

# Next Generation Higher National Unit Specification

## Supporting People: Positive Support Strategies (SCQF level 7)

**Unit code:** J7DA 47  
**SCQF level:** 7 (16 SCQF credit points)  
**Valid from:** session 2024–25

### **Prototype unit specification for use in pilot delivery only (version 2.0) August 2024**

This unit specification provides detailed information about the unit to ensure consistent and transparent assessment year on year.

This unit specification is for teachers and lecturers and contains all the mandatory information required to deliver and assess the unit.

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This edition: August 2024 (version 2.0)

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## Unit purpose

This unit helps learners to understand the challenges that individuals experience and how these can result in behaviours of concern. A person's behaviour may become concerning if they experience overwhelming emotions that are hard to regulate, and which affect their own safety and wellbeing, and that of others. A person's behaviour can be an expression of need or trauma, which affects their ability to fulfil their potential. The unit is aimed at learners who would like to gain knowledge and skills to effectively support individuals by implementing positive strategies. Learners may already work in a suitable social service or childhood practice setting.

Entry is at your centre's discretion. However, recommended entry may include qualifications at SCQF level 6 and/or experience of working in the care or education sector supporting individuals who require strategies to positively manage behaviours of concern.

Learners who complete the unit as part of the Higher National Certificate (HNC) Social Services or HNC Childhood Practice group awards can progress to further study, including Higher National Diploma (HND) level or further education. The HNC Social Services and HNC Childhood Practice meet registration requirements for the Scottish Social Services Council (SSSC).

## Unit outcomes

Learners who complete this unit can:

- 1 analyse factors that affect the behavioural responses of individuals
- 2 describe proactive support strategies, systems or approaches that can provide positive outcomes for individuals
- 3 develop a proactive support strategy for an individual
- 4 implement the proactive support strategy for an individual
- 5 evaluate the impact of the proactive support strategy in collaboration with others

## Evidence requirements

Learners must provide knowledge and product evidence based on planning, implementing and evaluating a proactive support strategy for an individual they support.

For all outcomes, the product evidence includes:

- 1 a plan detailing a positive support strategy developed by the learner in collaboration with an individual, their family, and other professionals
- 2 an evaluation of the support strategy developed and how it was implemented

In their plans, learners must demonstrate that they have:

- ◆ analysed a behaviour of concern, considering factors (physical, environmental, structural, interpersonal and/or internal factors, such as sensory responses or past trauma) that impact on the responses of an individual
- ◆ considered the impact of behaviours of concern to the individual's mental and physical health and wellbeing
- ◆ considered the individual's risk of, and resilience to, harm and abuse
- ◆ considered a range of strategies, in collaboration with the individual and others, to regulate and express emotions effectively and enhance wellbeing and safety
- ◆ developed a person-centred, proactive support strategy, in collaboration with the individual and others, to regulate and express emotions effectively and enhance wellbeing and safety

Learners must implement a proactive support strategy to improve the individual's wellbeing and outcomes, based on the plan they have developed. In their evaluation of the support strategy, learners should draw upon their knowledge and link this to their practice.

In their evaluation, learners should:

- ◆ define behaviours of concern and describe an individual's behaviour in the context of their diagnosis, situation or experience, with reference to relevant theory
- ◆ evaluate a range of proactive and non-physical interventions that would avoid potentially aversive situations, when responding to behaviours of concern
- ◆ explain the statutory, regulatory, policy and procedural frameworks in relation to using proactive support strategies
- ◆ describe an organisation's incident recording and reporting procedures and explain how the information is collated and used to develop and monitor good practice
- ◆ describe how the strategy could be developed or extended to take account of changing needs
- ◆ reflect on their own actions, values, and use of power
- ◆ consider the impact on individuals and others of the involvement in, or witnessing of, critical incidents
- ◆ reflect on their own emotional regulation and describe techniques that can be used to manage personal actions and reactions

Learners' evidence can be written or oral, or a combination of both, and captured in a range of media. Evidence can be gathered over the course of the unit in lightly-controlled conditions, with authentication by a witness from the work situation or placement.

