Arrangements for:

PDA in Promoting Positive Behaviour

at SCQF level 7

Group Award Code: GK2E 47

Validation date: January 2015

Date of original publication: March 2015

Version: 02

Acknowledgement

History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

NOTE: Where a Unit is revised by another Unit:

♦   No new centres may be approved to offer the Unit which has been revised.
♦   Centres should only enter candidates for the Unit which has been revised where they are expected to complete the Unit before its finish date.

Version Number	Description	Date
02	**Revision of Unit:** DK4W 04 Provide Frameworks to Help Individuals to manage Challenging Behaviour has been replaced by H5TD 04 Support Individuals with Programmes to Promote Positive Behaviour	18/08/16

Contents

1 Introduction

This is the Arrangements Document for the Group Award PDA in Promoting Positive Behaviour at Scottish Credit and Qualification Framework (SCQF) level 7 (GK2E 47). This Group Award was developed in response to stakeholder requests to establish a qualification that will standardise this area of practice across Scotland. It is aligned to:

♦ the current National Occupational Standards in Social Services and Healthcare
♦ Skills for Care and Skills for Health guide. A positive and proactive workforce: A guide to workforce development for commissioners and employers seeking to minimise the use of restrictive practices in social care and health.

This document will clarify the position of the Group Award and its purpose in the framework of health and social care service qualifications.

The Qualification Design Team (QDT) has referred to existing National Occupational Standards (NOS) in the form of Units within the Scottish Vocational Qualifications (SVQs) in Social Services and Healthcare.

This Group Award has been designed to provide a robust and certificated qualification which equips individuals with a range of knowledge, skills and values that will enable them to respond constructively to, and manage behaviour that challenges.

This document includes background information on the development of the Group Award, its aims, guidance on access, delivery, assessment and verification and details of the PDA structure.

2 Rationale for the development of the Group Award

2.1 Rationale

The PDA in Promoting Positive Behaviour at SCQF level 7 is a new development that was proposed initially by the Clyde Valley Learning and Development Project Social Care Sub-Group. The proposal to develop the PDA was born from a range of issues that emerged from the Social Care Sub-Group's scrutiny of existing practice arrangements.

A key stakeholder group who will benefit from this PDA is employers. For this first time, this Group Award provides an opportunity for the sector to have a nationally recognised and standardised approach to this area of practice. Currently where different intervention models are used by different employers staff have to be retrained when they change employer. Whilst there may remain some organisational specific context training the core components of the training should be recognised as standardised so suitable for all employment settings. In practice for employers, the benefits are many of a single approach. There will be no need to retrain staff recruited from one organisation to another; the delivery of training and assessment can be shared across organisations and consistent quality assured practice is delivered to service users.

Across the Clyde Valley there are many variations of training methodologies in the area of behaviour management. In the interests of service users, workers and employers it emerged that the development of common shared practice would be beneficial. Support for the development of a common approach was unanimous across Clyde Valley Councils and this was supplemented with support from other local authorities out with Clyde Valley, the NHS, the Voluntary Sector and Further Education.

It is anticipated that service users will benefit from standardising practice by having a consistency of approach by staff regardless where the service user lives or uses services.

Workers will benefit from having consistent training and assessment in a number of ways:

♦ Employment mobility
♦ Sessional workers will use the same training regardless of employer
♦ The PDA is a nationally recognised qualification aligned to Scottish Credit and Qualifications Framework (SCQF).

Behaviour that Challenges as a concept can mean different things to different people in different settings. The Scottish Government describes challenging behaviour as:

'behaviour which: places the individual or others in physical danger; results in destruction of their immediate environment; causes at least an hour's disruption; or behaviour which limits or delays access to ordinary community facilities.' [Challenging and Inappropriate Sexual Behaviour in People with Learning Disabilities: A Literature review — Research Findings, 1998]
A widely referenced definition of challenging behaviour is:

'Severely challenging behaviour refers to behaviour of such an intensity, frequency or duration that the physical safety of the person or others is likely to be placed in serious jeopardy, or behaviour which is likely to seriously limit or delay access to and use of ordinary community facilities.' [Emerson 1995, cited in Emerson, E (2001, 2nd edition): Challenging Behaviour: Analysis and intervention in people with learning disabilities, et al.]

In establishing the QDT membership it was recognised as essential that the group consisted of a range of people from different experiential practice backgrounds, practitioners, trainers, training managers and employers covering health and social care across the breadth of providers. In addition geographical representation was viewed as important and was addressed.

All residential and day care workers in child and adult care settings must be trained in dealing with physical interventions. This is underpinned by the Children's (Scotland) Act 1995 and the Protection of Vulnerable Adults Act 2007.

A significant proportion of people with learning disabilities and challenging behaviour are subject to physical interventions. The right policies and practice, supplemented by high quality training to increase staff skills and confidence and reduce injuries are critical.

In June 2011 the Qualification Design Team undertook a sector consultation in the form of an online survey. The survey included an overview of the purpose of the Group Award and an outline of the draft learning Outcomes for each Unit. Respondents were asked to provide background information about their organisation, role and sector. The survey then asked a series of general questions about the perceived relevance, value and interest in the Group Award. This was followed by a series of more focused questions about the structure and content in order to identify whether or not the proposed Units and learning Outcomes were 'fit for purpose'. Respondents were encouraged to provide extended answers to the questions.

