

# Qualification Specification

NCFE CACHE Level 2 Certificate in Understanding  
Behaviour that Challenges

QRN: 603/1062/5

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## Summary of changes

This document summarises the changes to this qualification specification.

Version	Publication Date	Summary of amendments
V3.0	November 2017	First publication
V4.0	January 2018	p.29, Changes have been made to unit 2, learning outcome 1. .In assessment points 1.1 and 1.2 we have replaced 'challenging behaviour' with 'behaviour that challenges' to maintain consistency throughout the qualification.
V5.0	September 2018	Information on the Data Protection Act removed. Website details updated.
V5.1	March 2019	p.12 Grading information added to Qualification summary.
V5.2	February 2020	Information regarding the wellbeing and safeguarding of learners added to <a href="#">Resources</a> .
V5.3	June 2020	Hallmark Education Ltd added to the Learning Resources section on page 53



## **Section 1: General introduction**

### **About this qualification specification**

This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the Level 2 Certificate in Understanding Behaviour that Challenges.

### **Total Qualification Time**

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

### **Recognition of Prior Learning (RPL)**

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by your Customer Quality Advisor.

## Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

### Competence- / Skills-based learning outcomes:

- Begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied, please see chart in Assessment Guidance section. All evidence must be based on the learner's experience in a real work environment.

### Knowledge-based learning outcomes:

- Begin with 'Know', 'Understand' or 'Know how to'.

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit.



For your convenience, knowledge-only units are indicated by a lightbulb in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a lightbulb, it is a skills unit or contains a mix of knowledge and skills.

## Our website

Our public website address is [www.cache.org.uk](http://www.cache.org.uk). The website contains information about all our qualifications, and also a link to our QualHub [www.qualhub.co.uk](http://www.qualhub.co.uk) which contains:

- Key Facts
- Qualification Specifications
- other support materials

There are also some other key documents that can be referred to when required. For example:

- Complaints Policy
- Enquiries and Appeals Policy
- Diversity and Equality Policy

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

## The Centre secure website

More specific information to support Centre delivery can be found in our members area on QualHub. **This site is for Approved Centres only.**

To access the members area on QualHub, please log in using the details provided by the Centre administrator.

## Support for Centres

There are a number of support documents available that you might find useful for delivery. These are available to download from our website [www.qualhub.co.uk](http://www.qualhub.co.uk) or can be requested from the Customer Support team on 0345 347 2123 or by emailing [info@cache.org.uk](mailto:info@cache.org.uk)

Our Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. You can get more information by calling 0345 347 2123 or emailing [info@cache.org.uk](mailto:info@cache.org.uk).

## **Section 2: About this qualification**

<b>Qualification summary</b>
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<b>Title</b>	NCFE CACHE Level 2 Certificate in Understanding Behaviour that Challenges
<b>Qualification number</b>	603/1062/5
<b>Aim</b>	<p>This qualification is designed to increase learners' awareness and understanding of behaviour that challenges and its effects.</p> <p>By completing the qualification, learners will develop in-depth knowledge of behaviour that challenges which could support progression onto other appropriate qualifications and into relevant employment in the health and social care sector.</p> <p>This qualification would be valuable to learners already working in education and health and social care settings.</p>
<b>Total Qualification Time (hours)</b>	153
<b>Guided Learning (hours)</b>	130
<b>Minimum age of learner</b>	16
<b>Real work environment (RWE) requirement / recommendation</b>	This is a knowledge-only qualification; therefore, work experience is not mandatory.
<b>Rule of combination</b>	To achieve this qualification, learners are required to successfully complete the 4 mandatory units.
<b>Grading</b>	Achieved/Not Yet Achieved

<p><b>Entry requirements / recommendations</b></p>	<p>There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved a Level 1 qualification in healthcare, social care, childcare or supporting learning.</p>
<p><b>Progression</b></p>	<p>Learners who achieve this qualification could progress to:</p> <ul style="list-style-type: none"> <li>• Level 2/3 Diploma in Health and Social Care</li> <li>• Level 2 qualifications in Mental Health</li> <li>• Level 2 Certificate in Principles of Working with Individuals with Learning Disabilities</li> <li>• Level 2/3 Certificates in Understanding Autism</li> <li>• Level 2/3 qualifications for the Children and Young People's Workforce</li> <li>• Level 2/3 qualifications in Understanding Dementia.</li> </ul>
<p><b>Assessment methods</b></p>	<p>All units will be individually internally assessed using a range of methods which could include:</p> <ul style="list-style-type: none"> <li>• written assignments or tasks.</li> </ul>
<p><b>Additional assessment requirements</b></p>	<p>All units must be assessed in line with the Assessment Strategy.</p>
<p><b>Regulation information</b></p>	<p>This is a regulated qualification. The regulated number for this qualification is 603/1062/5.</p>