# Knowledge and skills

The following table shows the knowledge and skills covered by the unit outcomes:

Knowledge	Skills
<p><b>Outcome 1</b>                      Learners should understand:</p> <ul style="list-style-type: none"> <li>◆ how to define behaviour</li> <li>◆ the importance of a holistic approach when supporting individuals' needs</li> <li>◆ theory relating to the individual's condition or experiences</li> <li>◆ physical, environmental, structural, interpersonal and internal factors which influence behaviour</li> <li>◆ trauma-informed practice</li> <li>◆ the effect of stress and how to manage this</li> </ul>	<p><b>Outcome 1</b>                      Learners can:</p> <ul style="list-style-type: none"> <li>◆ analyse the function of behaviours of concern</li> </ul>
<p><b>Outcome 2</b>                      Learners should understand:</p> <ul style="list-style-type: none"> <li>◆ current legislation, policy and procedures, frameworks on the use of interventions</li> <li>◆ a range of different proactive and positive strategies to support individuals</li> <li>◆ the resources available to support individuals with behaviours of concern</li> </ul>	<p><b>Outcome 2</b>                      Learners can:</p> <ul style="list-style-type: none"> <li>◆ carry out individual research into appropriate interventions</li> <li>◆ describe proactive and positive strategies to support individuals</li> </ul>

Knowledge	Skills
<p><b>Outcome 3</b>                      Learners should understand:</p> <ul style="list-style-type: none"> <li>◆ the specific needs of the individual they are supporting</li> <li>◆ how theory supports their understanding of behaviour</li> <li>◆ how to be attuned to the emotional and physical responses of the person and respond in a warm, supportive, empathetic and sensitive way</li> <li>◆ the role of advocacy in helping people communicate their needs</li> </ul>	<p><b>Outcome 3</b>                      Learners can:</p> <ul style="list-style-type: none"> <li>◆ plan and develop a positive support strategy to reduce behaviours of concern and improve outcomes for the individual</li> <li>◆ work collaboratively with others</li> <li>◆ take account of the individual’s needs, views and aspirations</li> <li>◆ reflect on the impact of behaviour on the individual</li> <li>◆ communicate in a way that suits and responds to people’s strengths and needs, using their preferred tools and technology, if required</li> <li>◆ reflect on the underlying causes of sudden changes in behaviour; how the person is feeling, and what they are reacting to</li> </ul>
<p><b>Outcome 4</b>                      Learners should understand:</p> <ul style="list-style-type: none"> <li>◆ ethical considerations when implementing strategies to change behaviour</li> </ul>	<p><b>Outcome 4</b>                      Learners can:</p> <ul style="list-style-type: none"> <li>◆ implement a positive support strategy to reduce behaviours of concern and improve outcomes for an individual</li> <li>◆ communicate effectively with the individual, professionals and others</li> <li>◆ review and adapt practice in response to changing needs</li> <li>◆ use techniques to manage their own actions and reactions</li> </ul>

Knowledge	Skills
<p><b>Outcome 5</b>                      Learners should understand:</p> <ul style="list-style-type: none"> <li>◆ the importance of recording and monitoring procedures</li> <li>◆ how and why information is collated and evaluated</li> <li>◆ emotional competence</li> <li>◆ their own values and beliefs</li> <li>◆ how power can be used and abused</li> <li>◆ the effect of witnessing, or being involved in, critical incidents, and the long-term benefits of reducing behaviours of concern</li> </ul>	<p><b>Outcome 5</b>                      Learners can:</p> <ul style="list-style-type: none"> <li>◆ evaluate a positive support strategy they have implemented</li> <li>◆ use recorded information to monitor changes in behaviour</li> <li>◆ reflect on their own actions, skills, values, and use of power</li> <li>◆ consider how to further develop a strategy for the future</li> </ul>

## Meta-skills

Throughout the unit, learners develop meta-skills to enhance their employability in the social services and childhood practice sectors.