In total the survey received 109 responses and over 92% of those who answered said they would be interested in the proposed Group Award. The responses received came from a wide range of sectors incorporating Further Education and employers from childcare, adult residential care, social work and Disabled Peoples' organisations. Over 95% of those that answered agreed that the Group Award would be of value to the sector. When asked to comment on the learning Outcomes over 83% who answered said that the Outcomes were 'fit for purpose'.

In the development of the Group Award specific reference was made to *Holding Safely. A Guide for Residential Child Care Practitioners and Managers about Physically Restraining Children and Young People* published by the Scottish Institute for Residential Child Care (SIRCC). (http://www.sircc.org.uk/library/practicepapers/holding_safely_complete)

2.2 Target groups

This Group Award is aimed primarily at candidates who wish to develop their skills, knowledge and understanding of working with individuals and groups in a person centred way. The primary target group consists of individuals who are experienced and qualified practitioners with qualifications which may include:

♦ HNC Health and Social Care/HNC Social Services
♦ HNC Healthcare
♦ HNC Early Education and Childcare
♦ SVQs Social Services and Healthcare
♦ SVQs Community Justice
♦ SVQs in Youth Justice
♦ SVQs Healthcare Support (Clinical and Non-clinical)
♦ SVQs in Children's Care Learning and Development
♦ PDA in Health and Social Care Supervision at SCQF level 7
♦ PDA in Promoting Excellence in Dementia Skilled Practice at SCQF level 7
♦ Other relevant professional awards, for example Nursing, Social Work, Education and Community Learning and Development

NB: This list is not exhaustive.

2.3 Continuous Professional Development

The PDA has been designed in such a way that candidates learn about positive practice in managing behaviour that challenges via the taught HN Units and demonstrate their learning in practice through the SVQ Units.

Given that many practitioners are required to demonstrate evidence of continuous professional development as part of ongoing Scottish Social Services Council (SSSC) registration requirements, it seems opportune that they should be able to do this with certificated Units which are part of a recognised PDA.

Achievement of the PDA in Promoting Positive Behaviour at SCQF level 7 may offer an opportunity to candidates to progress to further professional qualifications and to seek recognition of prior learning from their studies.

Candidates who successfully complete the PDA in Promoting Positive Behaviour at SCQF 7 may seek to progress to:

♦ SVQ 4 Social Services and Healthcare
♦ SVQ 4 Social Services (Children and Young People)
♦ HND Social Services
♦ HND Childhood Practice
♦ HND Care and Administrative Practice
♦ Relevant HEI qualifications, eg Social Work, Community Education, Teaching, Nursing or Allied Health Professions

NB: This list is not exhaustive.

It should be noted that entry will be at the discretion of the receiving institution and dependent on the individual candidate's circumstances.

2.4 Links to national standards

The Units in this Group Award are designed to underpin Units within the National Occupational Standards for Social Services and Healthcare. As well as the National Care Standards.

3 Aims of the Group Award

The purpose of this PDA is to develop knowledge and skills for frontline workers in managing behaviour that challenges in practice in health and social care, education and related settings. The Group Award will also develop critical awareness related to the application of these knowledge and skills.

The main aim of the PDA in Promoting Positive Behaviour at SCQF level 7 is to provide a standardised approach to the management of behaviour that challenges across Scotland. Whilst it is recognised that this is a significant aspiration the potential benefits of the PDA are immense for service users, staff and employers.

Service Users will benefit from the fact that a single approach to managing behaviour that challenges is taken regardless of the service provider. Staff will not have to be continually retrained when they change employers or where they have multiple employers. Employers will benefit from reducing the costs required to provide training on this key area of health and social care practice. The PDA therefore aims to meet the needs of employers throughout Scotland in terms of addressing the diverse needs of the workforce in relation to their job roles.

In a broad sense this PDA will allow learners to advance their practice using theoretical underpinning knowledge and practical application to support their practice. Candidates may also use this qualification as progression into further study.

A very significant element of the development process focused on the relationship this Group Award will have with existing training programmes and, more importantly the connection the PDA will have with recognised 'industry' standards.

3.1   General aims of the Group Award

The general aims of the Group Award are:

♦   Develop and strengthen assessment skills
♦   Develop skills and confidence in managing behaviour that challenges
♦   Develop skills and confidence in promoting positive behaviour
♦   Standardise working practices
♦   Consistency in approach with service users
♦   Strengthen personal effectiveness
♦   Develop reflective practice
♦   Enhance employability as a practitioner in service delivery across a wide range of sectors
♦   Develop core/transferable skills in *Communication, Problem Solving Working with Others* and *Information and Communication Technology*
♦   Enable progression within the SCQF

3.2   Specific aims of the Group Award

In particular, the Group Award will equip candidates with the knowledge, skills and understanding required when working with people who present behaviour that challenges. The Group Award is designed to support a wide range of workers across the public, private and voluntary sectors to reflect on the values and principles that underpin safe and supportive approaches to managing behaviour that challenges.

