promoting Positive Behaviour at SCQF level 7 and provides opportunities to develop underpinning knowledge for the following National Occupational Standards in Social Services and Healthcare. This Unit does not provide automatic certification of skills and is dependent on the information produced by the candidate.

- **H5ME 04: 0336 Promote positive behaviour**
- **H5TD 04: 0398 Support individuals with programmes to promote positive behaviour**

This Unit is designed to help candidates acquire a broad knowledge for managing behaviour that challenges with children, young people and adult service users. It is also designed to enable the candidate to understand how approaches have been developed in relation to expectations about candidate responses to current thinking and understanding of this behaviour.

Candidates should apply their knowledge and expertise to demonstrate an understanding of the nature of the work being undertaken. They should recognise the impact of their own and organisational values and beliefs and the effect these can have on the behaviour of the adult, child or young person. This could enable candidates to respond to such behaviours in a manner that is consistent with legislation in relation to rights and good practice.

By undertaking this Unit candidates should develop knowledge of organisational policy and procedures. This could allow the candidate to conduct a critical appraisal of the statutory, regulatory, policy and procedural framework in relation to positive behaviour management and the impact of these procedures on service delivery.

Ideally some examination should take place of particular dilemmas which candidates may face in supporting the behaviour management of an adult, child or young person. Candidates should be expected to explore a choice of values and ethical challenges which exist in their professional practice. This should include current health and safety legislation, risk management, reporting systems and compliance with regulatory authorities.

Higher National Unit specification: support notes (cont)

Unit title: Promoting Positive Behaviour

The Unit makes connection between the reasons why the behaviour may occur and the responses to the behaviour. Candidates should develop an awareness of how the built environment can have an impact on the behaviour of the adult, child or young person. They should gain an understanding of different methods of intervention in the management of behaviour that challenges and the process of evaluating behaviour that challenge

Outcome 1

Promoting Positive Behaviour is a way of working with people who present challenging behaviour. Candidates should start by looking at defining challenging behaviour in the context within which it occurs and the meaning it has for the adult, child or young person concerned, drawing understanding from this and developing appropriate methods of working with the person.

In order to meet the Evidence Requirements for this Outcome candidates should be able to evaluate the components of organisational culture and values (leadership, equality and diversity, encouraging individuals to reach their potential, support and accountability, continuous improvement, developing the workforce) and their own values, beliefs and attitudes. They should describe how their own values, beliefs and attitudes have developed and how these can have positive and negative effects of the behaviour of adults, children or young people. They should be able to describe the link between these and the behaviour of individuals and groups of service users in their organisation.

Candidates should be able to understand the concepts of emotional competence and self-regulation. They should be able to analyse the importance of their own emotional competence, self-regulatory techniques, and the impact that their own feelings, thoughts and actions can have on the behaviour of individuals and groups of service users. This could include the importance of remaining calm in the face of behaviour that challenges and ensuring that responses to the behaviour are considered and not purely reactive.

References

Challenging Behaviour Principles and Practice, edited by Dave Hewett (1998), David Fulton Publishers
Passion and Reason: Making Sense of Our Emotions. RS Lazarus and B. Lazarus, Oxford University Press, 1996
Wilson, V., McCormack, B. and Ives, G. (2006) Re-generating the self in learning: developing a culture of supportive learning in practice. Learning in Health and Social Care Vol 5, part 2, pps 90–105
Understanding Social Care: Neil Thompson and Sue Thompson, Russell House Publishing, 2002

Higher National Unit specification: support notes (cont)

Unit title: Promoting Positive Behaviour

Outcome 2

In order to meet the Evidence Requirements for this Outcome candidates should have a good understanding of all the legislation, regulation and guidance, codes of practice and conduct that are relevant to positive behaviour management in their area of work.

