



Qualification Specification



Qualification summary

Qualification title	NCFE CACHE Level 2 Certificate in Understanding Behaviour that Challenges
Ofqual qualification number (QN)	603/1062/5
Guided learning hours (GLH)	130
Total qualification time (TQT)	153
Minimum age	16
Qualification purpose	This qualification is designed to increase learners' awareness and understanding of behaviour that challenges and its effects within health and social care, education or childcare. 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 these sectors.
Grading	Achieved/not yet achieved
Assessment method	Internally assessed and externally quality assured portfolio of evidence which includes written assignments or tasks.
Work/industry placement experience	This is a knowledge-only qualification. Work/industry placement experience is not required.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 603/1062/5.
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.



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Section 1: introduction

Centres must ensure they are using the most recent version of the Qualification Specification on the NCFE website.

Aims and objectives

This qualification aims to:

- focus on the study of behaviour that challenges within health and social care, education or childcare
- offer breadth and depth of study, incorporating a key core of knowledge.

The objective of this qualification is to:

- increase learners' awareness and understanding of behaviour that challenges and its effects within health and social care, education or childcare.

Support Handbook

This Qualification Specification must be used alongside the mandatory Support Handbook, which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This Qualification Specification contains all the qualification-specific information you will need that is not covered in the Support Handbook.

Guidance for entry and registration

This qualification is designed for learners aged 16 or over that wish to increase their awareness and understanding of behaviour that challenges and its effects within health and social care, education or childcare.

It may also be useful to learners studying qualifications in the following areas:

- healthcare
- social care
- education
- childcare
- supporting learning.

Registration is at the discretion of the centre in accordance with equality legislation and should be made on the NCFE Portal.

There is no specific prior knowledge a learner must have for this qualification. However, learners may find it helpful if they have already achieved a level 1 qualification in healthcare, social care, childcare or supporting learning.

Centres are responsible for ensuring that all learners are capable of achieving the units and complying with the relevant literacy, numeracy, and health and safety requirements.



Learners registered on this qualification should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.

Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve **4** mandatory units.

Please refer to the list of units in Appendix A in Section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all learning outcomes (LOs) of the units as detailed in this Qualification Specification. A partial certificate may be requested for learners who do not achieve the full qualification but have achieved at least one whole unit; partial achievement certificate fees can be found in the Fees and Pricing document on the NCFE website.

Progression including job roles

Learners who achieve this qualification could progress to the following:

- employment:
 - support worker in health and social care settings
 - healthcare assistant
 - support worker in education or childcare settings
- further education:
 - NCFE CACHE Level 2 Certificate in Health and Social Care (601/8854/6)
 - NCFE CACHE Level 3 Award in Health and Social Care (601/6108/5)
 - NCFE CACHE Level 2 Certificate in Awareness of Mental Health Problems (601/3438/0)
 - NCFE CACHE Level 2 Certificate in Principles of Working with Individuals with Learning Disabilities (601/1687/0)
 - NCFE CACHE Level 2 Certificate in Understanding Autism (601/6330/6)
 - NCFE CACHE Level 3 Certificate in Understanding Autism (603/1935/5)
 - NCFE CACHE Level 2 Certificate for the Children and Young People's Workforce (England) (601/3395/8)
 - NCFE CACHE Level 3 Diploma for the Children and Young People's Workforce (England) (Social Care) (601/3474/4/SC)
 - NCFE CACHE Level 2 Certificate in the Principles of Dementia Care (600/6355/5)
 - NCFE CACHE Level 3 Certificate in Understanding the Principles of Dementia Care (603/0196/X).

Learners in Northern Ireland may also wish to consider NI-specific equivalents where available, including:

- NCFE CACHE Level 2 Certificate in Safe and Effective Practice in Health and Social Care (Northern Ireland) (610/6939/5)
- NCFE CACHE Level 2 Diploma in Health and Social Care (Northern Ireland) (610/5996/1)
- NCFE CACHE Level 3 Diploma in Health and Social Care Practice (Northern Ireland) (610/6571/7).

Resource requirements

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs.



How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed portfolio of evidence, which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance must still be completed by the centre as usual).

