



National Workplace Unit: general information

Unit title: Promoting Positive Behaviour Reassessment and Competence Review

Unit code: H1N1 47

Superclass: PK

Publication date: August 2012

Source: Scottish Qualifications Authority

Version: 01

Unit purpose

This Unit is designed to re-assess and refresh knowledge and skills in promoting positive behaviour with children and young people or adult service users. The Unit will re-assess the application of service specific physical interventions and restraints and the underpinning Knowledge and/or Skills associated with these. It is aimed at those candidates working in a health and social care setting who already hold the Personal Development Award (PDA) in Promoting Positive Behaviour at SCQF level 7.

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

- 1 Demonstrate that they understand and have applied within their role and area of responsibility the statutory, regulatory, policy and procedural frameworks that are bound by current legislation in relation to promoting positive behaviour.
- 2 Demonstrate the application of appropriate breakaway techniques, taking account of safety issues, specific to workplace setting.
- 3 Demonstrate the application of appropriate physical restraint and physical intervention techniques to deal with behaviour that challenges specific to workplace setting, taking account of safety issues for adults or children and young people and staff members.

Recommended prior knowledge and skills

Candidates **must** have completed the PDA in *Promoting Positive Behaviour* at SCQF level 7 before undertaking this Unit.

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 delivery setting.

General information (cont)

Credit points and level

0.5 Higher National Unit credit at SCQF level 7: (4 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 Skills components in this Unit.

Context for delivery

This Unit must **not** be undertaken prior to the completion of the PDA in *Promoting Positive Behaviour* at SCQF level 7 as this provides the underpinning knowledge for this re-assessment Unit.

This re-assessment Unit is based upon the *Promoting Positive Behaviour* (H1MX 34) and the *Promoting Positive Behaviour: Interventions* Units (H1MY 34) and is only available to candidates who have completed the PDA in *Promoting Positive Behaviour* at SCQF level 7.

This Unit is a re-assessment Unit to ensure that candidates actively maintain the frequency of their practice in this area. This re-assessment Unit must be assessed, completed, quality assured and entered for certification within 2 years of the certification of the full PDA.

Candidates must meet all Evidence Requirements of the Unit by compiling a Continuous Professional Development (CPD) portfolio over the 2 year period and by participating in role-play scenarios where intervention and restraint techniques are observed by an assessor.

National Workplace Unit: statement of standards

Unit title: Promoting Positive Behaviour Reassessment and Competence Review

Unit code: N1N1 47

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

Outcome 1

Demonstrate that they understand and have applied within their role and area of responsibility the statutory, regulatory, policy and procedural frameworks that are bound by current legislation in relation to promoting positive behaviour.

Knowledge and/or Skills

- ◆ Statutory framework
- ◆ Physical restraint and physical intervention guidance and policies
- ◆ Restraint reduction plans linked to debrief, supervision and monitoring

Evidence Requirements

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

- ◆ describe the statutory framework, guidance and policies, in relation to physical restraint and physical intervention applicable to own workplace setting
- ◆ demonstrate that they have maintained their knowledge and skills and have continued to develop these in line with current legislative and organisational requirements by describing restraint reduction plans including debrief, supervision and monitoring, in relation to physical restraint relevant to own workplace setting relating to positive behaviour management

Candidates must compile a Continuous Professional Development (CPD) portfolio over the 2 year period containing evidence that the above Evidence Requirements have been met. The CPD portfolio should show that they have maintained their knowledge and skills and have continued to develop these in line with legislative and organisational requirements.

In the event that there are gaps in the CPD portfolio assessors should have a professional discussion with the candidate or issue short response questions, paying particular attention to any changes in the legislative framework. Recorded evidence of such should then be included in the CPD portfolio.

National Workplace Unit: statement of standards (cont)

Unit title: Promoting Positive Behaviour Reassessment and Competence Review

Outcome 2

Demonstrate the application of appropriate breakaway techniques, taking account of safety issues, specific to workplace setting.