Candidates should explore UK and Scottish legislation in Health and Safety, Education, Social Care and other areas that relate to the management of behaviour that challenges from adults, children and young people and groups of service users in their area of work. Candidates should be able to identify where these originate from with reference to legislation, SSSC Codes of Practice, National Care Standards, and how their organisational policies and procedures are developed and reviewed in their workplace.

Candidates should explore and describe national, local and organisational guidance, policy and procedures that relate to the management of behaviour that challenges from individual service users and evaluate an organisation's procedures for assessing risk from the behaviour of individuals and groups of service users.

References

SSSC Code of Practice
National Care Standards
Changing Lives: Report of the 21stCentury Social Work Review. Edinburgh: Scottish Executive (2006)
Same as You: Scottish Executive, 2000
Workforce development and people whose behaviour challenges. Institute of Public Care, Published by Skills for Care (November 2012)
A positive and proactive workforce. Published by; Department of Health / Skills for Health / Skills for care. (2014) www.skillsforcare.org.uk
Positive and Proactive Care: reducing the need for restrictive interventions. Prepared by Department of Health (April 2014) www.official-documents.gov.uk
Health in Scotland 2002: Scottish Executive
Holding Safely 2005: Scottish Executive
Let's Face It (Who Cares? Scotland 2003)
Getting it right for every child, Scottish Executive, 2005
Health and Safety at Work Act 1974 (Sect 2)
Management of Health and Safety at Work Regulations 2005
Rights, Risks and Limits to Freedom. Principles and good practice guidance for practitioners considering restraint in residential care settings. Mental Welfare Commission for Scotland. (2006).
Social Care and the Law in Scotland: Kirwin MacLean, updated 2008

Policies within the Workplace

- Health and Safety Policy
- Personal Safety Policy
- Code of Conduct Policy
- Dignity at Work Policy

Higher National Unit specification: support notes (cont)

Unit title: Promoting Positive Behaviour

- Lone Working Policy/Guidance
- Violence and Aggression at Work
- SSSC Code of Practice
- National Care Standards
- Violent Incident Report Form
- Accident/Incident Reporting Form
- Risk Assessment

Outcome 3

In order to meet the Evidence Requirements for this Outcome, candidates should have an understanding and knowledge of a person centred approach evaluating how this is applied within practice, including background, collaborative working both internally and externally. Candidates should consider a range of theoretical perspectives which could include psychological theories, attachment, loss, separation, unmet needs, being cared for within a care setting, previous and existing life events including the effects of trauma. Candidates should be able to describe the impact of health and disability on the behaviour of adults or children and young people. It is important for the candidate to explore how these theoretical perspectives will inform their approach to practice enabling them to gain a much greater awareness of the impact these factors can have on the adult, child or young person's ability to build and sustain professional relationships.

Candidates should reflect on and analyse the impact that their behaviour can have on the worker/individual relationship. This will include the power inherent within the relationship reflecting on their values, beliefs and attitudes in the delivery of anti-oppressive practice. This links to Outcome 1.

Candidates should examine a range of communication skills in relation to promoting positive behaviour in adults, children or young people. These should include verbal communication and the overriding importance of non-verbal communication, tone of voice, facial expression, body language, and proximity. They will explore and describe other preferred methods of communication to individuals including their language, signing and symbols and the connections between appropriate communication and the behaviour of individuals.

It is important for candidates to consider the significance of professional boundaries. Consideration should also be given to re-establishing, maintaining and ending relationships with individuals, with whom they work, recognising the importance of endings within professional relationships. To help them do this, candidates should identify and analyse a range of skills used in building and sustaining relationships. These will include listening, communication (verbal and non-verbal), observation, and de-escalation skills. This links to Outcome 1 and 5.

Consideration needs to be given to the responsibilities and limits to the candidate's relationships with individuals, carers and others, taking account of culture, gender, beliefs and expectations of their work setting. Candidates should be able to challenge stereotypical assumptions based on these factors. When looking at this area of practice candidates should consider their role and responsibility within the wider workplace, organisation, community and professional context and the significance of working collaboratively with other professionals in meeting the needs of the adult, child or young person.