## **Section 3: Units**

<b>Mandatory units</b>
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Unit no.	Unit title	Unit type	Level	Guided learning hours
 Unit 01	Understand behaviour that challenges	Knowledge	2	31
 Unit 02	Understand how to support positive behaviour	Knowledge	2	38
 Unit 03	Understand the importance of effective communication and the management of behaviour that challenges	Knowledge	2	36
 Unit 04	Understand the role of reflection and support for those involved in incidents of behaviour that challenges	Knowledge	2	25

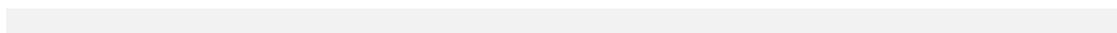
The lightbulb icon  indicates that a unit is knowledge based

### Unit layout

<b>For each unit the following information has been provided:</b>	
Unit title	Provides a clear, concise explanation of the content of the unit.
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the framework.
Unit group	Explains if the unit is mandatory or optional.
Unit guided learning hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Unit summary	Provides a brief outline of the unit content.
Learning outcome	A statement of what a learner will know, understand or be able to do as a result of a process of learning.
Assessment point	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Achievement descriptor	All the evidence generated by the learner will be assessed against the standards expected of a Level 2 learner and against the achievement descriptors for each learning outcome.
Explanation	A further explanation of the achievement descriptor in the context of the learning outcome.
Unit delivery and assessment guidance	This box includes specific guidance relating to the delivery and assessment of the unit and information to support the learner.

<b>Explanation of terms used at Level 2 (not all verbs are used in this qualification)</b>	
Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points....)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking).
Illustrate	Give clear information using written examples, pictures or diagrams.
List	Make a list of key words, sentences or comments that focus on the subject.
Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.

Perform	Do something (take an action/follow an instruction) which the question or task asks or requires.
Provide	Give relevant information about a subject.
Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
Select	Choose for a specific purpose.
Show	Supply sufficient evidence to demonstrate knowledge and understanding.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in the question or task.



**Glossary of terms used in units and preferred definitions  
(not all verbs are used in this qualification)**

Act (as a role model)	Serve as a model in a particular behavioural or social role for another person to emulate.
Adapt (approaches)	Modify, adjust, make suitable for purpose.
Adhere to	Follow, keep, maintain, respect, abide by, give support to, eg adhere to a strict code of practice.
Analyse	Break the subject or complex situations into separate parts and examine each part in detail, identify the main issues and show how the main ideas are related to practice and why they are important (reference to current research or theory may support the analysis).
Apply (standards)	Explain how existing knowledge, practices, standards etc can be linked to new or different situations.
Ascertain	Find out for certain.
Assess	Estimate and make a judgement.
Compare	Examine the subjects in detail looking at similarities and differences.
Compare and contrast	Examine the subjects in detail, looking at similarities and differences and distinguish between (identify) striking differences.
Critically review	Revise, debate and judge the merit of.
Clarify	Explain the information in a clear, concise way showing depth and understanding.
Critically analyse	This is a development of 'analyse' which explores limitations as well as positive aspects of the main ideas in order to form a reasoned opinion.
Critically evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and difference; Judge the evidence and discuss the validity of claims from the opposing views and produce a convincing argument to support the conclusion or judgement.
Collaborate (L7)	Work jointly with.
Describe	Provide an extended range of detailed information about the topic or item in a logical way.

Develop	Identify, build and extend a topic, plan or idea.
Distinguish between	Discuss identified differences between more than one item, product, object or activity.
Demonstrate	Apply skills in a practical situation and/or show an understanding of the topic.
Explain	Apply reasoning to account for how something is or to show understanding of underpinning concepts (responses could include examples to support the reasons).
Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences; Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgment; Apply current research or theories to support the evaluation when applicable.
Establish (L5 and L6)	Set up on a permanent basis; get generally accepted; place beyond dispute.
Empower	Equip or supply with an ability; enable or permit.
Enable	Supply with the means, knowledge, or opportunity; make able
Facilitate (L6)	Make easier; assist the progress of.
Formulate (L5, L6 and L7)	Draw together; set forth in a logical way; express in systematic terms or concepts.
Give constructive feedback	Provide commentary which serves to improve or advance; be helpful.
Identify	Ascertain the origin, nature, or definitive characteristics of.
Implement (L5 and L6)	Put into practical effect; carry out.
Investigate	Detailed examination or study; enquire systematically.
Intervene effectively	Change an outcome.
Initiate	Originate/start a process.
Justify	Give a comprehensive explanation of the reasons for actions and/or decisions.
Monitor	Maintain regular surveillance.
Mentor	Serve as a trusted counsellor or teacher to another person; help others succeed.