Knowledge and/or Skills

- ◆ Breakaway techniques
- ◆ Safety considerations for workers and adults, child or young person during intervention
- ◆ Worker's and service user's fitness, health and physical ability
- ◆ Employer responsibility
- ◆ Impact of challenging behaviour on workers
- ◆ Self-regulation
- ◆ Emotional competence

Evidence Requirements

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

- ◆ demonstrate a minimum of four breakaway techniques that are observed by an assessor through role-play and describe how they are applied to adults or children and young people. Breakaway techniques should be relevant to candidate's workplace setting.
- ◆ describe their understanding of safety considerations for workers and adults or children and young people in the application of the techniques demonstrated. This description should take account of the worker's and service user's fitness, health and physical ability and the employer's responsibility.
- ◆ describe the impact of behaviour that challenges on the feelings and behaviour of staff and the importance of self-regulation and emotional competence

The demonstrations and descriptions should show that candidates have maintained their knowledge and skills and have continued to develop these in line with legislative and organisational requirements.

National Workplace Unit: statement of standards (cont)

Unit title: Promoting Positive Behaviour Reassessment and Competence Review

Outcome 3

Demonstrate the application of appropriate physical restraint and physical intervention techniques to deal with behaviour that challenges specific to workplace setting, taking account of safety issues for adults or children and young people and staff members.

Knowledge and/or Skills

- ◆ Physical skills, physical restraint and physical intervention techniques
- ◆ Safety considerations for workers and adults, children or young people during physical restraint and physical intervention
- ◆ Worker's fitness, health and physical ability
- ◆ Employer responsibility
- ◆ Care plans and risk assessment

Evidence Requirements

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

- ◆ demonstrate a minimum of three physical restraint techniques for the safe holding of adults or children and young people, and a minimum of two physical intervention techniques for the safe moving of service users, that are observed by an assessor through a role-play. The techniques demonstrated should be relevant to candidate's workplace setting.
- ◆ explain the relevance of care plans and risk assessment when using physical restraint and physical intervention techniques
- ◆ describe safety considerations and risk assessment when involved in physical restraint and physical intervention techniques
- ◆ describe the implications of staff fitness, health and ability and employer's responsibilities in relation to the physical restraint and physical intervention

The demonstrations and descriptions should show that candidates have maintained their Knowledge and/or Skills and have continued to develop these in line with legislative and organisational requirements.

National Workplace Unit: support notes

Unit title: Promoting Positive Behaviour Reassessment and Competence Review

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 20 hours.

Guidance on the content and context for this Unit

This Unit provides opportunities to develop underpinning knowledge for the following National Occupational Standards in Health and Social Care. This does not provide automatic certification of skills and is dependent on the information produced by the candidate.

- ◆ **HSC 326** — Contribute to the Prevention and Management of Challenging Behaviour in Children and Young People
- ◆ **HSC 336** — Contribute to the Prevention and Management of Abusive and Aggressive Behaviour
- ◆ **HSC 335** — Contribute to the Protection of Individuals from Harm and Abuse
- ◆ **HSC 337** — Provide Frameworks to Help Individuals to Manage Challenging Behaviour
- ◆ **HSC 397** — Reinforce Positive Behavioural Goals during Relationships with Individuals

Promoting Positive Behaviour is a way of working with people who present challenging behaviour. Starting by looking at the context in which it occurs and the meaning it has for the individual concerned, drawing understanding from this and developing appropriate methods of working with the person.

This *Re-assessment and Competence Review* Unit is aligned to the PDA in *Promoting Positive Behaviour* at SCQF level 7 and is only available to candidates who have completed the PDA in *Promoting Positive Behaviour*. This Unit is a re-assessment Unit to ensure that candidates have actively maintained and updated their practice in this area.

This *Re-assessment and Competence Review* Unit is designed to help candidates reflect and evidence that they have maintained and updated currency in their practice with regard to promoting positive behaviour with children, young people and adult service users.

The *Re-assessment and Competence Review* Unit will include the evaluation of continued good practice. This should be achieved using classroom based role-play with a statement of competence from the assessor proving a judgement of workplace competence.

Outcome 1

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 have a good understanding of all the statutory, regulation, guidance, codes of practice and conduct that are relevant to promoting positive behaviour in their area of work including any changes or updates. This should enable candidates to continue to respond to such behaviours in a manner that is consistent with legislation and good practice.