### Self-management

This meta-skill includes:

- ◆ focusing: self-directed research; assessing the needs of an individual and reflecting on their own knowledge and skills
- ◆ integrity: self-reflection of own values and the use of power
- ◆ initiative: self-directed research; implementing positive support strategies

### Social intelligence

This meta-skill includes:

- ◆ communicating: receiving and processing information from various sources; sharing information through collaboration
- ◆ feeling: taking an empathetic approach to supporting individuals; reflecting on own emotional competence
- ◆ collaborating: working with others to develop a strategy to support an individual; working in a multi-disciplinary team

### Innovation

This meta-skill includes:

- ◆ curiosity: self-directed research; researching different theories, frameworks and strategies to support individuals effectively
- ◆ creativity: designing and implementing strategies to address challenges
- ◆ critical thinking: evaluating and reviewing strategies and approaches taken

## Literacies

Learners develop core skills in the following literacies:

### Numeracy

Learners will develop numeracy skills by:

- ◆ analysing data on behaviour, such as ABC charts
- ◆ analysing data through research



## **Communication**

Learners develop communication skills by:

- ◆ collaborating with others
- ◆ analysing their own communication skills and the effect they have on others
- ◆ passing information on to others in different formats

## **Digital**

Learners develop digital skills and computer literacy by:

- ◆ completing their assessments
- ◆ using digital communication systems with you and in their work or placement role

## Delivery of unit

You can deliver this unit as a stand-alone unit or as an optional unit in the HNC Social Services. If you deliver the unit as part of the group award, you can integrate it with the core units. Most evidence requirements are suitable for integration with Approaches to Assessment in Social Services at SCQF level 7. You can integrate some evidence requirements, particularly those in outcome 5, with Developing Reflective Practice at SCQF level 7.

You can assess the unit alongside the following (at SCQF level 7):

- ◆ Promote Positive Behaviour
- ◆ Promote the Development of Positive Behaviour in Children and Young People

We recommend that you deliver the unit through:

- ◆ lectures
- ◆ group work
- ◆ practical classroom activities
- ◆ visiting speakers
- ◆ visits to appropriate practice settings

There are a variety of media resources that you can use to support the delivery of the unit. We encourage some self-directed learning and research, to ensure learners recognise its importance to their own self-development.

The unit involves significant project work, which you can fully integrate with Approaches to Assessment in Social Services. There is opportunity for some integration of knowledge and practice with all mandatory units and the core Scottish Vocational Qualification (SVQ) units.

The notional design length of the unit is 80 hours, however, the amount of time you allocate to each outcome is at your discretion. We suggest the following distribution of time, including assessment:

**Outcome 1** — Analyse factors which affect the behavioural responses of individuals  
(15 hours)

**Outcome 2** — Describe proactive support strategies, systems or approaches that can provide positive outcomes for individuals  
(15 hours)

**Outcome 3** — Develop a proactive support strategy for an individual  
(20 hours)

**Outcome 4** — Implement the proactive support strategy for an individual  
(15 hours)

**Outcome 5** — Evaluate the impact of the proactive support strategy in collaboration with others  
(15 hours)

## **Professional recognition**

This unit forms part of the HNC Social Services and HNC Childhood Practice framework. The HNC Social Services and HNC Childhood Practice meet registration requirements for the SSSC.

## Additional guidance

The guidance in this section is not mandatory.

This unit helps learners to gain a broad knowledge of strategies for reducing behaviours of concern while considering the individual's overall wellbeing. Learners understand how to interpret the function of a behaviour of concern and define the behaviour, considering its impact on the individual's future outcomes. Learners can make connections between physical, structural (structure of the person's day) and interpersonal environments and the individual's responses to those environments.

Learners should collaborate with the individual, their family, and other professionals throughout the process, focusing on promoting positive outcomes for the individual. It may not always be appropriate, or possible, to involve family. In these situations, those with a significant relationship with the individual may be involved, where this is in the best interests of the individual, and where there is consent.

Learners should analyse the use of communication with the individual and how this may impact the individual's responses. This analysis should include:

- ◆ verbal communication
- ◆ non-verbal communication
- ◆ body language
- ◆ tone of voice
- ◆ facial expression
- ◆ proximity
- ◆ speed
- ◆ complexity

Learners should take the individual's communication preferences and needs into account.