Negotiate	Discuss with a view to finding an agreed settlement.
Resolve	Solve; settle; explain.
Research (L5 and L6)	A detailed study of a subject to discover new information or reach a new understanding.
Review	Revisit and judge the merit of.
Recognise	Acknowledge the validity of.
Represent views of	Act as an advocate; speak, plead or argue in favour of.
Review and revise	Revisit, judge the merit of and make recommendations for change.
Reflect on	Consult with oneself, recognising implications of current practice with a view to changing future practice.
Recommend	Revisit and judge the merit of; endorse a proposal or course of action; advocate in favour of.
Summarise	Select the main ideas, argument or facts and present in a precise, concise way.
Signpost	Point the way; indicate.
Support	Strengthen, support or encourage; corroborate; give greater credibility to.
Set objectives (L6)	Identify the outcomes required.
Secure	Make safe; obtain (information or evidence).
Triangulate (L7)	Identify three aspects to ensure validity.
Work in partnership	Work in association with two or more persons (this may include stakeholders, service users and/or carers).

## Unit 01: Understand behaviour that challenges



<b>Unit reference</b>	D/615/4809	<b>Unit level</b>	2
<b>Unit group</b>	Mandatory		
<b>Unit hours</b>	Guided learning	31	
<b>Unit summary</b>	In this unit learners will gain an understanding of how behaviour can be perceived as challenging. They will investigate the underlying issues that affect behaviour and the impact it can have on others.		

## Learning outcome 1

<b>Learning outcome</b> The learner will:	<b>Assessment points</b> The learner must know:
1 Understand behaviour that challenges	1.1 What is meant by the terms: <ul style="list-style-type: none"> <li>• behaviour that challenges</li> <li>• positive behaviour</li> </ul>
	1.2 Behaviours that may be perceived as challenging: <ul style="list-style-type: none"> <li>• verbal</li> <li>• non-verbal</li> <li>• physical</li> </ul>
	1.3 The difference between conflict and behaviour that challenges
	1.4 The difference between aggression and assertive behaviour

Achievement descriptor	Explanation
Uses technical terms to describe <u>all</u> relevant points in detail.	Learners will describe the differences between types of behaviour to gain an understanding of the term 'behaviour that challenges'.
<b>Delivery and assessment</b>	
<p>Learners should be able to distinguish between different types of behaviour with the understanding that this will be open to interpretation. This means that the person showing these behaviours is not a 'problem' to be fixed, or someone doing something wrong, but that the behaviour is a sign that something isn't working. All behaviour has a meaning and a purpose; positive behaviour involves words and actions which will maintain the wellbeing and dignity of the individual and those around them.</p> <p>There should be an awareness of the diversity in how behaviour can manifest itself, ranging from passive to aggressive. Learners should be able to give examples of verbal, non-verbal and physical behaviours. Examples could be pacing, cornering, shouting, biting, offensive language, intimidation, self-harm, body language, etc. Learners may also find resources on the Scope website that are useful when looking at behaviour that is perceived as challenging.</p> <p>Learners should be able to differentiate between conflict and behaviour that challenges by describing how conflict can be a clash of interest and behaviour can be manipulative or a form of expression. Learners could carry out research of different types of behaviour and their causes; for example, a person who is non-verbal smacking their ear to indicate earache, thus enabling them to implement appropriate strategies to reduce the risk of the behaviour escalating.</p> <p>The differences between aggressive behaviour and assertive behaviour should also be described. Aggressive behaviour can be inappropriate and reactionary, as opposed to assertive behaviour, which can be justified. Another example is passive-aggressive behaviour.</p>	
<b>Types of evidence</b>	
<p>Evidence could include:</p> <ul style="list-style-type: none"> <li>• research</li> <li>• learner report.</li> </ul>	

## Learning outcome 2

<b>Learning outcome</b> The learner will:	<b>Assessment points</b> The learner must know:
2 Understand the reasons why people present with behaviour that is perceived as challenging	2.1 How behaviour can be interpreted as a form of expression
	2.2 How behaviour may be a symptom of something else
	2.3 The possible reasons for the behaviour

<b>Achievement descriptor</b>	<b>Explanation</b>
Makes accurate conclusions <u>based</u> on <u>all</u> information.	Learners will gather information on the reasons why people present with behaviour that challenges, and describe how this is a form of expression or symptom that something may be wrong.

**Delivery and assessment**

There are many reasons why people behave as they do. The learner should be able to identify different behaviours and interpret their meaning. There will be root causes of behaviour which are often basic. By carrying out research of Maslow's hierarchy of needs, learners will be able to identify a baseline from which to monitor different behaviours from individuals. This could be to satisfy a basic need, such as hunger or thirst. Assessments should be dynamic and ongoing rather than post event. Learners could research different levels of behaviour (such as recent onset, low-level or more complex behaviours) and identify their possible causes.

Other factors to consider are the location of where the behaviour has taken place and who was present at the time, in order to identify the root cause of the behaviour. Learners should be encouraged to think about any possible underlying causes, such as metabolic disturbances, increased confusion or forgetfulness.

Learners could investigate the cause of the behaviour to establish any natural or reward-driven causes. An example of this could include a person refusing to eat in order to gain some control of their life.

Behaviours that are perceived as challenging are demonstrated for a reason. It could be that the person who presents with the behaviour will gain inner satisfaction from any intervention, which could include time out, attention from others, a form of escape from their current setting or a reward. The learner could provide examples of different causes of behaviour, to include biological, social, psychological, transitions and learned behaviours.