This PDA in Promoting Positive Behaviour at SCQF level 7 will provide candidates with the opportunity to progress through the Units in the Group Award and to develop their confidence and competence in their practice; specifically the Units *Promoting Positive Behaviour* (H1MX 34) and *Promoting Positive Behaviour: Interventions* (H1MY 34).

The Group Award has the following specific aims to enable candidates to evaluate their role as workers through being able to:

♦ Develop their knowledge of legislation and policy frameworks related to challenging behaviour
♦ Reflect on the approaches that do not require physical intervention as well as those that do
♦ Reflect on the processes and practice techniques involved in successfully managing behaviour that challenges
♦ Evaluate own and organisational values and beliefs and describe the impact these have on the behaviour of individuals
♦ Apply the statutory, regulatory, policy and procedural frameworks in relation to promoting positive behaviour
♦ Contribute to building and maintaining relationships within their role and area of responsibility
♦ Explore environmental impacts and their affects on the behaviour of individuals
♦ Evaluate a range of non-physical intervention approaches when responding to behaviour that challenges
♦ Examine the importance of monitoring and evaluating post crisis recovery processes and support
♦ Demonstrate the application of appropriate breakaway techniques taking account of safety issues, specific to the workplace setting
♦ Demonstrate the application of appropriate physical restraint 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

4　Access to the Group Award

Candidates wishing to undertake this Group Award should be able to demonstrate effective communication and interpersonal skills and be able to use these skills to give an account of their experiences, reflect on them, make valid conclusions and express strengths and development needs, both personal and organisational.

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.

Candidates should be aware that evidence of work or practice cited towards establishing entry criteria, or used towards assessment at any level, should not be outdated and should have acceptable currency. They would be expected to evidence some knowledge of the role of an education or health and social care worker. The evidence may be provided in a variety of formats eg through an employer's reference or the process of application and interview in the absence of certificated learning.

Candidates should have good written and oral communication skills which can be evidenced by a qualification at SCQF level 5 or above. The recommended Core Skills entry profile for the PDA in Promoting Positive Behaviour at SCQF level 7 is as follows:

♦ *Communication* at SCQF level 5
♦ *Problem Solving* at SCQF level 5
♦ *Working with Others* at SCQF level 5

The recommended Core Skills entry level has been adopted to allow candidates from a wide range of backgrounds to access the Group Award. Additionally, candidates may hold one or more of the following relevant qualifications at SCQF level 7 or above with relevant experience in a health and social care or other relevant setting:

♦ HNC Health and Social Care/HNC Social Services
♦ HNC Healthcare
♦ HNC Early Education and Childcare
♦ SVQs Social Services and Healthcare
♦ SVQs Community Justice
♦ SVQs Youth Justice
♦ SVQs Healthcare Support (Clinical and Non-clinical)
♦ SVQs Children's Care Learning and Development
♦ PDA in Health and Social Care Supervision at SCQF level 7
♦ PDA in Promoting Excellence in Dementia Skilled Practice at SCQF level 7
♦ Other relevant professional awards, for example Nursing, Social Work, Education and Community Learning and Development.

Acceptance of relevant equivalent qualifications and/or experience is at the discretion of centres delivering the Group Award. Centres should exercise their judgement in such circumstances and attention is drawn to the fact that this award is at SCQF level 7.

4.1   Access to the Units

The Unit *Promoting Positive Behaviour* (H1MX 34) can be undertaken as a stand-alone Unit as it provides underpinning knowledge therefore access to this Unit is less restrictive than access to the practical Unit *Promoting Positive Behaviour: Interventions* (H1MY 34).

The Unit *Promoting Positive Behaviour* (H1MX 34) can be completed by candidates across a broad range of settings within the education, health and social care sectors. In due course it may be used as an optional Unit for candidates completing associated HNCs for example.

Candidate circumstances must be taken into account when considering the practical Unit *Promoting Positive Behaviour: Interventions* (H1MY 34). By its very nature and design this Unit teaches candidates through role play physical intervention techniques and is therefore a practice based and practical Unit and should not be undertaken prior to the commencement or completion of the *Promoting Positive Behaviour* Unit (H1MX 34).

4.2 Recognition of prior learning

It is expected that centres delivering the Group Award implement Recognition of Prior Learning (RPL) mechanisms and policies. The document entitled Recognition of Prior Informal Learning (PPL): guidance and resources for mentors and learners, SSSC 2007 provides guidance on the mechanisms, policies and support. Implementation of the guidelines helps ensure consistent RPL policies across Scotland.

The purpose of the guidelines is to assist providers in developing and operating processes of recognising prior learning within the suite of Social Services and Healthcare Qualifications. The guidelines are applicable to the PDA in Promoting Positive Behaviour at SCQF level 7.

The guidelines define what is meant by RPL and explain the ways in which these processes can be used within the Group Award. The guidelines provide guidance on the process of awarding credit for prior learning. In order to ensure quality, consistency and transparency, all providers should follow the same process.

4.3 Credit transfer

If a candidate already possesses any of the SVQ Units within this Group Award framework they will be able to use their achievement of said relevant SVQ Units towards this PDA. Where this is the case centres must check the currency of the candidates practice against these Units.

