



**Level 4 Award in the Instruction of Managing the Risk of
Aggressive and Challenging Behaviour in the Workplace**

Qualification Specification

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Introduction

The Level 4 Award in the Instruction of Managing the Risk of Aggressive and Challenging Behaviour in the Workplace provides a nationally recognised qualification for candidates delivering workplace training on managing aggressive and challenging behaviour in the workplace. Additional units covering instruction in the use and implementation of physical interventions in the management of risk behaviours in the workplace may also be undertaken.

The awarding organisation for the qualification is ProQual Awarding Body and the regulatory body is the Office of Qualifications and Examinations Regulation (Ofqual). The specification for the qualification has been approved by the Welsh Government for use by centres in Wales and by the Council for the Curriculum Examinations and Assessment (CCEA) for use by centres in Northern Ireland. The qualification has been accredited onto the Regulated Qualifications Framework (RQF).

Qualification Profile

Level 4 Award in the Instruction of Managing the Risk of Aggressive and Challenging Behaviour in the Workplace

Qualification title	ProQual Level 4 Award in the Instruction of Managing the Risk of Aggressive and Challenging Behaviour in the Workplace
Ofqual qualification number	601/1975/5
Level	Level 4
Total qualification time	100 hours
Guided learning hours	40
Assessment	Pass or fail Internally assessed and verified by centre staff External quality assurance by ProQual verifiers
Qualification start date	1 December 2013
Qualification end date	

Entry Requirements

There are no formal entry requirements for this qualification.

Centres should carry out an **initial assessment** of candidate skills and knowledge to identify any gaps and help plan the assessment.

Qualification Structure

Candidates must complete the 3 Mandatory units. Candidates may complete any of the Additional units, but these will not count towards the qualification but will be noted on the certificate.

Mandatory Units			
Unit Reference Number	Unit Title	Unit Level	GLH
J/504/6240	Managing the risk of aggressive and challenging behaviour in the workplace	4	10
R/504/6239	Managing the risks associated with crisis behaviour in the workplace	4	10
L/505/8003	Delivering instruction in managing the risk of aggressive and challenging behaviour in the workplace	4	20
Additional Units			
Unit Reference Number	Unit Title	Unit Level	GLH
D/505/8006	Delivering instruction in the use of physical interventions in the management of acute behavioural disturbance and extreme risk behaviour in the workplace	4	10
Y/505/8005	Delivering instruction in the implementation of physical interventions in the management of high risk behaviour in the workplace	4	10

Centre Requirements

Centres must be approved to offer this qualification. If your centre is not approved please complete and submit form **ProQual Additional Qualification Approval Application**.

Staff

Staff delivering the qualification must be appropriately qualified and occupationally competent.

Assessors/Internal Quality Assurance

For each competence-based unit centres must be able to provide at least one assessor and one internal quality assurance verifier who are suitably qualified for the specific occupational area. Assessors and internal quality assurance verifiers for competence-based units or qualifications will normally need to hold appropriate assessor or verifier qualifications, such as:

- Award in Assessing Competence in the Work Environment
- Award in Assessing Vocationally Related Achievement
- Certificate in Assessing Vocational Achievement
- Award in the Internal Quality Assurance of Assessment Processes and Practices
- Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practices

Support for Candidates

Materials produced by centres to support candidates should:

- enable them to track their achievements as they progress through the learning outcomes and assessment criteria;
- provide information on where ProQual's policies and procedures can be viewed;
- provide a means of enabling Internal and External Quality Assurance staff to authenticate evidence

Assessment

Candidates must demonstrate the level of knowledge and skill described in the units. Assessment is the process of measuring a candidate's knowledge, understanding and performance against the standards set in the qualification.

Each candidate is required to produce evidence which demonstrates their achievement of all of the learning outcomes and assessment criteria for each unit.

Evidence can include:

- assignments/projects/reports
- worksheets
- portfolio of evidence
- record of oral and/or written questioning
- candidate test papers

Learning outcomes set out what a candidate is expected to know, understand or be able to do.

Assessment criteria specify the standard a candidate must meet to show the learning outcome has been achieved.

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Learning outcomes and assessment criteria for the qualification can be found from page 8 onwards.

Internal Quality Assurance

An internal quality assurance verifier confirms that assessment decisions made in centres are made by competent and qualified assessors, that they are the result of sound and fair assessment practice and that they are recorded accurately and appropriately.

Adjustments to Assessment

Adjustments to standard assessment arrangements are made on the individual needs of candidates. ProQual's Reasonable Adjustments Policy and Special Consideration Policy sets out the steps to follow when implementing reasonable adjustments and special considerations and the service that ProQual provides for some of these arrangements.