**Types of evidence**

Evidence could include:

- research
- case studies.

### Learning outcome 3

<b>Learning outcome</b> The learner will:	<b>Assessment points</b> The learner must know:
3 Understand the impact of behaviour that challenges	3.1 How attitudes and lack of understanding can impact individuals
	3.2 The impact and effects of the behaviour on the individual
	3.3 The impact and effects of the behaviour on others
	3.4 How the behaviour may potentially impact own and others feelings and attitudes <ul style="list-style-type: none"><li>• short-term</li><li>• long-term</li></ul>

Achievement descriptor	Explanation
Supports <u>point(s)</u> with examples/explanations.	Learners will explain, or show with examples, how behaviour that challenges can impact the individual and others.
<b>Delivery and assessment</b>	
<p>Behaviour is open to interpretation and there are many facets involved, from subtle actions through to full outbursts or physical attacks. The learner will need to demonstrate an understanding of interpreting behaviour, taking into account many aspects including the environment, time of day, location and who was present. This will provide information that can help identify the trigger to the behaviour. If the cause of the behaviour is known, the people involved with the individual will be better able to cope.</p> <p>Learners should consider the impact of the behaviour on the person. This impact could be in relation to labelling, emotional impact, embarrassment, avoidance, etc. For example, to maintain a level of stimulation an individual may rock, or they may be in pain and unable to verbalise it – this may lead to the individual being labelled or stereotyped. Similarly, this could be applied to a person who follows the staff for security, but this could be seen as attention-seeking behaviour. Learners also need to investigate the impact the behaviour can have on others, such as copying the behaviour, fear and emotional impact.</p> <p>Behaviour can invoke strong feelings and attitudes which can impact on self-esteem and wellbeing. Negative feelings and fear can be both short-term and long-term. It would benefit learners to complete a table including the range of their short-term and long-term feelings and attitudes and how these can have an impact.</p> <p>The term ‘others’ can mean staff, family members, friends, colleagues, patients, etc.</p>	
<b>Types of evidence</b>	
<p>Evidence could include:</p> <ul style="list-style-type: none"> <li>• research</li> <li>• learner report.</li> </ul>	



## Unit 02: Understand how to support positive behaviour

<b>Unit reference</b>	K/615/4845	<b>Unit level</b>	2
<b>Unit group</b>	Mandatory		
<b>Unit hours</b>	Guided learning	38	
<b>Unit aim</b>	In this unit learners will gain an understanding of how to identify behavioural changes and triggers that may escalate behaviour. They will then investigate how strategies and support plans can promote positive behaviour. Legislation that protects the rights of the individual will also be investigated.		

## Learning outcome 1

<b>Learning outcome</b> The learner will:	<b>Assessment points</b> The learner must know:
1 Understand how to identify when an individual's behaviour may escalate	1.1 How to recognise changes in individuals that may indicate an episode of behaviour that challenges
	1.2 The importance of identifying patterns of behaviour and triggers to behaviour that challenges
	1.3 The importance of supporting individuals to recognise their limitations and take avoidance actions

Achievement descriptor	Explanation
Identifies solutions to <u>at least two</u> types of problem/issue.	Learners will identify how to recognise the onset of behaviour that challenges and how to minimise this. They will also identify how to support the individual to avoid escalation of behaviour.
<b>Delivery and assessment</b>	
<p>It is important to avoid behaviour that is challenging if at all possible. Learners should demonstrate an understanding of triggers to behaviour. This includes known trigger factors and avoidance techniques to reduce the frequency. The nature of the behaviour and the circumstances should also be considered. Patterns of behaviour and triggers to behaviour that is challenging can be ritualistic. By identifying causes of behaviour learners will be able to demonstrate objective observations of individuals and thereby develop coping strategies and avoidance regimes for individuals and others.</p> <p>A factor to consider when identifying patterns of behaviour includes the type of behaviour and if this is a new behaviour for the person to exhibit. The learner should also consider: if this is a learned behaviour, does the behaviour only occur when a certain person is present, or is the trigger unknown? Learners could carry out research of different recording methods used to establish how patterns of behaviour are captured and triggers of behaviour are identified.</p> <p>Learners should be able to identify warning signs that a person may show when they are aroused. These can be verbal and non-verbal. Effective management of behaviour can include recognising early signs and implementing agreed support plans or using diversion techniques.</p>	
<b>Types of evidence</b>	
<p>Evidence could include:</p> <ul style="list-style-type: none"> <li>• research</li> <li>• learner report.</li> </ul>	

## Learning outcome 2

<b>Learning outcome</b> The learner will:	<b>Assessment points</b> The learner must know:
2 Understand strategies to support positive behaviour	2.1 Strategies that could be used to support positive behaviour
	2.2 The advantages of proactive strategies in supporting positive behaviour
	2.3 The impact of reactive strategies in supporting positive behaviour
	2.4 Strategies to support individuals to manage their behaviour
	2.5 How behaviour plans and support plans are used to support positive behaviour
	2.6 The importance of person-centred approaches to establishing support strategies
	2.7 How support networks for the individual can help promote positive behaviour