National Workplace Unit: support notes (cont)

Unit title: Promoting Positive Behaviour Reassessment and Competence Review

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. They could describe how their organisational policies and procedures are developed, reviewed and enacted in their workplace.

Candidates should describe the application of restraint reduction plans in their organisation and the importance of recording, debriefing, supervision, monitoring and review and their place in promoting the safety of individuals.

Outcome 2

In order to meet the Evidence Requirements for this Outcome, candidates will be required to take account of their own organisation's Health and Safety policy and procedures and reference to an individual's care plan. They will require a sound understanding of how and when to use the appropriate self-protection and breakaway techniques, deflecting blows and punches by using a safe, sideways on, stable posture with feet at least shoulder width apart and a low centre of gravity, using arms and hands as protection. Candidates will be able to demonstrate releases from grabs on the arms, chokes from behind and in front, bar chokes, hair pulls and bites by pushing firmly and gently into the bite, breaking up fights and the safety issues surrounding their application in practice. Candidates will need to ensure that all techniques are not pain compliant.

Candidates should recognise how their own attitudes, behaviour and feelings can impact on the behaviour of adults or children and young people in their care. They should examine how their own attitudes have developed and how these can influence their responses to behaviour that challenges. Candidates should demonstrate awareness of how their behaviour in crisis situations affects that of service users.

Candidates should understand the concepts of agitation, aggression and violence and describe de-escalation techniques to deal with these behaviours. This will include different types of aggression, the motivation for the aggression (ie reactive and proactive) and how the different types of aggression can be dealt with.

Candidates should describe how the behaviour of individuals can affect their feelings in the workplace, including frustration, anger, fear, confusion and others. They should demonstrate their understanding of the importance of being able to positively regulate their responses and remaining calm in the face of behaviour that challenges and being an emotionally competent worker. They should describe the importance of considered responses to behaviour and not behaving in a purely reactive manner.

Candidates should be helped 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.

Candidates should be aware of any health and safety requirements made by their organisation involving their health and safety in the application of breakaway techniques. Candidates will need to consider issues in relation to their own fitness, health and ability to implement breakaway techniques and the employer's responsibilities regarding this.

National Workplace Unit: support notes (cont)

Unit title: Promoting Positive Behaviour Reassessment and Competence Review

Outcome 3

In order to meet the Evidence Requirements of this Outcome, candidates will require a sound understanding of a range of non-pain compliant physical restraint and physical intervention techniques to deal with behaviour that requires the use of safe holding and moving appropriate to their workplace setting. Candidates will also be required to take account of their own organisation's Health and Safety policy and procedures and subsequent organisational policy related to this including reference to the individual's care plan.

Candidates will be required to demonstrate a range of physical restraint and physical intervention techniques. These techniques should include escorting and moving service users, taking account of safe moving and handling techniques and guidance, standing holds involving one and two staff members, holds that can be used in emergency situations where there is immediate physical risk to service users and others. These emergency holds will be initiated to enable the environment to be made safe for others (for example clearing the room), seated holds in chairs and settees involving one and two staff members, and restraining service users in holds seated on the floor ensuring in all seated holds that the service user maintains a straight back to reduce the risk of hyper flexion and positional asphyxia. Candidates will demonstrate awareness of and actively avoid holds that can place service users at risk. Dangerous holds include those that place pressure on the neck, prone and supine restraints, obstructing the mouth or nose, and basket holds where service users can have their breathing restricted by hyper flexion and having their hands and arms placed across their abdomen or chest.

Candidates should consider physical restraint and physical intervention techniques which are applicable with different client groups including small children, individuals with learning and physical disabilities, and adult residential and dementia services. They should examine and demonstrate these techniques as they apply to the individuals in their care, taking account of their individual needs (disability, mental health, dementia, etc), their care plans and any risk assessments that are in place. This will include understanding the impact of the environment, relationships between staff and individuals, understanding the needs of adults or children and young people and the ethos and values of the organisation on behaviour that challenges and how this behaviour can be reduced.

Candidates should show understanding of when physical restraint with adults or children and young people is an appropriate response and the safety issues and risk factors related to physical restraint. Where appropriate, candidates should show understanding of physical restraint techniques which minimise the risk of harm to adults or children and young people and staff that maintain the dignity and safety of all. Candidates should describe situations and circumstances when physical restraint should not be used.