Unless otherwise stated in this Qualification Specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks to demonstrate achievement of all the LOs associated with each unit. The assessment tasks should allow the learner to respond to a real-life situation that they may face when in employment. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this.

If a centre needs to create their own internal assessment tasks, there are four essential elements in the production of successful centre-based assessment tasks; these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs or assessment criteria (AC)
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers.

Enquiries about results

All enquiries relating to learners' results must be submitted in line with our Enquiries about Results and Assessment Decisions Policy, which is available on the NCFE website.

Not yet achieved grade

A result that does not achieve a pass grade will be graded as a not yet achieved grade. Learners may have the opportunity to resubmit.



Section 2: unit content and assessment guidance

This section provides details of the structure and content of this qualification, including level and guided learning hours (GLH).

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) are covered, and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).

For each unit the following information has been provided.

Assessment point (AP)	A description of the requirements a learner must achieve to demonstrate that an LO has been met. Equivalent to assessment criteria (AC) in other NCFE qualifications.
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 LO.
Explanation	A further explanation of the achievement descriptor in the context of the LO.

Delivery and assessment guidance is provided for each unit to support planning, delivery and assessment.

The explanation of terms explains how the terms used in the unit content are applied to this qualification. This can be found in Section 3.

**Unit 01 Understand behaviour that challenges (D/615/4809)**

Unit summary			
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.			
Assessment			
This unit is internally assessed.			
Mandatory	Achieved/not yet achieved	Level 2	31 GLH

Learning outcomes (LOs) The learner will:	Assessment points (APs) The learner must know:
1. Understand behaviour that challenges	1.1 What is meant by the terms: - behaviour that challenges - positive behaviour
	1.2 Behaviours that may be perceived as challenging: - verbal - non-verbal - physical
	1.3 The difference between conflict and behaviour that challenges
	1.4 The difference between aggression and assertive behaviour
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
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: - short-term - long-term

Delivery and assessment guidance
LO1 Understand behaviour that challenges Achievement descriptor Uses technical terms to describe all relevant points in detail. Explanation Learners will describe the differences between types of behaviour to gain an understanding of the term 'behaviour that challenges'. Delivery guidance 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

**Delivery and assessment guidance**

something is not working. All behaviour has a meaning and a purpose; positive behaviour involves words and actions that will maintain the wellbeing and dignity of the individual and those around them.

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, and body language. Learners may also find resources on the Scope website that are useful when looking at behaviour that is perceived as challenging.

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.

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.

Types of evidence

Evidence could include:

- research
- learner report.

LO2 Understand the reasons why people present with behaviour that is perceived as challenging

Achievement descriptor

Makes accurate conclusions based on **all** information.

Explanation

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 guidance

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 that 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.

**Delivery and assessment guidance**

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, including biological, social, psychological, transitional and learned behaviours.

Types of evidence

Evidence could include:

- research
- case studies.

L03 Understand the impact of behaviour that challenges

Achievement descriptor

Supports points with examples/explanations.

Explanation

Learners will explain, or show with examples, how behaviour that challenges can impact the individual and others.

Delivery guidance

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.

Learners should consider the impact of the behaviour on the person. This impact could be in relation to labelling, emotional impact, embarrassment, and avoidance. 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.

Behaviour can invoke strong feelings and attitudes that 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.



Delivery and assessment guidance

The term 'others' can mean staff, family members, friends, colleagues, and patients.

Types of evidence

Evidence could include:

- research
- learner report.

**Unit 02 Understand how to support positive behaviour (K/615/4845)**

Unit summary			
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.			
Assessment			
This unit is internally assessed.			
Mandatory	Achieved/not yet achieved	Level 2	38 GLH

Learning outcomes (LOs) The learner will:	Assessment points (APs) 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
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
3. Understand how the rights of individuals are protected	2.7 How support networks for the individual can help promote positive behaviour
	3.1 The legislative framework that applies to individuals who present with behaviour that challenges regarding: • rights • safeguarding • deprivation of liberty
	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

Delivery and assessment guidance
LO1 Understand how to identify when an individual's behaviour may escalate Achievement descriptor Identifies solutions to at least two types of problem/issue. Explanation 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.



Delivery and assessment guidance

Delivery guidance

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.