Achievement descriptor	Explanation
Describes relevant theories and concepts and <u>makes some links between them.</u>	Learners will describe support plans and strategies to support positive behaviour, explaining the advantages and disadvantages of each.
<b>Delivery and assessment</b>	
<p>Learners should describe how different strategies can reinforce positive behaviour. This includes accepting that although people may present with the same type of behaviour the coping strategies for the individual will require different responses, and being mindful that the same intervention might not be successful each time the behaviour occurs and to be patient.</p> <p>Learners should investigate and explain the advantages of using proactive strategies. Proactive strategies include identifying how to work positively with a person to communicate their needs through diverse means so they can express themselves. This could include the impact on the individual's wellbeing, consistency, reduction in behaviour that challenges, etc.</p> <p>Reactive strategies can be perceived as punitive, which includes medication as required. Learners should explain the impact that reactive strategies such as organisational cultural behaviour (eg Winterbourne View hospital) and restrictive practice have. They could look at how staff should be trained in behaviour management techniques, including recognising systemic issues and cult-type behaviour.</p> <p>Communication and comprehension should be considered when working with a person to support them to manage their own behaviour. Where appropriate, reward systems can be useful but the primary concern is to identify the cause of the behaviour. The individual can then be supported to implement self-coping strategies, such as removing themselves from a noisy environment if this is a known trigger. Further to this, a consistent approach from everyone involved with the individual will help the individual manage their behaviour. Working positively with an individual to manage their behaviour should increase their quality of life and improve their ability to participate in activities of daily living.</p> <p>Before implementing any plan it is important to have a baseline from which to work. This will include monitoring and observations of the person to establish patterns of behaviour, so that appropriate interventions/support plans can be implemented. The outcome of the intervention/support plan should also be monitored for effectiveness, which will then influence positive behaviour techniques to be used with individuals. Learners should investigate different recording methods that can be used to collate the information.</p>	

### **Delivery and assessment (cont'd)**

Learners will need to remember that when implementing support strategies these should be person-centred, taking into account the individuality of the person and their human rights. They should also have an awareness that the behaviour is happening for a reason. Wherever possible, the individual themselves should be involved in devising the support strategy.

For positive behaviour to be successful it will be important to ensure that everyone involved in the care of the individual has the same approach. This means there should be a collaborative approach with clear and open lines of communication, training to ensure consistency of approach, on-going monitoring and review to establish any changes.

### **Types of evidence**

Evidence could include:

- research
- learner report.

### Learning outcome 3

<b>Learning outcome</b> The learner will:	<b>Assessment points</b> The learner must know:
3 Understand how the rights of individuals are protected	3.1 The legislative framework that applies to individuals who present with behaviour that challenges regarding: <ul style="list-style-type: none"><li>• rights</li><li>• safeguarding</li><li>• deprivation of liberty</li></ul>
	3.2 Agreed ways of working to protect an individual who presents with behaviour that challenges
	3.3 How to monitor interventions and safeguard individuals

Achievement descriptor	Explanation
Describes relevant theories and concepts and <u>makes some links between them.</u>	Learners will describe legislation relating to behaviour that challenges and explain how this protects individuals
<b>Delivery and assessment</b>	
<p>Learners should be aware that when implementing support plans and behaviour management techniques, these should be carried out in the best interests of the individual. Learners could research the key points of current legislation that protects the rights of individuals, for example:</p> <ul style="list-style-type: none"> <li>• Human Rights Act 1998</li> <li>• Mental Capacity Act 2005</li> <li>• Mental Health Act 2007</li> <li>• Deprivation of Liberty Safeguards (DoLS)</li> <li>• Care Act 2014</li> <li>• Safeguarding Vulnerable Groups Act 2006.</li> </ul> <p>There will be times when different interventions used to support individuals and others during episodes of behaviour that is perceived as challenging will need to be prescribed. Learners need to be aware of the limitations of when and how such interventions are used as well as the legal obligation to use the least restrictive intervention.</p> <p>Record keeping is paramount when interventions are implemented to support individuals with behaviour that is challenging. Learners will need to be aware of objective observations so accurate records are maintained. Learners could research different recording methods to ensure appropriate interventions are used, and how reviews are carried out. This will include identifying a baseline for monitoring changes in behaviour.</p>	
<b>Types of evidence</b>	
<p>Evidence could include:</p> <ul style="list-style-type: none"> <li>• research</li> <li>• learner report.</li> </ul>	

## Unit 03: Understand the importance of effective communication and the management of behaviour that challenges



<b>Unit reference</b>	Y/615/4811	<b>Unit level</b>	2
<b>Unit group</b>	Mandatory		
<b>Unit hours</b>	Guided learning	36	
<b>Unit aim</b>	In this unit learners will gain an understanding of the impact communication can have on the management of behaviour that challenges. They will investigate the role of positive reinforcement and techniques to de-escalate behaviour. They will also gain an understanding of referral services available to support themselves and the individual.		