No common credit transfer opportunities have been identified. However, candidates who are in possession of the H5ME 04: HSC 336 Promote Positive Behaviour or H5TD 04: HSC 398 Support Individuals with Programmes to Promote Positive Behaviour may be able to use RPL for some components of the Unit(s). Assessors within the delivering centre must ensure that the gaps between these two Units are met in accordance with the Evidence Requirements and Assessment Strategy

Strong emphasis is placed on ensuring currency of competence in meeting the Evidence Requirements of the Group Award when giving credit transfer or using RPL.

5   Group Award structure

5.1   Conditions of the Award

The Group Award is achieved on the successful attainment of four Units.
The Group Award comprises a total of 36 SCQF credits at SCQF level 7.

5.2   Framework

Mandatory

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Promoting Positive Behaviour	H1MX 34	16	7	2
Promoting Positive Behaviour: Interventions	H1MY 34	4	7	0.5
Support Individuals with Programmes to Promote Positive Behaviour (HSC 398)	H5TD 04	8	8	1

Plus

Options

One Unit must be selected dependent on work role *Individuals working with Children and Young People should select HSC 326 and those working with adults HSC 336.*				
Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Promote the Development of Positive Behaviour in Children and Young People (HSC 326)	H5N8 04	8	8	1
Promote Positive Behaviour (HSC 336)	H5ME 04	8	8	1

6 Development of core/transferable skills

There is no automatic certification of Core Skills or Core Skills components within the Units in the PDA in Promoting Positive Behaviour at SCQF level 7. There may be opportunities in the Group Award to gather evidence at SCQF level 6 for each of the Core Skills of *Working with Others, Problem Solving, Information and Communication Technology* and *Communication*. Candidates undertaking the PDA will develop a range of core and transferable skills to improve professional competencies, confidence and performance in their roles. It is envisaged that as candidates progress through the Group Award they will have the opportunity to develop specific Core Skills as outlined below.

Communication (at SCQF level 6): could be developed through recording/reporting and use of effective communication. Communication skills could be practiced and developed through discussion, information sharing and assignment writing.

Working with Others (at SCQF level 6): 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 and service users.

Problem Solving (at SCQF level 6): could be developed through explanations of how the candidate dealt with issues relating to their interventions in managing behaviour that challenges and the need to protect individuals from harm and abuse.

Information and Communication Technology (ICT) (at SCQF level 6): could be developed through the candidate's presentations and the preparation of assignments.

For more information on Core Skills signposting please see **Appendix 2**. Additional skills developed by the Group Award, recognised as essential by employers, such as collaboration are not precisely reflected in the SQA Core Skill specifications. Units in the Group Award require candidates to work closely with individuals and other workers and to work in collaboration with colleagues and other professionals. The integration and cross-Unit development of such skills provide opportunities for candidates to demonstrate transferable skills.

An important Outcome of this Group Award for candidates is the ability to apply and transfer a range of interpersonal and practical skills to different working relationships and situations. These transferable skills will enable them to meet changing circumstances, whether arising from shifts in their own roles or from general changes in practice and the working environment.

7 Approaches to delivery and assessment

7.1 Delivery

It is envisaged that the PDA in Promoting Positive Behaviour at SCQF level 7 will be delivered by a range of training providers and centres that will do so in a flexible manner which meets the needs of candidates and their organisations.

It is expected that centres delivering this Group Award will provide candidates with a broad range of contemporary approaches to behaviour that challenges and the development of positive behaviours.

Assessment Exemplars and Learning and Teaching packs in the form of workbooks are available to support this PDA.

Delivery of the Group Award should provide a combination of off-the-job and work based learning.

It is important that the Group Award is accessible to potential candidates without disadvantage resulting from geographical location or other structural factors. The Group Award should:

♦ articulate with related qualifications
♦ be flexible in delivery to allow comprehensive geographical access and participation, including by distance learning (Note: This does not include the *Promoting Positive Behaviour: Interventions* Unit)
♦ be delivered through education providers/employers.

The Group Award involves candidates in a significant amount of experiential learning. Candidates are required to operate effectively under direction, to analyse and reflect on their experiences and to be able to make conclusions for their future behaviours and development.

Given that the Group Award is based on work practice, centres should set timescales for completion which are flexible and suit the requirements of the individual candidates and their professional areas.

It is strongly recommended that the *Promoting Positive Behaviour* Unit (H1MX 34) be delivered first, followed by the *Promoting Positive Behaviour: Interventions* Unit (H1MY 34) and that the SVQ Units be completed either as the final Units or simultaneously with the taught Units.

The Unit *Promoting Positive Behaviour: Interventions* (H1MY 34) specifically requires assessment of practice and this should be achieved using classroom based role-play with a statement of competence from the assessor providing a judgement of workplace competence. It is essential that candidates are given opportunities to practice any physical interventions likely to be used in the workplace. Safe role-play assessed as part of the Group Award allows this to happen.

The delivery mechanisms adopted by centres for the Unit *Promoting Positive Behaviour* should be flexible to allow comprehensive access and participation, including distance and e-learning. However, the delivery of the Group Award must take account of its practical nature and of the occupational backgrounds of candidates.

There will also be considerable integration of content and assessment with the SVQ Units, H5ME 04: HSC 336 Promote Positive Behaviour, H5TD 04: HSC 398 Support Individuals with Programmes to Promote Positive Behaviour, H5N8 04: HSC 326 Promote the Development of Positive Behaviour in Children and Young People as the candidate demonstrates their knowledge through practice. It is imperative that regardless of the extent of integration, the Evidence Requirements for each Unit are met in full.