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 whether this is a learned behaviour, whether the behaviour only occurs when a certain person is present, or if the trigger is 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.

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.

Types of evidence

Evidence could include:

- research
- learner report.

L02 Understand strategies to support positive behaviour

Achievement descriptor

Describes relevant theories and concepts and **makes some links between them.**

Explanation

Learners will describe support plans and strategies to support positive behaviour, explaining the advantages and disadvantages of each.

Delivery guidance

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, being mindful that the same intervention might not be successful each time the behaviour occurs, and being patient.

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, and reduction in behaviour that challenges.

**Delivery and assessment guidance**

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 (for example, the Winterbourne View Hospital case) and restrictive practice have. Learners in Northern Ireland may also wish to refer to the Bamford Review of Mental Health and Learning Disability (NI), which is the primary NI policy framework in this area. They could look at how staff should be trained in behaviour management techniques, including recognising systemic issues and cult-type behaviour.

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.

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.

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, ongoing monitoring and review to establish any changes.

Types of evidence

Evidence could include:

- research
- learner report.

LO3 Understand how the rights of individuals are protected

Achievement descriptor

Describes relevant theories and concepts and **makes some links between them.**

Explanation

Learners will describe legislation relating to behaviour that challenges and explain how this protects individuals.

**Delivery and assessment guidance****Delivery guidance**

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:

- England:
 - Human Rights Act 1998
 - Mental Capacity Act 2005
 - Mental Health Act 2007
 - Deprivation of Liberty Safeguards (DoLS)
 - Care Act 2014
 - Safeguarding Vulnerable Groups Act 2006
- Northern Ireland:
 - Human Rights Act 1998
 - The Children (Northern Ireland) Order 1995
 - Mental Health (Northern Ireland) Order 1986
 - Mental Capacity Act (Northern Ireland) 2016
 - Autism Act (Northern Ireland) 2011
 - Safeguarding Board Act (Northern Ireland) 2011
 - Special Educational Needs and Disability Act (Northern Ireland) 2016.

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.

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 that appropriate interventions are used, and regular reviews are carried out. This will include identifying a baseline for monitoring changes in behaviour.

Types of evidence

Evidence could include:

- research
- learner report.



Unit 03 Understand the importance of effective communication and the management of behaviour that challenges (Y/615/4811)



Unit summary			
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.			
Assessment			
This unit is internally assessed.			
Mandatory	Achieved/not yet achieved	Level 2	36 GLH

Learning outcomes (LOs) The learner will:	Assessment points (APs) 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
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
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

Delivery and assessment guidance
LO1 Understand communication in managing behaviour Achievement descriptor Identifies solutions to at least two types of problem/issue. Explanation Learners should investigate various communication methods, the effects different forms of communication can have and ways to overcome communication barriers.

**Delivery and assessment guidance****Delivery guidance**

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 (for example, body language, gestures) and assistive technology.

There are many factors that 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.

Learners should demonstrate an understanding of barriers to communication taking into consideration basic needs (for example, 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.

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 (for example, signing, Makaton, Blissymbols, visual props); however, a consistent approach is needed to reduce the risk of an individual presenting with behaviour that is perceived as challenging. This adaptation needs to be person-centred and age appropriate.

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.

Types of evidence

Evidence could include:

- witness testimonies
- research
- learner report
- recorded professional discussions
- questioning records
- reflective accounts.

L02 Understand how to manage behaviour that challenges

Achievement descriptor

**Delivery and assessment guidance**

Uses technical terms to describe **all** relevant points in detail.

Explanation

Learners will describe positive and supportive ways to manage behaviour that challenges.

Delivery guidance

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 multiple 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 will not 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



Delivery and assessment guidance

- behaviour plans.

LO3 Understand the role of others in supporting individuals who exhibit behaviour that is perceived as challenging

Achievement descriptor

Describes relevant theories and concepts and **makes some links between them.**

Explanation

Learners will research various referral services and describe their own role in supporting individuals with their behaviour.

Delivery guidance

Learners could explore the support services available, including the multidisciplinary team, and how to make referrals. This could include clinical psychologists, behaviour therapists, occupational and physiotherapists, speech and language therapists, and a description of their roles in supporting individuals.

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.

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.