### Learning outcome 1

<b>Learning outcome</b> The learner will:	<b>Assessment points</b> The learner must know:
1 Understand communication in managing behaviour	1.1 A range of communication methods
	1.2 The importance of non-verbal communication
	1.3 Barriers to communication
	1.4 Ways to overcome barriers to communication
	1.5 How communication can be adapted to meet the needs and preferences of each individual
	1.6 The effects that communication can have on others

Achievement descriptor	Explanation
<p>Identifies solutions to <u>at least two</u> types of problem/issue.</p>	<p>Learners should investigate various communication methods, the effects different forms of communication can have and ways to overcome communication barriers.</p>
<p><b>Delivery and assessment</b></p>	
<p>Learners should demonstrate an awareness of how behaviour can be used as a form of expression with regard to all aspects of living. Learners should be aware that where individuals do not communicate verbally there are processes in place to support the individual to communicate effectively. This can include observations of a person, including looking for patterns and trends in behaviour. Other factors to consider include verbal and non-verbal communication (eg body language, gestures) and assistive technology.</p> <p>There are many factors which can impact non-verbal communication. Learners should have an awareness of cultural differences regarding non-verbal communication by researching different meanings. Learners should be aware that there is a relationship between specific conditions and syndromes where behaviour and rituals are integral features. Non-verbal communication is often used as a means to inform someone that something is not right. Learners should describe different ways that individuals present a range of behaviours to communicate their needs. They should be aware of how individuals express themselves.</p> <p>Learners should demonstrate an understanding of barriers to communication taking into consideration basic needs; for example, as in Maslow's hierarchy of needs. Learners should be aware that overcoming barriers to communication may reduce feelings of anxiety, fear and distress in individuals and therefore de-escalate situations that could provoke behaviour that challenges. At times a person may demonstrate behaviour that is perceived as challenging due to an unmet need. Learners should be able to identify some of these and know how to pre-empt situations to reduce the risk of escalating behaviour. Learners should understand that they can reduce triggers by being aware of their own behaviour.</p> <p>Learners need to have an awareness that their communication may need to be adapted to meet different needs and preferences. This can be done using alternative methods of communicating with individuals (eg signing, Makaton, Bliss, visual props); however, a consistent approach is needed to reduce the risk of an individual presenting with behaviour that is perceived as challenging. This adaption needs to be person-centred and age appropriate.</p> <p>Learners should be aware of the impact their own non-verbal and verbal communication can have on individuals. They need to be self-aware to ensure they are not a trigger factor of behaviour. They need to ensure their communication is respectful and professional.</p>	

### **Types of evidence**

Evidence could include:

- witness testimonies
- research
- learner report.

## Learning outcome 2

<b>Learning outcome</b> The learner will:	<b>Assessment points</b> The learner must know:
2 Understand how to manage behaviour that challenges	2.1 The importance of positive reinforcement
	2.2 How to avoid confrontation with someone who is emotionally agitated
	2.3 How using knowledge of the individual can help to manage behaviour that challenges
	2.4 How to maintain the dignity of individuals when responding to incidents of behaviour that challenges
	2.5 Different techniques that are used to defuse behaviour that challenges
	2.6 How own actions can defuse or exacerbate an individual's behaviour

<b>Achievement descriptor</b>	<b>Explanation</b>
Uses technical terms to describe <u>all</u> relevant points in detail.	Learners will describe positive and supportive ways to manage behaviour that challenges.

## Delivery and assessment

Learners should demonstrate an understanding of how positive reinforcement is the best way to support a person who is displaying, or at risk of displaying, behaviour that is perceived as challenging. To successfully implement a positive approach, it is important to identify the context in which the behaviour occurs, taking into account physical and social factors.

Planning and implementing effective support systems to prevent the behaviour from occurring can include distraction techniques, avoidance measures, de-escalation and providing the person with space and time. Learners should describe methods to avoid situations where there is potential for a person to display behaviour that is perceived as challenging.

For positive behaviour to be most effective it is important to agree the strategy to be implemented, so that there is a consistent approach from everyone involved in the care of the person. Learners should be aware that multi-agencies will often be involved in devising positive approaches but that the outcome should be person-centred.

Throughout any episode of behaviour learners should be aware of the need to maintain the dignity of the person involved. With effective and positive support systems the quality of life for the person will be enhanced.

It should be recognised that defusing techniques will not always be successful, and what works for one person won't necessarily work for another. There should be a consistent approach when attempting to defuse situations, to reduce confusion for the person and reduce the risk of behaviours being learned in order to get a reward. Learners should know a range of techniques used to defuse behaviour. These include diversion techniques, crisis management, preventative measures, seeking support, and acknowledging one's own limitations and competencies. The learner should use a person-centred approach, stay calm and avoid putting themselves at risk. At times, physical intervention may be used, but this must be in line with the person's support plan and carried out only by those who are fully trained in these methods; there are legal and ethical issues that need to be addressed.