It is important that candidates gain an understanding of theoretical concepts, legislation and procedures and an understanding of the principles and processes connected with promoting positive behaviour before they undertake the assessment of their practice which is contained within the SVQ Units. However they should consider the mapping of the knowledge evidence from each of the taught Units into the relevant SVQ Unit as an ongoing process.

Direct observation of real work practice is required for the SVQ Units, H5ME 04: HSC 336 Promote Positive Behaviour, H5TD 04: HSC 398 Support Individuals with Programmes to Promote Positive Behaviour: H5N8 04: HSC 326 Promote the Development of Positive Behaviour in Children and Young People. Centres should be aware of the need to verify the practice examples candidates are required to undertake for the HN Units contained within the PDA in *Promoting Positive Behaviour* at SCQF level 7 and that assessors seek to carry out their direct observations of candidates while they are performing tasks which relate to their role in promoting positive behaviour.

NB Delivery of the SVQ component of the Group Award must be in adherence with the Assessment Strategy and Guidance for the SVQ 3 Social Services and Healthcare and Social Services (Children and Young People).

Centres should make candidates aware of the requirements of the Group Award, including the need to gather evidence, analyse and evaluate and report on their experiences. They should also inform candidates at the outset about the type of evidence they have to provide in order to complete each individual Unit and the Group Award successfully.

7.2   Partnership Working

Centres coming forward to deliver this Group Award must have staff that are competent in the Units they are delivering and have currency of practice in working with behaviour that challenges, including implementing behaviour plans and physical interventions and as such these criteria will be scrutinised at the approval visit. Current practice could be defined at a minimum as recent experience of working with behaviour that challenges including implementing behaviour plans and physical interventions in the last 18-24 months. Alternatively, if this is not the case, partnerships with other agencies where such competence and currency of practice exists, should be established.

7.3   Assessment

The Group Award provides a number of opportunities for developing a range of assessment methods. Assessment provides the opportunity for candidates to demonstrate their skills and knowledge. It is continuous, pragmatic and based on learning outputs.

There is an emphasis on assessing all Outcomes within and across each Unit holistically, where practical. Unit Specifications detail the Evidence Requirements and Performance Criteria for each Unit.

As part of their individual candidate management process, centres should devise varied assessment strategies suited to the needs, learning styles and professional environments of candidates.

The key principles of assessment for this Group Award are that it should be:

♦   objective, fair and equitable
♦   quality assured — internally and externally
♦   understandable, transparent and in a format appropriate to the candidate
♦   aligned and appropriate to the content of the Units and Outcomes at the relevant SCQF level
♦   proportionate while robust and demanding
♦   timely and ongoing throughout the delivery of the award
♦   incremental and developmental
♦   redeemable (providing opportunity for reassessment)
♦   efficient and manageable (ie cost, time and resources)

Additionally, assessment should:

♦   model good assessment practice
♦   incorporate the flexibility to adapt to different learning styles
♦   include provision of a clear, accessible RPL process

The focus of the Group Award is on the development of competence to use a range of principal skills, some specialised skills and advanced applications to achieve Unit Outcomes.

Candidate evidence should be primarily based on naturally occurring circumstances during the course of their day to day activity. This approach encourages candidates to reflect on the nature of what they do on a daily basis in relation to implementing a person centred approach to their practice.

Centres should advise candidates about assessment requirements and encourage them to seek opportunities to generate evidence. In particular centres must ensure that candidates are aware that role play is required in the assessment of the *Promoting Positive Behaviour: Interventions* Unit (H1MY 34). SQA are not normally prescriptive in terms of assessment tools but in the case of this Unit there is no appropriate alternative that can be used to assess candidates' practice in using the taught techniques.

7.4 Integration of assessment

Although the HN Units are not necessarily designed for a holistic delivery due to the Evidence Requirements stipulated, the integration of assessment is actually referring to integration of SVQ and HN Units.

Centres should provide advice and guidance to candidates on how to prepare reflective accounts of their practice. Their evidence should be presented as a coherent and logical whole rather than a collection of disparate items of evidence and should demonstrate their knowledge, understanding and skills in relation to the Outcomes for each Unit. A clear plan for assessment of the SVQ Units should be devised which recognises opportunities for direct observation of candidates in areas which are not invasive to the individual receiving the service.

7.5 Open learning/online learning

The *Promoting Positive Behaviour* Unit (H1MX 34) can be delivered by open/distance learning as well as on an online basis.

The *Promoting Positive Behaviour: Interventions* Unit (H1MY 34) is not suitable for open/distance learning as observed role play is required for the assessment of this Unit.

The SVQ Units must be assessed as outlined in the assessment strategy for the SVQ Group Awards. Delivery of the SVQ component of the Group Award must be in adherence with the Assessment Strategy and Guidance for the Social Services and Healthcare at SCQF level 7. **(Appendix 3)**.

This Group Award will be suitable for a range of delivery methods combining both face to face and online learning. Candidates should be supported to use online methods to support their learning such as by the use of discussion forums and internet research, and a blended learning approach would effectively support delivery.