Candidates will be expected to demonstrate and apply a range of safe physical restraint techniques for the adults or children and young people in their care, taking account of the statutory framework, guidance applicable to their sector and organisational policies and procedures that relate to physical restraint. Candidates will need to consider issues in relation to the fitness, health and ability of staff to implement physical restraints and the employer's responsibilities regarding this. They will consider the implications of any health issues and disabilities of service users in carrying out physical restraint.

National Workplace Unit: support notes (cont)

Unit title: Promoting Positive Behaviour Reassessment and Competence Review

Candidates should understand and describe the range of safety considerations when involved in a physical restraint. They should demonstrate awareness of existing risk assessments, the risks associated with particular techniques, principles regarding the risks of asphyxia, pressure on joints, etc pre-disposing health conditions and environmental considerations.

Legislation and Policy Documents which may supply relevant information

- ◆ *Changing Lives: Report of the 21st Century Social Work Review*. Edinburgh: Scottish Executive (2006).
- ◆ *Same as You*. Scottish Executive (2000).
- ◆ *Risk Management in Mental Health*. Mental Health Foundation (2001).
- ◆ *A Safer Place Employee Checklist*. Department of Health National Task Force on Violence Against Social Care Staff (2002).
- ◆ *Elder Abuse*. House of Commons Health Committee (2004).
- ◆ *Health in Scotland 2002*. Scottish Executive.
- ◆ *Holding Safely*. Scottish Executive.
- ◆ *Let's Face It (Who Cares? Scotland 2003)*.
- ◆ *Protecting Children and Young People: The Charter* (Scottish Executive).
- ◆ *Health and Safety at Work Act 1974 (Sect 2)*.
- ◆ Management of Health and Safety at Work Regulations 1999.
- ◆ *The Reporting of Injuries and Dangerous Occurrences Regulations 1995 (RIDDOR)*.
- ◆ *Data Protection Act*.
- ◆ *Human Rights Act 1998*.
- ◆ *The Regulation of Care (Requirements as to Care Services) (Scotland) Regulations 2002*.
- ◆ *The Residential Establishments — Child Care (Scotland) Regulations 1996*.
- ◆ *The BILD Code of Practice for the use of Physical Interventions — BILD 2010*.

The following is a list of reference documents that may or may not be available within the candidate's place of work.

- ◆ 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

National Workplace Unit: support notes (cont)

Unit title: Promoting Positive Behaviour Reassessment and Competence Review

Some useful websites include:

<http://www.sssc.uk.com>
<http://www.scswis.com>
<http://www.scie.org.uk/>
<http://www.scie-socialcareonline.org.uk/>
<http://www.ssks.org.uk>
<http://www.scotland.gov.uk>
<http://www.challengingbehaviour.org.uk>
<http://www.thecbf.org.uk>
<http://www.bild.org.uk>
<http://www.celcis.org.uk>
<http://www.ChildTrauma.org>

Some useful sources of additional reading and research

Physical restraint

Holding Safely. The Scottish Institute for Residential Child Care (2005).
Positive Goals for Positive Behavioural Support. Fox, P. and Emerson, E. Pavilion (2010).
De-escalation in the management of aggression and violence: Towards Evidence Bases Practice. Paterson, B. and Leadbetter, D. — in *Aggression and Violence: Approaches to Effective Management.* Turnbull, J. and Paterson, B. (Eds) (1999).
Ethical Approaches to Physical Interventions — Allen, D (Ed). BILD (2002).
Ethical Approaches to Physical Interventions — Volume 2. Allen, D (Ed). BILD (2009).
The Edinburgh Inquiry. Recommendation 55 — Lindsay, M. and Hosie, A. University of Strathclyde/SIRCC (2000).
Independent Inquiry into Abuse at Kerelaw Residential School and Secure Unit. Frizzell, E. Scottish Government (2009).
As The Last Resort? Reducing the use of restrictive physical interventions using an organisational approach. Deveau, R. and McGill, P. University of Kent (2007).
Learning from Tragedy: A survey of child and adolescent restraint facilities. Nunno, M. Holden, M. Tollar, A. *Child Abuse and Neglect: The International Journal*, 30, 1333-1342. (2006).
Deadly Restraint: A Hartford Courant Investigative Report. Weiss, E. M. (1998).
Guidance for Restrictive Physical Interventions. How to provide safe services for people with learning disabilities and autistic spectrum disorders. Department of Health and Department for Education and Skills (2002).
Physical Interventions: A Policy Framework. Harris, J. Cornick, M. Allen, D. Jefferson, A. Mills, R. BILD (2008).
Report on the use of Physical Intervention across Children's Services. Hart, D. and Howell, S. National Children's Bureau. (2004).
Restrictive Physical Intervention in Secure Children's Homes. Hart, D. Department for Children, Schools and Families. National Children's Bureau (2008).
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).