Learners should be aware of their own actions and how these can be a trigger to behaviour. These may be known and control measures can be put in place. Learners could reflect on situations where behaviours have been triggered or defused.

Learners may find it useful to complete individual behaviour plans for individuals based on Tutor-devised case studies.

## Types of evidence

Evidence could include:

- research
- learner report
- behaviour plans.

### Learning outcome 3

<b>Learning outcome</b> The learner will:	<b>Assessment points</b> The learner must know:
3 Understand the role of others in supporting individuals who exhibit behaviour that is perceived as challenging	3.1 Referral services available to provide support for individuals
	3.2 Own limitations and accountabilities when supporting individuals exhibiting behaviour that is perceived as challenging
	3.3 How to record and report incidents of behaviour that is challenging

Achievement descriptor	Explanation
Describes relevant theories and concepts and makes some links between them.	Learners will research various referral services and describe their own role in supporting individuals with their behaviour.
<b>Delivery and assessment</b>	
<p>Learners could explore the support services available, including the multi-disciplinary team, and how to make referrals. This could include clinical psychologists, behaviour therapists, occupational and physiotherapists, speech and language therapists, and describing their roles in supporting individuals, etc.</p> <p>Anyone carrying out restrictive practices should be fully trained in the techniques. Only the reactive strategies prescribed for the individual should be used. There will be legal, ethical, cultural and environmental factors to be considered, including the legal obligation to use the least restrictive intervention.</p> <p>Learners should be able to demonstrate an understanding of different methods used when recording episodes of behaviour that is challenging. Learners could research Antecedent-Behaviour-Consequence (ABC) charts and how these are used to identify patterns of behaviour that lead to referrals.</p> <p>At times, outbursts of behaviour that challenges can result in injuries to the individual themselves, those involved with the individual or sometimes both. Where behaviours pose a risk to the individual or others, a risk assessment must be completed. Learners should research how incidents are reported and the implications that any injuries sustained during episodes of behaviour that challenges can have for the individual or others.</p>	
<b>Types of evidence</b>	
Evidence could include: <ul style="list-style-type: none"><li>• research</li><li>• learner report</li><li>• sample recording and reporting documents.</li></ul>	

## Unit 04: Understand the role of reflection and support for those involved in incidents of behaviour that challenges



<b>Unit reference</b>	K/615/4814	<b>Unit level</b>	2
<b>Unit group</b>	Mandatory		
<b>Unit hours</b>	Guided learning	25	
<b>Unit aim</b>	In this unit learners will gain an understanding of the importance of reflection following an incident of behaviour that challenges. They'll understand the consequences of their actions and how to maintain their own wellbeing.		

### Learning outcome 1

<b>Learning outcome</b> The learner will:	<b>Assessment points</b> The learner must know:
1 Understand the benefits of reflection following episodes of behaviour that challenges	1.1 How reflection on an incident can assist in managing future behaviour
	1.2 Own reactions to behaviour that challenges
	1.3 The consequences of own actions
	1.4 How to support individuals to understand their behaviour in terms of: <ul style="list-style-type: none"> <li>• events and feelings leading up to it</li> <li>• their actions</li> <li>• the consequences of their behaviour</li> </ul>

Achievement descriptor	Explanation
Describes relevant theories and concepts and <u>makes some links between them.</u>	Learners will describe the use of reflection and de-briefing to explore own and individual's reactions and the consequences of these.
<b>Delivery and assessment</b>	
<p>The purpose of reflection following incidents of behaviour that is challenging is important for all involved. Learners should be aware of how the process of looking back at their own responses can help to inform their actions if faced with a similar situation. If learners are supported to reflect objectively, they can identify what worked and what didn't. They may also identify skills they need to develop.</p> <p>It is inevitable that following an episode of behaviour that is challenging the feelings of those involved will be aroused. It is important to recognise this and manage these feelings. The feelings may include guilt, anger, rage, fear, shock, relief or failure. The key to managing these is to recognise that these situations do happen and not to take anything personally. Learners should be aware of their own limitations and how and where to seek different types of support following an incident.</p> <p>Learners need to be aware that in managing their own feelings they must not retaliate, argue, laugh, shout or exacerbate the situation further. If in any doubt, they should seek assistance and reduce the risks by not putting themselves in any position that could further exacerbate the situation.</p> <p>Following an episode of behaviour that has challenged it is important to learn from what happened. This can be achieved through debriefing sessions, which can be used to identify if any known triggers were responsible for the episode or if this is a new behaviour.</p> <p>Time should be taken to review exactly what happened and how each person involved reacted. Alongside this, supervisions should be used to identify any specific development needs for staff members. Joint working with the multi-disciplinary team may also be required.</p> <p>Learners should include ways to support individuals to gain insight into their behaviour so that they can develop coping or avoidance strategies.</p>	
<b>Types of evidence</b>	
<p>Evidence could include:</p> <ul style="list-style-type: none"> <li>• reflective account</li> <li>• case study.</li> </ul>	