Learners must implement a strategy that is suitable for a child, young person or adult, considering theoretical perspectives, legislation, policy frameworks and procedures. They develop skills in collaborating with others and ascertaining the views, needs and preferences of the individual.

Learners have a good understanding of the legislative, policy and regulatory frameworks underpinning their role and they demonstrate how they apply these in practice. Learners can use a range of theoretical perspectives in the context of the individual's condition or experiences which inform their approach to supporting the individual.

Learners develop skills in reflecting on their own values, beliefs and emotional competence, and explain how they use their emotional competence in practice. They reflect on and analyse the use of power when supporting an individual and implementing positive support strategies.

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August 2024

Learners have a good understanding of how the severity, duration and frequency of behaviour is monitored and how this data is used to evidence or monitor success from support strategies.

Assessment should take the form of a project that includes an analysis of an individual's behaviour of concern in the context of their overall wellbeing, and the implementation and review of a strategy to reduce the impact of the behaviour of concern. You can integrate this project with the HNC Social Services core unit Approaches to Assessment in Social Services. Some evidence requirements directly relate to the unit Developing Reflective Practice, which allows for further integration.

Any outstanding evidence requirements can be met through professional discussion or a sequence of short-response questions.

You should support assessment with examples of completed documentation, based on learners' placements or work situations, for example:

- ◆ ABC charts
- ◆ behavioural and/or wellbeing analysis procedural forms
- ◆ risk assessments
- ◆ individual support plans

Forms included as evidence should be anonymised. Completed documentation can be authenticated by an appropriate person in the work practice situation or placement.

Centres should decide on the format of evidence submission, however a summative evaluation of the project of around 2,500 words should form part of the assessment. If you deliver the unit as part of the group award and integrate it with the core units, you can adjust the word count accordingly.

## **Equality and inclusion**

This unit is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

You should take into account the needs of individual learners when planning learning experiences, selecting assessment methods or considering alternative evidence.

Guidance on assessment arrangements for disabled learners and/or those with additional support needs is available on the assessment arrangements web page:

[www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## Information for learners

### Supporting People: Positive Support Strategies (SCQF level 7)

This information explains:

- ◆ what the unit is about
- ◆ what you should know or be able to do before you start
- ◆ what you will need to do during the unit
- ◆ opportunities for further learning and employment

### Unit information

This unit helps you to understand the function of behaviour and implement positive support strategies to reduce behaviours of concern. You learn about different factors that impact on the behaviour of an individual and consider your own values, skills and behaviour, while developing a system or programme to enhance an individual's wellbeing and outcomes.

On completion of the unit, you can:

- ◆ analyse factors that affect the behavioural responses of individuals
- ◆ describe proactive support strategies, systems or approaches that can provide positive outcomes for individuals
- ◆ develop a proactive support strategy for an individual
- ◆ implement the proactive support strategy for an individual
- ◆ evaluate the impact of the proactive support strategy in collaboration with others

Entry to the unit is at your centre's discretion. However, recommended entry may include qualifications at SCQF level 6 and/or experience of working in the care or education sector, supporting individuals who require strategies to positively manage behaviours of concern.

You reflect on your work with an individual in a work placement or work practice situation.

To achieve the unit, you support an individual by implementing and evaluating positive support strategies. You evidence your knowledge and skills through completed documentation on an analysis of the individual's wellbeing and behaviours of concern, and through a written evaluation of the project.

Throughout the unit, you develop meta-skills covering self-management, social intelligence and innovation.

When you complete the unit as part of the Higher National Certificate (HNC) Social Services or HNC Childhood Practice group awards, you can progress to further study, including Higher National Diploma (HND) level or further education. The HNC Social Services and HNC Childhood Practice meet registration requirements for the Scottish Social Services Council (SSSC).

# Administrative information

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**Published:** August 2024 (version 2.0)

**Superclass:** PS

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## History of changes

Version	Description of change	Date
2.0	◆ Changes to wording of outcome 5.	August 2024

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