Higher National Unit specification: support notes (cont)

Unit title: Promoting Positive Behaviour

References

Understanding Social Care: Neil Thompson and Sue Thompson, Russell House Publishing, 2002
Challenging Behaviour, Eric Emerson (1995), Cambridge University Press
Pain, Normality and the struggle for congruence — J.P. Anglin, The Hawthorn Press, New York 2002
The boy who was raised as a dog. (2008) B Perry and M Szalavitz, Basic Books
Atypical Development in Context, J Empson and D Nabuzoka (2004) Palgrave McMillan

Outcome 4

In order to meet the Evidence Requirements for this Outcome, candidates will need to demonstrate an understanding of how and why environmental factors such as building, space, routines, situations, triggers and actions of others, can affect the behaviour of adults, children and young people and workers within their setting. Consideration should be given to the individual's background, life events and situations, which may contribute to how and why they respond in particular ways to daily living. Candidates should be made aware of the internal and external factors that can contribute to behaviour that challenges and which may increase the potential for risk.

Candidates should be encouraged to make the links to theoretical perspective addressed in Outcome 3 when considering these factors.

Candidates should be able to describe the components of a risk assessment tool and how risk would be managed within the adult, child or young person's care plan. They should also demonstrate their understanding of role and responsibility in maintaining a safe and caring environment in line with National Care Standards, agency and legal expectations in meeting the safety needs of individuals and others. This will include their understanding of reporting and recording procedures and how information is used and shared with the individual and others. This links to Outcome 6.

Candidates should examine their approach in managing the environment and know how and when to seek additional support and guidance in maintaining the safety of individuals and others. In doing this candidates should explore UK and Scottish legislation in Health and Safety, National Care Standards and Human Rights Act 1998. This links to Outcome 1 and 2.

Candidates should describe the importance of seeking out and acting upon the views of the adult, child or young person and others to ensure that activities and experiences contribute to the social, emotional and physical well-being of the individual. This should be done in a safe and caring manner in line with expectations of care plans, National Care Standards and legislation. Links should be made to human development, life stages and social learning theories.

Higher National Unit specification: support notes (cont)

Unit title: Promoting Positive Behaviour

Safety (Consultation with Employees) Regulations 1996 (b)
How Good is Our School — HMIE 2007
The UN Convention on the Rights of the Child
Risk assessment in social care and social work (2000) P Parsloe, Jessica Kingsley Pubs.
Stalker, K (2003) Managing Risk and Uncertainty in Social Work: A Literature Review Journal of Social Work 3(2) 211–233 2006
Understanding Social Care: Neil Thompson and Sue Thompson, Russell House Publishing, 2002
Risk Management in Mental Health: Mental Health Foundation, 2001
Hood, C., Rothstein, H. and Baldwin, R. (2001) The government of risk: understanding risk regulation regimes. Oxford: Oxford University Press
Dementia care: coping with aggressive behaviour. Esme Moniz-Cook and Chris
Nursing and Residential Care, Vol13(2), 2011, pp.86–90.
Brown, V., and Brown, H. (1994). Understanding and Responding to Difficult Behaviour. Pavilion Publishing: Brighton.
Applied behavioural analysis,(2007) J Cooper, T Heron and W Heward, Prentice Hall

Policies within the Workplace

- Health and Safety Policy
- Personal Safety Policy
- Lone Working Policy/Guidance
- Violence and Aggression at Work
- Code of Conduct Policy
- Dignity at Work Policy
- SSSC Code of Practice
- National Care Standards
- Violent Incident Report Form
- Accident/Incident Reporting Form
- Risk Assessment

Outcome 5

The main purpose of this Outcome is to enable candidates to be aware of a range of approaches which are in current use within social care contexts.

Candidates may have received some workplace training in relation to dealing with behaviour that challenges. These are likely to be found within the context of organisational policies. This will link to Outcome 2.