In this context, planning and resources are required for candidate support, assessment and quality assurance. A combination of new and traditional authentication tools may have to be devised for assessment and re-assessment purposes. For further information and advice, please see Assessment and Quality Assurance of Open and Distance Learning SQA, February 2001 — publication code A1030 **(www.sqa.org.uk)**.

7.6   Validity Period

Maintaining currency of practice in this area is a requisite of good quality care services. This PDA has a fixed life span in terms of currency. This is 2 years from achievement. A reassessment Unit has been developed to allow candidates to increase the validity period, this Unit focuses specifically on candidates' continuing professional development in promoting positive behaviour.

The reassessment Unit similarly has a currency of 2 years and requires to be completed on a 2-yearly cycle to show robust evidence of current practice in promoting positive behaviour.

8   Reassessment

This PDA sits within the SQA suite of Group Awards that have a finite currency, for example Emergency First Aid at Work. In other words, holders are required to evidence their learning and development in promoting positive behaviour regularly. The QDT has decided that the *Promoting Positive Behaviour Reassessment and Competence Review* Unit (H1N1 47) should be repeated every two years. The Unit has been written in such a way that the evidence required will be generated through application of the routine learning, development, training and support provided to staff by their employer in keeping their practice in this area current and appropriate to service user needs.

The *Promoting Positive Behaviour Reassessment and Competence Review* Unit (H1N1 47) is not part of the PDA in Promoting Positive Behaviour framework, however it has been developed and aligned to the HN Units within the PDA and will sit within the same verification group for consistency purposes. It has been developed to ensure that candidates actively maintain the currency of their practice in this area.

Candidates should, as a matter of routine, be provided with training, learning or development in promoting positive behaviour as a routine component of their ongoing learning and development. Any development in this area compliments the SSSC requirement that there is a proportion of post-registration training and learning specifically focused on protection issues.

Candidates should be registered for the *Promoting Positive Behaviour Reassessment and Competence Review* Unit (H1N1 47) no later than 18 months after date of award of the PDA. The Promoting Positive Behaviour Reassessment and Competence Review Unit must be completed, assessed; quality assured and resulted within two years of the award of the full PDA. Should SQA not be informed of achievement of the reassessment Unit, the candidate's PDA becomes invalid and will require to be undertaken again to be regained/reinstated.

Candidates will not automatically be entered for the reassessment Unit by SQA at the 18 month stage. It is the responsibility of the candidate, their employer and the centre to make sure the registration and certification of the Reassessment Unit take place within the proper and required timetable.

This *Promoting Positive Behaviour Reassessment and Competence Review* Unit (H1N1 47) has been specifically designed for and aligned to the PDA in Promoting Positive Behaviour at SCQF level 7. It cannot be undertaken in any other circumstance, ie it is only available to candidates who have specifically completed this PDA.

9 General information for centres

9.1 Centre Approval

Under no circumstances can approval for this PDA be automatic. The sensitive and specialist nature of this Group Award removes it from the cluster of other Health and Social Care qualifications. This is due to the assessment of physical intervention techniques required. Additionally, Centres should have robust continuous professional development plans for the assessors and verifiers of the Group Award.

9.2 Candidates with disabilities and/or additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences and selecting assessment instruments for Units. Further advice can be found in the SQA document Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs) (**www.sqa.org.uk**).

9.3 Internal and external verification

All instruments of assessment used within the Group Award should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification is carried out by SQA to ensure that internal assessment is within the national guidelines for the Group Award. SQA allocates each approved centre an External Verifier and he/she will undertake a visit to ensure that effective benchmarking and standard setting across course providers is adhered to.

This PDA has a specific verification group established. The sensitive and specific nature of the work in promoting positive behaviour and managing behaviour that challenges, implies that there is a specialist skill set required for assessors, internal verifiers and external verifiers.

Further information on internal and external moderation can be found in the SQA can be found in *SQA's Guide to Assessment* (**www.sqa.org.uk**).

10 General information for candidates

This information is intended to give potential candidates a brief overview of the main aspects of this Group Award. For further information, please do not hesitate to contact your approved learning provider or SQA direct.

Who is this Group Award for?

The Professional Development Award in Promoting Positive Behaviour at SCQF level 7 has been developed to provide a robust and certificated Group Award which equips individuals with a range of knowledge, skills and values to enable them to support individuals who display behaviour that challenges.

Who can undertake this Group Award?

The Group Award may be undertaken by individuals who come from a range of professional and educational backgrounds. The Group Award has been designed to be relevant to both professionally qualified staff as well as those who do not have a professional qualification but have interest and experience in supporting people.

What can this Group Award lead to?

Successful completion of this Group Award may lead to increased personal and professional competence as well as increased self-confidence. The SCQF credits from this award may also contribute to securing access to higher level Group Awards.

How long will it take?

The Group Award is made up of four Units. This will mainly be undertaken in group learning sessions (such as lectures, tutorials role plays and discussions) and individual research and study. You should also be prepared to make a commitment to studying in your own time as well as the time you spend 'in class'. The SVQ Units require to be assessed within the workplace whilst the candidate undertakes the appropriate tasks.