National Workplace Unit: support notes (cont)

Unit title: Promoting Positive Behaviour Reassessment and Competence Review

Examining the safety of high-risk interventions for children and young people. Nunno, M. Day, D. and Bullard, L (Eds). Child Welfare League of America. (2008).
The use of force to control or restrain pupils. Department for Children, Schools and Families. HMSO (2007).
Smallridge and Williamson. *Independent review into the use of restraint in juvenile secure settings* (2008) — accessed at www.eccruk.com/review%20of%20restraint.pdf
Welsh Assembly Government. *Framework for Restrictive Physical Intervention, Policy and Practice* (2005).
Physical Intervention: a review of the literature on its use, staff and patient views and the impact of training. Stubbs, B. Leadbetter, D. Paterson, B. Yorston, G. Knight, C. and Davis, S. *Journal of Psychiatric and Mental Health Nursing*, 16, 99–105 (2009).
Children's Views on Restraint. Morgan, R. Newcastle Upon Tyne: Commission for Social Care Inspection (2004).

Guidance on the delivery of this Unit

This *Re-assessment and Competence Review* Unit must **not** be undertaken prior to the completion of the PDA in *Promoting Positive Behaviour* at SCQF level 7 as this provides the underpinning knowledge for this Unit.

This *Re-assessment and Competence Review* Unit is to ensure that candidates actively maintain their continued practice in this area. This Unit must be completed and certificated within 2 years of the certification of the full PDA in *Promoting Positive Behaviour* at SCQF level 7.

Delivery of this Unit should take place in a classroom or similar setting where there can be interaction between the assessor and candidate.

The purpose of this Unit is to refresh and re-assess previously taught material in relation to the PDA in *Promoting Positive Behaviour* at SCQF level 7.

Guidance on the assessment of this Unit

The assessment of the Unit will be based on the candidate's ongoing learning and development in promoting positive behaviour. Candidates are required to provide evidence that their work practice is current and appropriate to service users' needs.

The Unit will allow for candidates to be assessed demonstrating, through role-play, their competence in a range of breakaway, physical restraint and physical intervention techniques appropriate to their work setting.

Assessment Guidelines

Assessment for this Unit will be based on evidence generated within the last 2 years of the award of the PDA. This will be in the form of a CPD portfolio with work place evidence.

The re-assessment will be achieved using classroom role-play scenarios. Candidates must be able to practically demonstrate their competence and practice in the use of breakaway techniques when dealing with behaviour that challenges appropriate to their workplace setting. Competence will be assessed by the assessor with the provision of verbal and written feedback to the candidate.

National Workplace Unit: support notes (cont)

Unit title: Promoting Positive Behaviour Reassessment and Competence Review

Candidates will be required to practically demonstrate, through role-play, competence in a range of physical restraint and intervention techniques as appropriate to their work setting. This will be undertaken through role-play scenarios where the assessor will assess the candidate's competence and also understanding about with whom and when each technique can be used and the safety issues and risks associated with them. On completion of the role-play and questions the assessor should provide verbal and written feedback to the candidate.

Online and Distance Learning

This Unit is not suitable for distance learning.

Opportunities for developing Core Skills

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

Communication (at SCQF level 5) — Written *Communication* skills could be developed through the production of reports, assessments and care plans. Oral *Communication* skills may be developed by candidates when working with individuals in a sensitive manner. *Communication* skills will be practiced and developed through discussion, information sharing, team working and assignment writing.

Information and Communication Technology (at SCQF level 5) — This will be developed by accessing information from workplace information systems related to individuals and behaviour that challenges and using *Information and Communication Technology* to provide and create information related to individuals and behaviour that challenges.