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.

Types of evidence

Evidence could include:

- research
- learner report
- sample recording and reporting documents.



Unit 04 Understand the role of reflection and support for those involved in incidents of behaviour that challenges (K/615/4814)



Unit summary			
In this unit learners will gain an understanding of the importance of reflection following an incident of behaviour that challenges. They will understand the consequences of their actions and how to maintain their own wellbeing.			
Assessment			
This unit is internally assessed.			
Mandatory	Achieved/not yet achieved	Level 2	25 GLH

Learning outcomes (LOs) The learner will:	Assessment points (APs) 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: • events and feelings leading up to it • their actions • the consequences of their behaviour
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

Delivery and assessment guidance
LO1 Understand the benefits of reflection following episodes of behaviour that challenges Achievement descriptor Describes relevant theories and concepts and makes some links between them. Explanation Learners will describe the use of reflection and debriefing to explore their own and the individual's reactions and the consequences of these. Delivery guidance 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 did not. They may also identify skills they need to develop. It is inevitable that, following an episode of behaviour that challenges, 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

**Delivery and assessment guidance**

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.

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.

Following an episode of behaviour that challenges, it is important to learn 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.

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 multidisciplinary team may also be required.

Learners should include ways to support individuals to gain insight into their behaviour so that they can develop coping or avoidance strategies.

Types of evidence

Evidence could include:

- reflective account
- case study.

LO2 Understand the support available to maintain own wellbeing

Achievement descriptor

Identifies solutions to **at least two** types of problem/issue.

Explanation

Learners will describe the support available to maintain wellbeing and the importance of accessing this.

Delivery guidance

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.

Learners could investigate the support available from other professionals, including their GP, counselling, or workplace support.

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.



Delivery and assessment guidance

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.

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.

Types of evidence

Evidence could include:

- research
- learner report.



NCFE assessment strategy

The key requirements of the assessment strategies or principles that relate to units in this qualification are summarised below.

The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the assessment requirements for the unit they are assessing or quality assuring.

Knowledge LOs

- Assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions.
- Internal quality assurers (IQAs) will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

The centre with which the learners are registered will be responsible for making all assessment decisions. Assessors must be **contracted** to work directly with the centre, contributing to all aspects of standardisation. The centre must ensure a process of training is followed, including during induction and quality assurance activities. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes.



Section 3: explanation of terms

This table explains how the terms used at **level 2** in the unit content are applied to this qualification (not all verbs are used in this qualification).

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.
Perform	Do something (take an action/follow an instruction) that the question or task asks or requires.
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.
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.
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.



Section 4: support

Support materials

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- learning resources
- Qualification Factsheet.

Other support materials

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.

Products to support the delivery of this qualification may be available. For more information about these resources and how to access them, please visit the NCFE website.

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Appendix A: units

To simplify cross-referencing assessments and quality assurance, we have used a sequential numbering system in this document for each unit.

 Knowledge-only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Mandatory units

	Unit number	Regulated unit number	Unit title	Level	GLH	Notes
	Unit 01	D/615/4809	Understand behaviour that challenges	2	31	
	Unit 02	K/615/4845	Understand how to support positive behaviour	2	38	
	Unit 03	Y/615/4811	Understand the importance of effective communication and the management of behaviour that challenges	2	36	
	Unit 04	K/615/4814	Understand the role of reflection and support for those involved in incidents of behaviour that challenges	2	25	



Change history record

Version	Publication date	Description of change
v3.0	November 2017	First publication.
v4.0	January 2018	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	Grading information added to Qualification summary.
v5.2	February 2020	Information regarding the wellbeing and safeguarding of learners added to Resources.
v5.3	June 2020	Hallmark Education Ltd added to the Learning Resources section.
v5.4	June 2022	Information added to the support for centres section about how to access support handbooks. Information added to the entry guidance section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal. Further information added to the achieving this qualification section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.
v5.5	September 2026	Specification migrated to new NCFE qualification specification template. Northern Ireland (NI) specific content added throughout, including NI legislation references in Unit 02 LO3, a reference to the Bamford Review in Unit 02 LO2 delivery guidance, and NI-specific progression routes. Sector scope broadened to include education and childcare alongside health and social care.