Candidates should have the skills to understand that within these approaches there are various methods that can be employed to respond to behaviour that challenges. Methods should cover three phases: preventative, responsive, and post incident approaches and candidates should be encouraged to consider the benefits of responding at each stage. Skills for the purpose of this Outcome will be considered as the personal tools that candidates use to respond to the behaviour that challenges. These should cover pre and post-incident as well as the incident itself.

Higher National Unit specification: support notes (cont)

Unit title: Promoting Positive Behaviour

Candidates should explain the theories and concepts of agitation, aggression and violence and the different behaviours displayed by individuals when they are affected by them. They should describe the different types of aggressions and their characteristics (ie reactive, learned and proactive aggression).

Candidates should be aware of the importance of their own emotional competence and self-regulatory skills and the impact that their own feelings, thoughts and actions can have on the behaviour of individuals. This links to Outcome 1.

This should include the importance of remaining calm in the face of behaviour that challenges and ensuring that responses to the behaviour are considered and not purely reactive. Recording skills should also be emphasised with an emphasis on considering the importance of teamwork in responding to the behaviour. This will link to Outcome 6.

References

Holding Safely 2005: Scottish Executive
Protecting Children and Young People: The Charter (Scottish Executive)
Health and Safety at Work Act 1974 (Sect 2)
Challenging Behaviour Principles and Practice, edited by Dave Hewett (1998), David Fulton Publishers
Safeguarding adults: Jackie Martin, Russell House Publishing, 2006
De-escalation in the management of aggression and violence: Towards Evidence Bases Practice. B Paterson & D Leadbetter — in Aggression and Violence: Approaches to Effective Management. J Turnbull & B Paterson (Eds) 1999
Human Aggression, (2001) Russell Geen, Open University Press
Positive Goals for Positive Behavioural Support — P Fox & E Emerson. Pavilion. 2010

Outcome 6

In order to meet the Evidence Requirement candidates will require a sound understanding of the current support system within their organisational culture of the post crisis support, de-brief, supervision and the review process. Candidates should have the skills to demonstrate their contribution to team discussions about incidents of behaviour that challenges, including supporting and helping individuals to learn and develop from crises (ie using Life Space Interview techniques). A collaborative approach to the behaviour should help candidates to de-personalise the event, focus on the care plan approach to the behaviour, emphasise the importance of support to both the individual and the worker and an awareness of the range of methods and approaches available to the service user. This should also involve an appraisal of professional codes of conduct, or organisational policies and procedures and the impact of these on service delivery. This will link to Outcomes 1and 2.

Candidates should be expected to explore a choice of values and ethical challenges which exist in their professional practice. This should include how the candidates monitor, reflect and evaluate their knowledge, skills, attitudes, and any particular dilemmas which they face in supporting the behaviour management of service users, identifying the measures they take to improve their practice. Candidates should also reflect on and analyse how their behaviour can impact of the individual/worker relationship taking into account their own feelings and responses. This will link to Outcomes 1 and 3.

Higher National Unit specification: support notes (cont)

Unit title: Promoting Positive Behaviour

Candidates should provide examples of some organisational policies, procedures and codes practice and legislation related to post crisis support, individual recovery, self-reflection and supervision.

Candidates should evidence the importance for accurate reporting and recording within required timescales. This evidence should reflect the current, local, national and European legislation, the organisational requirements, inter-agency and partnership requirements. Candidates will also need to demonstrate their knowledge of how reports are stored, accessed, data protection and sharing of information.

Candidates should be able to demonstrate how they are actively involved in reviewing monitoring and evaluating the effectiveness of policies, systems, procedures and practice for promoting positive behaviour management. They should also evidence the monitoring mechanisms in their workplace, the frequency and the nature of behaviour that challenges which is subject to Health & Safety legislation. This links to Outcome 2.

