

Qualification Unit

This unit forms part of a regulated qualification.

Unit Title: Positive Behaviour Support

Unit Reference Number: H/652/0827

Level: Three (3)

Credit Value: Five (5)

Minimum Guided Learning Hours: 40

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand behaviour as a form of communication	1.1 Explain how behaviour can be a form of communication
	1.2 Describe factors that may influence an individual's behaviour
2. Understand the principles of positive behaviour support	2.1 Explain the key principles of positive behaviour support
	2.2 Describe how positive behaviour support promotes wellbeing and reduces restrictive practices
3. Know how to apply positive behaviour support in practice	3.1 Analyse the use of proactive strategies to reduce distress and support positive behaviour
	3.2 Explain how to respond to behaviours in ways that maintain dignity and safety
	3.3 Describe how to work effectively with others to review behaviour support strategies
4. Know how to work safely and ethically when responding to behaviours	4.1 Outline organisational procedures for responding to behaviours that challenge
	4.2 Explain when additional support or intervention may be required
	4.3 Reflect on own practice to support continuous improvement

Indicative Content

LO1	<p>AC1.1</p> <p>The concept of behaviour as communication, recognising that behaviour may express:</p> <ul style="list-style-type: none">• Unmet needs• Preferences, discomfort or distress <p>Understanding that individuals may use behaviour to communicate when:</p> <ul style="list-style-type: none">• Verbal communication is limited• Needs are not understood or met <p>Interpreting behaviour within the context of:</p> <ul style="list-style-type: none">• The individual's life experiences• Their environment and relationships <p>Moving away from labelling behaviour as “challenging” and instead seeking meaning</p> <p>AC1.2</p> <p>Physical factors, such as:</p> <ul style="list-style-type: none">• Pain, illness or fatigue <p>Emotional and psychological factors, including:</p> <ul style="list-style-type: none">• Anxiety, trauma or frustration <p>Communication difficulties, including:</p> <ul style="list-style-type: none">• Limited understanding• Difficulty expressing needs <p>Sensory factors, such as:</p> <ul style="list-style-type: none">• Noise, lighting or overcrowding <p>Environmental influences, including:</p> <ul style="list-style-type: none">• Changes in routine• Lack of predictability <p>How health and wellbeing impact behaviour over time</p>
LO2	<p>AC2.1</p> <p>The purpose of Positive Behaviour Support (PBS)</p> <p>Key principles, including:</p> <ul style="list-style-type: none">• Person-centred and strengths-based approaches• Understanding the reasons behind behaviour• Proactive and preventative strategies <p>Focusing on:</p> <ul style="list-style-type: none">• Improving quality of life• Supporting emotional wellbeing <p>The importance of:</p> <ul style="list-style-type: none">• Consistency• Partnership working• Alignment with organisational policies <p>AC2.2</p> <p>How PBS:</p> <ul style="list-style-type: none">• Reduces distress and anxiety• Supports emotional regulation <p>Promoting least restrictive practice by:</p> <ul style="list-style-type: none">• Anticipating and preventing distress• Reducing reliance on restraint or restrictive interventions <p>The relationship between:</p> <ul style="list-style-type: none">• Wellbeing

	<ul style="list-style-type: none"> • Choice and independence • Reduced need for restrictive practices
LO3	<p>AC3.1</p> <p>Proactive strategies, including:</p> <ul style="list-style-type: none"> • Environmental adjustments • Structured routines • Predictable communication <p>Recognising and responding to:</p> <ul style="list-style-type: none"> • Early warning signs <p>Supporting emotional regulation through:</p> <ul style="list-style-type: none"> • Reassurance • Choice and control <p>Promoting independence and meaningful activity</p> <p>AC3.2</p> <p>Responding calmly and respectfully</p> <p>Using de-escalation techniques, such as:</p> <ul style="list-style-type: none"> • Reducing demands • Maintaining a calm presence <p>Protecting:</p> <ul style="list-style-type: none"> • The individual's dignity • Safety of all involved <p>Avoiding punitive or reactive responses</p> <p>Acting in line with duty of care and safeguarding principles</p> <p>AC3.3</p> <p>Working with:</p> <ul style="list-style-type: none"> • Individuals • Families and carers • Colleagues and professionals <p>Using feedback to:</p> <ul style="list-style-type: none"> • Review behaviour support plans • Adapt strategies as needs change <p>The importance of:</p> <ul style="list-style-type: none"> • Multi-disciplinary input • Consistent approaches across teams <p>Accurate recording and sharing of information</p>
LO4	<p>AC4.1</p> <p>Organisational behaviour support plans</p> <p>Risk assessments related to behaviour</p> <p>Procedures for:</p> <ul style="list-style-type: none"> • Recording incidents • Reporting concerns <p>Safeguarding responsibilities</p> <p>Ensuring responses are lawful, proportionate and ethical</p> <p>AC4.2</p> <p>Situations where behaviour:</p> <ul style="list-style-type: none"> • Escalates or changes significantly • Poses increased risk <p>Knowing when to:</p>

- Seek guidance from managers
 - Involve specialists or external services
- Using escalation procedures appropriately
Protecting wellbeing and safety of all involved

AC4.3

Using reflective practice to:

- Review own responses to behaviour
- Identify strengths and learning needs

Learning from:

- Incidents
- Feedback

Using supervision and support to:

- Improve consistency
- Enhance practice

Commitment to ongoing development in positive behaviour support

Assessment Requirements

This unit must be assessed in line with Open Awards' assessment requirements and Skills for Care and Development assessment principles. Assessment must be work-based and grounded in the learner's real work practice within an adult social care setting.

Learners must generate assessment evidence that demonstrates full achievement of all learning outcomes and associated assessment criteria for the unit.

While some knowledge evidence may be generated outside of the workplace, final assessment decisions must confirm that knowledge and understanding have been applied effectively in the real work environment, in line with Skills for Care expectations of validity and authenticity.

Assessment evidence may be drawn from a range of methods, selected to ensure validity, reliability and sufficiency, and may include, but is not limited to:

- Direct observation of practice in the workplace
- Reflective accounts demonstrating the application of learning to practice
- Professional discussion to explore understanding, reasoning and decision-making
- Work-based documentation relevant to the learner's role (for example: policies, procedures, care plans, risk assessments, audits or reports)
- Witness testimony from managers, colleagues or other relevant professionals
- Feedback from individuals, staff or partner organisations, where appropriate and permitted.

Where learning outcomes require demonstration of competence or practical skills, direct observation of practice must form the primary source of evidence. Observation should normally take place in person within the learner's work setting, unless otherwise permitted by awarding organisation guidance.

All assessment evidence must be valid, authentic, current, sufficient and reliable, and clearly attributable to the learner. Assessors must ensure that evidence:

- is fit for purpose
- reflects the learner's role, responsibilities and level of autonomy
- demonstrates both knowledge and effective practice, where required by the unit.

Evidence must clearly relate to the learner's own practice and must not rely solely on hypothetical, simulated or generic examples unless explicitly permitted.

Confidential, sensitive or personal information must not be included in learner portfolios. Where such information is relevant, evidence must be anonymised, summarised or referenced in line with organisational policies, data protection legislation and Open Awards requirements.

Assessment decisions must be made by an appropriately qualified and occupationally competent assessor and are subject to internal and external quality assurance in accordance with Open Awards policies and procedures and Skills for Care expectations.