Centres should contact ProQual for further information or queries about the contents of the policy.

Results Enquiries and Appeals

All enquiries relating to assessment or other decisions should be dealt with by centres, with reference to ProQual's Enquiries and Appeals Procedures.

Certification

Candidates who achieve the requirements for qualifications will be awarded:

- A certificate listing the units achieved, and
- A certificate giving the full qualification title -

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Claiming certificates

Centres may claim certificates for candidates who have been registered with ProQual and who have successfully achieved the requirements for a qualification. All certificates will be issued to the centre for successful candidates.

Replacement certificates

If a replacement certificate is required a request must be made to ProQual in writing. Replacement certificates are labelled as such and are only provided when the claim has been authenticated. Refer to the Fee Schedule for details of charges for replacement certificates.

Learning Outcomes and Assessment Criteria

Unit J/504/6240

Managing the risk of aggressive and challenging behaviour in the workplace

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Identify behaviour that indicates an escalation towards aggressive and violent behaviour in the workplace	1.1 Define workplace aggression and violence 1.2 Describe the responsibilities of employers and employees 1.3 Identify an appropriate intervention for each level of behaviour
2 Be able to take appropriate measures to avoid, decelerate and/or de-escalate crisis situations in the workplace	2.1 Describe elements of good interpersonal behaviour and demonstrate how non-verbal strategies can be used to decelerate behavioural responses associated with a crisis 2.2 Describe typical verbal behaviour associated with crisis situations and demonstrate the use of verbal deceleration and de-escalation techniques 2.3 Explain the importance of effective listening 2.4 Identify key approaches associated with empathetic listening 2.5 Identify precipitating factors for crisis behaviour 2.6 Explain how precipitating factors for crisis behaviour impact on staff and service users 2.7 Explain how the continued importance of professional values ensures the care, welfare, safety and security of all those involved in a crisis situation

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Unit R/504/6239

Managing the risks associated with crisis behaviour in the workplace

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Be able to assess the level of risk associated with crisis behaviour in the workplace	1.1 Explain the importance of provided person centred pro-active services 1.2 Describe the principles of risk assessment and risk reduction 1.3 Carry out a behavioural risk assessment
2 Be able to make decisions related to the management of risks associated with crisis behaviour in the workplace	2.1 Provide a rationale for decision making and give justification for actions made in relation to risk behaviour 2.2 Explain how the continued importance of professional values ensure the care, welfare, safety and security of all those involved in crisis situations
3 Be able to use suitable and acceptable physical interventions to reduce or manage risk behaviour in the workplace	3.1 Respond to risk behaviour using non-verbal, verbal and physical approaches 3.2 Use physical interventions to reduce or manage risk behaviour 3.3 Identify the risks associated with the use of physical interventions 3.4 Describe the warning signs associated with the adverse impact of physical interventions and identify corrective actions to minimise harm
4 Be able to identify the impact of crisis events in the workplace	4.1 Explain the potential impact that crisis situations have on staff and service users
5 Be able to identify and use post crisis responses in the workplace	5.1 Use a post crisis model for action that will help bring about necessary closure and a re-establishment of relationships 5.2 Explain the importance of documentation and reporting following a crisis event

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Unit L/505/8003

Delivering instruction in managing the risk of aggressive and challenging behaviour in the workplace

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Be able to identify the key teaching points for the concepts, principles and mental models which support the procedures and skills for managing aggressive and challenging behaviour in the workplace	<p>1.1 Provide basic theoretical information to enable learners to understand the significance of instruction in managing aggressive and challenging behaviour</p> <p>1.2 Relate the content and methods of the instruction to the concepts of managing actual and potential aggression in order to promote learning transfer</p> <p>1.3 Describe the role of the key mental model used in managing aggressive and challenging behaviour</p> <p>1.4 Structure learning to enable learners with varying knowledge and experience to manage aggressive and challenging behaviour in the workplace</p> <p>1.5 Explain how the continued importance of professional values ensures the care, welfare, safety and security of all those involved in a crisis situation</p>
2 Know how to use resources for inclusive learning in managing actual and potential aggression in the workplace	<p>2.1 Analyse ways in which specialist learning resources meet the needs of learners</p> <p>2.2 Explain the quality standards related to the delivery of instruction in managing aggressive and challenging behaviour</p> <p>2.3 Demonstrate the use of instructional resources</p>
3 Be able to use demonstration techniques that promote actual skill practice and learner retention	<p>3.1 Deliver instruction in managing aggressive and challenging behaviour using specialist resources</p> <p>3.2 Demonstrate the application of physiological principles which underpin the use of disengagement and holding skills for a range of risk behaviours</p>
4 Be able to demonstrate how to reinforce application and transfer of disengagement and holding skills	<p>4.1 Deliver a managing actual or potential aggression instruction programme to learners which demonstrates:</p> <ul style="list-style-type: none">• their ability to demonstrate holding skills• their learners' ability to demonstrate skills practice