References

Critical Incident Debriefing and Social Work: Expanding the Frame
Joshua Miller, Journal of Social Service Research
Vol 30, Part 2, 2004 pp 7–25

Staff Supervision in Social Care: Making a Real Difference for Staff and Service Users (2006) Toni Morrison, Pavilion

Best Practice in Professional Supervision: A Guide for the Helping Professions (2010) Allyson Davys and Liz Beddoe, Jessica Kingsley

Policies within the Workplace

Violence and Aggression at Work
Violent Incident Report Form
Accident/incident Reporting Form
Risk Assessment

Some useful web sites include:

http://www.careinspectorate.com
http://www.scie.org.uk
http://www.iriss.org.uk
http://www.ncb.org.uk/ncercc
http://www.alzheimers.org.uk
http://www.ssks.org.uk
http://www.scotland.gov.uk/Topics/Health
http://www.mentalhealth.org.uk/welcome/
http://www.socialworkscotland.org.uk
http://www.challengingbehaviour.org.uk

Higher National Unit specification: support notes (cont)

Unit title: Promoting Positive Behaviour

Guidance on the delivery of this Unit

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes. It could also be delivered as stand-alone and could be useful as part of a professional development programme.

It is **strongly recommended** that this Unit is undertaken first if being completed as part of the PDA in Promoting Positive Behaviour at SCQF level 7. It should also be undertaken prior to commencement of the SVQ Units as it provides a wealth of underpinning knowledge for the SVQ components of this Group Award.

It is recommended that delivery will be a mixture of face to face supplemented with distance learning giving a blended approach. Significant changes have developed as a result of a number of government enquiries and the new guidance has been issued by Skills for Care / Skills for Health / Department for Health and should be referred to by candidates

Guidance on the assessment of this Unit

It is recommended that the Outcomes within this Unit are assessed holistically and where possible relate to real work situations.

Assessment Guidelines

An understanding of both theory, and its relation to practice, are required for all Learning Outcomes. Assessment must therefore include both the requirement to discuss issues, and the opportunity to relate these to practice. Where candidates are already working in a service delivery role, they should make reference to real work situations. If this is not feasible, then hypothetical case studies/examples can be used.

Assessment for this Unit should be integrated for all Outcomes. The primary assessment could be a case study assignment of no more than 4,000–4,500 words or equivalent containing evidence of reading and research and referenced appropriately, in which the candidate explains their work with individual(s) in relation to the Evidence Requirements.

The case study could explore:

- Two occasions where the candidate managed behaviour that challenges and encourages positive behaviour from the adult, child or young person.
- Self-reflection on their role, for example what did they learn, what would they do differently in the future.
- Reflection on the tools and techniques that have been applied in this assignment.

In addition, evidence of Knowledge and/or Skills which cannot be inferred from the case study could be assessed by means of a recorded professional discussion or a sequence of short response questions.

Higher National Unit specification: support notes (cont)

Unit title: Promoting Positive Behaviour

It is recommended that assessments are supported by examples of completed organisational procedural documentation as such documentation will need to be completed in practice.

All assessment submissions should adhere to the principles of safe storage, access, consent and retrieval of information. No identifiable individual or service information should be presented by the candidate.

Online and Distance Learning

This Unit is suitable for open learning, provided there is authentication of the candidate's evidence.

Opportunities for developing Core Skills

You will be given opportunities to develop your Core Skills in the following areas although these will not be certificated:

***Communication*:** written communication skills could be developed through the production of reports, assessments and care plans. Oral communication skills may be demonstrated and developed by candidates in relation to individuals in a sensitive manner. Communication skills will be practiced and developed through discussion, information sharing and assignment writing.

Working with Others: could be developed through working as part of a team, participating in team meetings and interactions with other staff involved in the delivery of the service. It can also be developed by working with service users, through negotiations and collaborations.

***Problem Solving*:** could be developed through explanations of how you dealt with issues relating to risk and the need to protect individuals from behaviour that challenges. Problem solving methods used in working with service users to develop values and attitudes in line with codes of practice could also develop Problem Solving skills.