Mandatory Units

36 SCQF credits must be selected

Unit	Code	SCQF Credit Value	SCQF Level
Promoting Positive Behaviour	H1MX 34	16	7
Promoting Positive Behaviour: Interventions	H1MY 34	4	7
Support Individuals with Programmes to Promote Positive Behaviour **(HSC 398)**	H5TD 04	8	8

Plus

Options

One Unit must be selected dependent on work role			
Individuals working with Children and Young People should select HSC 326 and those working with adults HSC 336.			
Promote the Development of Positive Behaviour in Children and Young People **(HSC 326)**	H5N8 04	8	8
Promote Positive Behaviour **(HSC 336)**	H5ME 04	8	8

These notes are intended for general guidance only. Please discuss any aspects of this course you may be unsure of with your SQA Approved Learning Centre.

11   Glossary of terms

SCQF: This stands for the Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-relate. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at **www.scqf.org.uk**

SCQF credit points: One HN credit is equivalent to 8 SCQF credit points. This applies to all HN Units, irrespective of their level.

SCQF levels: The SCQF covers 12 levels of learning. HN Units will normally be at levels 6–9.

Subject Unit: Subject Units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Dedicated Unit to cover Core Skills: This is a non-subject Unit that is written to cover one or more particular Core Skills.

Embedded Core Skills: This is where the development of a Core Skill is incorporated into the Unit and where the Unit assessment also covers the requirements of Core Skill assessment at a particular level.

Signposted Core Skills: This refers to the opportunities to develop a particular Core Skill at a specified level that lie outwith automatic certification.

Qualification Design Team: The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of the HNC/HND from its inception/revision through to validation. The group is made up of key stakeholders representing the interests of centres, employers, universities and other relevant organisations.

10 Appendices

Appendix 1: Mapping of PDA Promoting Positive Behaviour double credit Unit to Social Services and Healthcare National Occupational Standards
Appendix 2: Core Skills Signposting
Appendix 3: Guidance on Occupational Competence

Appendix 1: **Mapping of PDA Promoting Positive Behaviour double Credit Unit to Social Services and Healthcare and Social Services (Children and Young People) National Occupational Standards**

SVQ Unit	Promoting Positive Behaviour (H1MX 34)
H5ME 04 (HSC 336): Promote Positive Behaviour Common Knowledge Points that may be covered are as follows; 1, 2, 3, 5, 6, 8, 9, 11, 15, 16, 17, 21, 22, 25, 26, 27, 30, 32, 33, 34, 36, 37, 38, 39, 41, 42, 45, 46, 47, 49, 50	**Outcome 1** Evaluate own and organisational values and beliefs and describe the impact these have on the behaviour of individuals **Outcome 2** Apply the statutory, regulatory, policy and procedural frameworks in relation to positive behaviour management.
H5N8 04 (HSC 326): Promote the Development of Positive Behaviour in Children and Young People Common Knowledge Points that may be covered are as follows; 1, 2, 3, 4, 6, 7, 8, 10, 15, 16, 17, 21, 22 25, 26, 27, 34, 35, 36, 42, 43, 47, 48, 55	**Outcome 3** Contribute to building and maintaining relationships within their role and area of responsibility. **Outcome 4** Explore environmental impacts and their affects on the behaviour of individuals

SVQ Unit	Promoting Positive Behaviour (H1MX 34)
H5TD 04 (HSC 398): Support individuals with Programmes to Promote Positive Behaviour Common Knowledge Points that may be covered are as follows; 1, 2, 3, 6, 7, 8, 10, 15, 16, 17, 21, 22 24, 25, 26, 27, 28, 34, 35, 37, 38 40, 42, 45, 47, 48, 50	**Outcome 5** Evaluate a range of non-physical intervention approaches when responding to behaviour that challenges **Outcome 6** Examine the importance of monitoring and evaluating post crisis recovery processes and support.

Appendix 2: Core Skills Signposting

Unit Code	Unit title	Comms (Written)	Comms (Oral)	Using Graphical Information	Using Number	Using ICT	Problem Solving — Critical Thinking	Problem Solving — Planning and Organising	Problem Solving — Reviewing and Evaluating	Working with Others
H1MX 34	Promoting Positive Behaviour	X				X	X	X	X	X
H1MY 34	Promoting Positive Behaviour: Interventions		X			X	X	X	X	X
H5ME 04	Promote positive behaviour **(HSC 336)**	X	X			X	X	X	X	X
H5N8 04	Promote the Development of Positive Behaviour in Children and Young People **(HSC 326)**	X	X			X	X	X	X	X
H5TD 04	Support Individuals with Programmes to Promote Positive Behaviour **(HSC 398)**	X	X	X		X	X	X	X	X

Appendix 3: Guidance on Occupational Competence

Guidance on Occupational Competence of Assessors and Internal Verifiers for the SVQ Unit

The following gives guidance on the qualifications and experience required by Assessors and Internal Verifiers delivering the SVQ Components of the PDA as defined by the Assessment Strategy.