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

- 4.2 Give constructive feedback to learners during instruction sessions
- 4.3 Evaluate their own instruction delivery
- 4.4 Review learner practice of skills

Unit Y/505/8005

Delivering instruction in the implementation of physical interventions in the management of high risk behaviours in the workplace

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the critical role of workplace training as an ongoing process in the safe application of physical interventions	1.1 Explain factors critical to the effectiveness and safety of delivering physical intervention skills 1.2 Describe how a management of high risk behaviour workplace training programme provides a foundation for care, welfare, safety and security
2 Understand the principles, techniques and sources of managing high risk behaviour models	2.1 Describe the key managing high risk behaviour models 2.2 Identify the discrete phases of physical intervention 2.3 Explain the role of physical interventions in the management of risk behaviour 2.4 Explain why physical interventions should only be used as a last resort 2.5 Explain why physical interventions should only be used as a last resort
3 Be able to build levels of competence and confidence in classroom models to problem-solve situational behaviours in the workplace	3.1 Demonstrate how to increase safety when using restrictive physical interventions 3.2 Identify key strategies for safe and effective team interventions
4 Be able to apply the principles of physical disengagement and holding skills to specific circumstances or high risk situations	4.1 Explain the benefits of practice, rehearsals and drills for physical skills 4.2 Demonstrate a range of safe entry drills as problem-solving applications for team intervention 4.3 Demonstrate the ability to respond to high risk behaviour and adapt classroom models
5 Be able to identify the risks involved with the use of physical skills and how to minimise those risks	5.1 Describe the principles of risk assessment which can be used to reach decisions about the use of advanced physical skills 5.2 Demonstrate the use of physical skills for problem-solving which are appropriate to the person, situation and level of risk 5.3 Identify the risks associated with the use of physical interventions for the management of high risk behaviour
6 Understand post-crisis models for staff and service users following any crisis event	6.1 Describe coping models that can be used as a post-crisis approach for support and learning 6.2 Demonstrate key steps for debriefing

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

6.3 Demonstrate the use of a debriefing tool during post-crisis intervention

Unit D/505/8006

Delivering instruction in the use of physical interventions in the management of acute behavioural disturbance and extreme risk behaviour in the workplace

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the critical role of workplace training as an ongoing process in the safe application of physical interventions	1.1 Explain factors critical to the effectiveness and safety of delivering physical intervention skills 1.2 Describe how a management of high risk behaviour workplace training programme provides a foundation for care, welfare, safety and security
2 Understand the principles, techniques and sources of managing high risk behaviour models	2.1 Describe the key managing high risk behaviour models 2.2 Identify the discrete phases of physical intervention 2.3 Explain the role of physical interventions in the management of risk behaviour 2.4 Explain why physical interventions should only be used as a last resort 2.5 Explain why physical interventions should only be used as a last resort
3 Be able to build levels of competence and confidence in classroom models to problem-solve situational behaviours in the workplace	3.1 Demonstrate how to increase safety when using restrictive physical interventions 3.2 Identify key strategies for safe and effective team interventions
4 Be able to apply the principles of physical disengagement and holding skills to specific circumstances or high risk situations	4.1 Explain the benefits of practice, rehearsals and drills for physical skills 4.2 Demonstrate a range of safe entry drills as problem-solving applications for team intervention 4.3 Demonstrate the ability to respond to high risk behaviour and adapt classroom models
5 Be able to identify the risks involved with the use of physical skills and how to minimise those risks	5.1 Describe the principles of risk assessment which can be used to reach decisions about the use of advanced physical skills 5.2 Demonstrate the use of physical skills for problem-solving which are appropriate to the person, situation and level of risk 5.3 Identify the risks associated with the use of physical interventions for the management of high risk behaviour
6 Understand post-crisis models for staff and service users following any crisis event	6.1 Describe coping models that can be used as a post-crisis approach for support and learning 6.2 Demonstrate key steps for debriefing

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

6.3 Demonstrate the use of a debriefing tool during post-crisis intervention



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