***Information and Communication Technology (ICT)*:** could be developed through using standard applications to process, obtain and combine information. Produce and respond to detailed written and oral communication in familiar contexts.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website **www.sqa.org.uk/assessmentarrangements**

History of changes to Unit

Version	Description of change	Date
02	Update on new national Guidance	31/08/16

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General information for candidates

Unit title: Promoting Positive Behaviour

The Unit supports the principle that behaviour, and its management, can present an opportunity for personal development. The Unit is to help you understand the possible reasons for the behaviour of the individual and to help you understand the need of good intervention skills. The importance of treating individuals with dignity and respect is fundamental to the intervention work done. The Unit is designed for you to consider and recognise the effect this behaviour can have on you or your colleagues. Worker support is considered as an important component of this Unit. This, along with a person centred approach toward the individual, is with the aim of sustaining working relationships between the individual and service provider.

There are six Outcomes in this Unit.

The first Outcome is about helping to explore the impact of your and the organisation's values and beliefs impact on how adults, children and young people behave. It is designed to help you consider the importance of self-reflection and the manner in which you communicate with the individuals.

The second Outcome will cover the legislation, policies and procedures in relation to promoting positive behaviour management. Significant changes have developed as a result of a number of government enquiries and the new guidance has been issued by Skills for care / Skills for Health / Department for Health and should be referred to by candidates

The third Outcome gives you the opportunity to consider how person centred care planning is practiced and about the skills and methods that you use in building and maintaining relationships with individuals.

The fourth Outcome gives you the opportunity to explore situations, the built environment, and how the actions of people can impact on the behaviour of adults, children and young people. You will also identify and highlight the factors that need to be considered when assessing any risk to the individual.

The fifth Outcome will cover how you consider behaviour that may challenge you in the context of the whole person and in a way that seeks to promote positive and purposeful intervention and the range of communication skills and methods that you use in responding to the individual's behaviour. You will also be given the opportunity to compare the de-escalation techniques that you would employ as a method of non-physical intervention. You will be encouraged to consider the behaviour and your response in relation to the care plan of the individual taking into account the individual's past and present life experiences and the possible cause and effects of the individual's behaviour.

The sixth Outcome is about your ability to demonstrate that you understand the importance of your agencies policies and procedures, protocols of de-briefing and post crisis review. You will consider your ability to reflect on your practice and the evaluation of the systems in place of the protection of individuals and your understanding of your organisational reporting procedures. This Outcome also allows you to consider the effect upon the individual and looks at the behaviour in the context of their whole person and plan of care.

General information for candidates (cont)

Unit title: Promoting Positive Behaviour

Significant changes have developed as a result of a number of government enquiries and the new guidance has been issued by Skills for Care / Skills for Health / Department for Health and should be referred to by candidates.

You will be given opportunities to develop your Core Skills in the following areas although these will not be certificated:

***Communication*:** written communication skills could be developed through the production of reports, assessments and care plans. Oral communication skills may be demonstrated and developed by candidates in relation to individuals in a sensitive manner. Communication skills will be practiced and developed through discussion, information sharing and assignment writing.

Working with Others: could be developed through working as part of a team, participating in team meetings, interactions with other staff involved in the delivery of the service. It can also be developed by working with service users, through negotiations and collaborations.

***Problem Solving*:** could be developed through explanations of how you dealt with issues relating to risk and the need to protect individuals from behaviour that challenges. Problem solving methods used in working with service users to develop values and attitudes in line with codes of practice could also develop Problem Solving skills.

***Information and Communication Technology (ICT)*:** could be developed through using standard applications to process, obtain and combine information. Produce and respond to detailed written and oral communication in familiar contexts.

The assessment for the Unit is at the discretion of the delivering centre; however it will be based on evidence of your work practice, reflecting the policies and procedures of your workplace and be linked to current legislation, values and principles of best practice within the care sector. This will include the National Service Standards for your areas of work and the individuals you care for.