## Learning outcome 2

<b>Learning outcome</b> The learner will:	<b>Assessment points</b> The learner must know:
2 Understand the support available to maintain own wellbeing	2.1 The range of support services available to those involved in episodes of behaviour that is challenging
	2.2 Support systems available to maintain own wellbeing
	2.3 The importance of accessing appropriate support systems
<b>Achievement descriptor</b>	<b>Explanation</b>
Identifies solutions to <u>at least two</u> types of problem/issue.	Learners will describe the support available to maintain wellbeing and the importance of accessing this.
<b>Delivery and assessment</b>	
<p>Learners should be aware of the support services available, which can be formal or informal. Formal support can include debriefing, support from colleagues, supervisions, appraisals and ensuring training is up to date. Monitoring of good practice should be carried out and the results of this should be cascaded to those involved in episodes of behaviour that challenges to reinforce a positive attitude.</p> <p>Learners could investigate the support available from other professionals, including their GP, counselling or workplace support.</p> <p>Learners could also consider coping strategies, including solid support networks, training, managing their own expectations, recognising fear in themselves and others, setting realistic goals, and sharing knowledge and expertise.</p> <p>Informal support includes self-help techniques, relaxation, talking with others involved in the situation and reflection to establish positive approaches when dealing with behaviour that is perceived as challenging.</p> <p>Learners should be aware of the potential consequences of stress arising from their role in supporting the behaviour of others, such as anxiety or depression. An understanding of the importance of looking after their wellbeing using positive techniques should be demonstrated. Learners should consider the potential risks of negative strategies such as alcohol or substance use.</p>	

### **Types of evidence**

Evidence could include:

- research
- learner report.

## **Section 4: Assessment and quality assurance information**

### Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in this qualification. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list you should contact your Customer Quality Advisor with full details of your proposed method. It will need formal approval from us before it can be used.

Please refer to the notes relating to **Expert Witness testimony** and **simulation** which follow this table.

Assessment method	Assessing competence / skills	Assessing knowledge / understanding
Direct observation of learner by Assessor <ul style="list-style-type: none"> <li>• by an Assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice</li> </ul>	Yes	Yes
Professional discussion	Yes	Yes
Expert witness evidence* <ul style="list-style-type: none"> <li>• when directed by the Sector Skills Council or other assessment strategy/principles</li> </ul>	Yes	Yes
Learner's own work products	Yes	Yes
Learner log or reflective diary	Yes	Yes
Activity plan or planned activity	Yes	Yes
Observation of children, young people or adults by the learner	Yes	Yes
Portfolio of evidence <ul style="list-style-type: none"> <li>• may include simulation**</li> </ul>	Yes	Yes
Recognition of prior learning	Yes	Yes
Reflection on own practice in real work environment	Yes	Yes

<b>Assessment method</b>	<b>Assessing competence / skills</b>	<b>Assessing knowledge / understanding</b>
Written and pictorial information	No	Yes
Scenario or case study	No	Yes
Oral questions and answers	Yes	Yes

**Assessment Strategy**

**Knowledge learning outcomes**

- **Assessors** will need to be both occupationally knowledgeable and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

**Competence / Skills learning outcomes**

- **Assessors** will need to be both occupationally competent and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

## Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

### **Assessors and Internal Quality Assurance**

Staff involved in the Assessment and Internal Quality Assurance of this qualification/s must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

## **Section 5: Documents**

### Useful documents

This section refers to useful documents that can be found on the secure website, some of which may assist with the delivery of this qualification.

- Delivering our qualifications – assessment and internal quality assurance guidance

### Mandatory documents

The completion of an Evidence Record and Record of Assessment Cycle form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of our templates.

- Evidence Record
- Record of Assessment Cycle

We have also provided notes to guide you when completing these forms:

- Completing the Evidence Record
- Completing the Record of Assessment Cycle

The forms and guidance documents are included within **Delivering our qualifications – assessment and internal quality assurance guidance** on our secure website.

### Resources

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

## Learning resources

We offer a wide range of learning resources to support the delivery of this qualification. Please check the qualification page on the Centre secure website for more information.

### **Third-party products**

Products to support the delivery of this qualification are offered by the following third-party suppliers:

- The Skills Network
- Learning Curve Group
- Hallmark Education Ltd.

For more information about these resources and how to access them please visit [www.cache.org.uk](http://www.cache.org.uk).



## **Section 6: General Information**

**Equal opportunities**

CACHE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. CACHE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of CACHE's Equal Opportunities Policy is available on request.

**Diversity, access and inclusion**

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. CACHE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations Policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations Policy please see our website: [www.cache.org.uk/Centres/Pages/CACHE-Centre-Information.aspx](http://www.cache.org.uk/Centres/Pages/CACHE-Centre-Information.aspx).