Required expertise of assessors, expert witnesses and internal verifiers

Assessor

The assessor is the key to the assessment process. All assessors must:

♦ be occupationally competent and experienced. This means that each assessor **must** be capable of carrying out the functions covered by the units they are assessing to the standard described within them, according to current sector practice

and

♦ take responsibility for maintaining and improving their knowledge and skills. This should be credible and maintained through clearly demonstrable continuing professional development appropriate to the area of assessed practice. It is expected that learning and development activity will contribute to professional development, inform practice and assist assessors to meet their roles and responsibilities in an informed, competent and confident manner

and

♦ hold a registrable qualification acceptable to the SSSC for the area and level of practice being assessed. This applies to those who are registered or eligible for registration with either the SSSC **or** working predominantly in the social services sector. Guidance on this will be agreed between the Sector Skills Council and awarding bodies through the Scottish Awarding Body Forum

and

♦ have knowledge and experience of the regulation, legislation and/or codes of practice applicable to their role and the setting within which they work. For those within the social service sector this will include the SSSC Codes of Practice

and

♦ have knowledge and experience of national standards at the time assessment is taking place

and

♦ be able to assess holistically the values contained and embedded in National Occupational Standards

and

♦ take the lead role in the assessment of observed candidate performance in relation to the Mandatory units of the award.

Assessors must hold or be working towards, an assessor qualification deemed appropriate by the qualification regulator. Achievement of assessor qualification needs to be within appropriate timescales. Assessors, who are working towards an appropriate assessor award and have the necessary occupational competence and experience, as identified above, should be supported by an appropriately qualified assessor. Appropriately qualified assessors must review and countersign decisions and activities.

Appropriately qualified assessors must hold the following:

♦   occupational competence across some units

and

♦   a relevant occupational background

and

♦   an appropriate assessor qualification

Expert witness

The nature of work to be assessed may include situations of a sensitive nature which require confidentiality. There may also be occasions when there are no occupationally competent assessors for occupationally specific units. In such circumstances an expert witnesses may be used as a source of performance evidence in the workplace.

Expert witnesses can be drawn from occupationally competent individuals who can attest to the candidate's performance in the workplace. This may include line managers or other experienced colleagues from inside an organisation or from other agencies.

Expert witnesses may prove particularly important for those candidates who work unsupervised as part of their work role, but who have contact with a range of different professionals in the course of their work activities.

Evidence from expert witnesses must meet the requirements of validity, reliability and authenticity. Expert witnesses must be inducted by the centre so they are familiar with the standards for those units for which they are to provide expert witness evidence. Expert witnesses need to demonstrate:

♦   a working knowledge of the relevant National Occupational Standards

and

♦   current or recent (within the previous 2 years) experience of working at or above the level for which they are attesting competence

and

♦   continuous professional development relevant to the sector for which they are assessing competence

and

♦   they have either a qualification in the assessment of workplace performance or a professional work role which involves evaluating the everyday practice of staff

and

♦   they understand the centre's recording requirements and the necessary skills required to provide evidence

A qualified assessor **must** assess the evidence provided by an expert witness including its contribution to overall evidence of competence.

Internal Verifier

The internal verifier is central to the quality assurance and verification of assessment of performance evidence in the workplace.

Due to the critical nature of the work internal verifiers must:

♦ be occupationally competent in the area they are verifying. It is crucial that internal verifiers understand the nature and context of the assessors' work and that of their candidates.

and

♦ take responsibility for maintaining and improving their knowledge and skills. This should be credible and maintained through clearly demonstrable continuing professional development appropriate to the area of assessed practice. It is expected that learning and development activity will contribute to professional development, inform practice and assist internal verifiers to meet their roles and responsibilities in an informed, competent and confident manner.

and

♦ have working knowledge of the regulation, legislation and codes of practice applicable to their role and setting and at the time assessment is taking place. For those within the social service sector this will include the SSSC Codes of Practice.

and

♦ occupy a position that gives them authority and resources to co-ordinate the work of assessors, provide authoritative advice, call meetings as appropriate, visit and observe assessments and carry out all the other internal verification roles.

Internal verifiers must hold or be working towards, an IV qualification deemed appropriate by the qualification regulator. Achievement of IV qualification needs to be within appropriate timescales. Internal verifiers, who are working towards an appropriate IV award and have the necessary occupational competence and experience, as identified above, should be supported by an appropriately qualified internal verifier. Appropriately qualified internal verifiers must review and countersign decisions and activities.

Service Users

Service Users and **Carers** are in an advantageous position in relation to receiving a service and having direct contact and experience of care worker provision. Their views of the care received should be seen as relevant and important in the assessment of the candidate's performance, alongside other sources of evidence.

Service users and carers may provide witness testimony about the candidate's work. Final decisions about the status of this testimony in the candidate's assessment will be made by the assessor.

Service users and carers said the following about contributing to assessment:

'Conversations with users and carers can illicit useful information and should be taken into consideration'.

'The service user should be consulted on specific areas of work of the care worker'.

Guidance on Occupational Competence of Assessors and Internal Verifiers for the HN Unit

♦ It is recommended that personnel delivering the HN Units in the Promoting Positive Behaviour at SCQF level 7 should have sufficient knowledge and experience in the subject matter to be able to take the lead role in the assessment of candidates.
♦ The sensitive and specific nature of the work in promoting positive behaviour and managing behaviour that challenges services, implies that there is a specialist skill set required for assessors, internal verifiers and external verifiers. As a minimum they should be familiar with one of the voluntary accreditation systems or learning models used to support individuals who challenge services.