Working with Others (at SCQF level 5) — This will be developed by working as part of a team, participating in team meetings and interacting with other staff involved in the delivery of the service. This will also be developed by negotiating and collaborating with service users.

Problem Solving (at SCQF level 5) — This will be developed by providing explanations of how they dealt with issues relating to risk and the need to protect individuals from behaviour that challenges. *Problem Solving* will also be developed by working with service users to develop values and attitudes in line with codes of practice.

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

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Additional copies of this Unit specification can be purchased from the Scottish Qualifications Authority. Please contact the Business Development and Customer Support team, telephone 0303 333 0330.

General information for candidates

Unit title: Promoting Positive Behaviour Reassessment and Competence Review

The purpose of this *Re-assessment and Competence Review* Unit is to refresh and re-assess previously taught material in relation to the PDA in *Promoting Positive Behaviour* at SCQF level 7

This Unit supports the principle that behaviour and its management can present an opportunity for personal development. The Unit is to help you understand the need for good proactive intervention skills. The importance of treating individuals with dignity and respect is fundamental to the interventions 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 three Outcomes in this Unit. The first Outcome is about re-assessing your ability to consider your 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 individual.

You will demonstrate that you have maintained an understanding and have kept abreast of your organisation's policies and the importance of recording, debriefing, supervision, monitoring and review and their place in promoting the safety of individuals.

You will consider your ability to reflect on your practice and the evaluation of the systems in place of the protection of individuals that are bound by legislation, policies and procedures in relation to promoting positive behaviour management.

On completion of the Outcome you should have a good understanding of all the current statutory, regulation, guidance, codes of practice and conduct, including any changes or updates that are relevant to promoting positive behaviour.

The second Outcome is designed to give you the opportunity to consider the importance of both the worker and the individual's safety in the application and demonstration of a range of breakaway techniques taking account of care plans, organisational policy and procedures and individual risk assessments. You will also recognise concepts of agitation, aggression and violence. In undertaking the practice element of this Outcome you will practice and demonstrate breakaway techniques in controlled and safe role-play scenarios. You will be required to demonstrate that you have maintained competency in the delivery of these techniques, as assessed by the assessor.

The third Outcome will review and reassess appropriate proactive restraint techniques and physical intervention techniques that are compliant with any individual care plans and risk assessments, describing situations and circumstances when physical restraint should not be used. This will take account of what techniques work with individuals and any predisposing risk factors such as health or disability. The Outcome will include safe physical restraint and physical intervention techniques that are compliant with relevant legislation, organisational policy and procedure and that are specified within an individual's care plan and risk assessment. You will practice and demonstrate physical restraint techniques and physical intervention techniques in controlled and safe role-play scenarios. You will be required to demonstrate that you have maintained competency in the delivery of these techniques, as assessed by the assessor.

General information for candidates (cont)

Unit title: Promoting Positive Behaviour Reassessment and Competence Review

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

Communication (at SCQF level 5) — Written *Communication* skills could be developed through the production of reports, assessments and care plans. Oral *Communication* skills may be developed by you when working with individuals in a sensitive manner. *Communication* skills will be practiced and developed through discussion, information sharing, team working and assignment writing.

Information and Communication Technology (at SCQF level 5) – This will be developed by accessing information from workplace information systems related to individuals and behaviour that challenges and using *Information and Communication Technology* to provide and create information related to individuals and behaviour that challenges.

Working with Others (at SCQF level 5) — This will be developed by working as part of a team, participating in team meetings and interacting with other staff involved in the delivery of the service. This will also be developed by negotiating and collaborating with service users.

Problem Solving (at SCQF level 5) — This will be developed by providing explanations of how you dealt with issues relating to risk and the need to protect individuals from behaviour that challenges. *Problem Solving* will also be developed by working with service users to develop values and attitudes in line with codes of practice.

The assessment for the Unit will be based on your learning and 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.

Assessment for this Unit will be based on evidence generated over the last 2 years of your practice either in the form of a portfolio of work place evidence. You must also be able to practically demonstrate, through role-play, competence in de-escalation, breakaway and physical restraint and physical intervention techniques.