



**Level 4 Award in the Instruction of Managing Actual or
Potential Aggression in Schools and Childrens' Services**

Qualification Specification

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Introduction

The Level 4 Award in the Instruction of Managing Actual or Potential Aggression in Schools and Childrens' Services provides a nationally recognised qualification for those working with children and young people in schools and childrens' services. The qualification provides individuals with an effective framework for decision making and problem solving to prevent, de-escalate and safely respond to disruptive or assaultive behaviour presented by some children and young people.

The awarding organisation for the qualification is ProQual Awarding Body and the regulatory body is the Office of Qualifications and Examinations Regulation (Ofqual). The qualification has been accredited onto the Regulated Qualifications Framework (RQF).

Qualification Profile

Level 4 Award in the Instruction of Managing Actual or Potential Aggression in Schools and Childrens' Services

| | |
|-----------------------------|---|
| Qualification title | ProQual Level 4 Award in the Instruction of Managing Actual or Potential Aggression in Schools and Childrens' Services |
| Ofqual qualification number | 603/3316/9 |
| 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 | 18/6/2018 |
| Qualification end date | 31/7/2026 |

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.

| Mandatory Units | | | |
|-----------------------|--|------------|-----|
| Unit Reference Number | Unit Title | Unit Level | GLH |
| J/617/0986 | Managing actual or potential aggression in schools and childrens' services | 4 | 10 |
| L/617/0987 | Managing the risks associated with crisis behaviour in schools and childrens' services | 4 | 10 |
| R/617/0988 | Delivering instruction in managing actual or potential aggression in schools and childrens' services | 4 | 20 |

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/617/0986

Managing actual or potential aggression in schools and childrens' services

| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
|--|---|
| 1 Understand the importance of conveying consistent and calm non-verbal behaviour | 1.1 Identify 4 distinct behaviour levels of crisis situations 1.2 Organise their experiences into behaviour levels 1.3 Identify effective staff responses to prevent further escalation of crisis situations 1.4 Recognise different behaviour levels and the implication of responses |
| 2 Understand the importance of non-verbal communication | 2.1 Explain how non-verbal communication may positively or negatively impact a pupil's behaviour 2.2 Explain why aspects of non-verbal communication can reduce anxiety and behavioural escalation of a pupil in crisis 2.3 Describe how non-verbal behaviours can be effective interventions |
| 3 Understand the impact of paraverbal communication | 3.1 Describe the impact of verbal message in a crisis situation 3.2 Identify how different components of speech can affect the interpretation of verbal communication 3.3 Demonstrate the delivery of verbal messages that affect the diffusion of a crisis situation |
| 4 Understand types of verbal behaviours exhibited by children and young people in a crisis situation | 4.1 Describe different types of verbal behaviours that a child or young person may exhibit through escalation in a crisis situation 4.2 Demonstrate communication through empathetic listening 4.3 Explain how a child or young person's behaviour can distract staff from giving clear directions 4.4 Demonstrate the use of scripted interventions to help verbal interventions 4.5 Demonstrate techniques which help staff to provide clear and consistent responses |
| 5 Understand what may influence pupil behaviours and responses in crisis situations | 5.1 Identify internal and external factors that can influence pupil behaviour 5.2 Evaluate how behaviours can negatively impact staff responses and considerations 5.3 Explain the importance of consistent and calm staff behaviour during difficult encounters |

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

5.4 Recognise how adverse childhood experiences and/or trauma can impact pupil behaviour

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/617/0987

Managing the risks associated with crisis behaviour in schools and childrens' services

| 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 management of crisis situations in schools and childrens' services | 1.1 Explain the impact that fears/anxiety can have on reactions to situations |
| | 1.2 Explain how responses are influenced by physiological and psychological reactions |
| | 1.3 Analyse the risks associated with different behaviours |
| | 1.4 Identify professional and legal/regulatory issues that impact staff practices and decision making |
| 2 Understand the use of principle-based skills for responding to various levels of physical risk behaviour | 2.1 Demonstrate disengagement principles for risk behaviour |
| | 2.2 Explain the risks of using restraint |
| | 2.3 Demonstrate the use of progression of holding skills to manage aggressive pupil behaviour |
| | 2.4 Explain the use of a decision-making matrix for low, medium and high risk behaviours |
| | 2.5 Explain why physical interventions should only be used as a last resort |
| 3 Understand the use of restorative approaches after a crisis situation | 3.1 Explain how to facilitate learning and prevention planning after a crisis incident |
| | 3.2 Describe a framework for restorative conversations to guide debriefing |

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/617/0988

Delivering instruction in managing actual or potential aggression in schools and childrens' services

| 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 actual or potential aggression in schools and childrens' services | <ul style="list-style-type: none">1.1 Provide basic theoretical information to enable learners to understand the significance of instruction in managing actual or potential aggression1.2 Relate the content and methods of the instruction to the concepts of managing actual and potential aggression in order to promote learning transfer1.3 Describe the role of the key mental model used in managing aggressive and challenging behaviour1.4 Structure learning to enable learners with varying knowledge and experience to manage actual or potential aggression in schools and childrens' services1.5 Explain how the continued importance of professional values ensures the care, welfare, safety and security of all those involved in a crisis situation |
| 2 Know how to use resources for inclusive learning in managing actual and potential aggression in schools and childrens' services | <ul style="list-style-type: none">2.1 Analyse ways in which specialist learning resources meet the needs of learners2.2 Explain the quality standards related to the delivery of instruction in managing aggressive and challenging behaviour in schools and childrens' services2.3 Demonstrate the use of instructional resources |
| 3 Be able to use demonstration techniques that promote actual skill practice and learner retention | <ul style="list-style-type: none">3.1 Deliver instruction in managing aggressive and challenging behaviour using specialist resources3.2 Demonstrate the application of physiological principles which underpin the use of disengagement and holding skills for a range of risk behaviours |

| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
|--|---|
| 4 Be able to demonstrate how to reinforce application and transfer of disengagement and holding skills | 4.1 Deliver a managing actual or potential aggression in schools and childrens' services instruction programme to learners which demonstrates: <ul style="list-style-type: none"> • their ability to demonstrate holding skills • their learners' ability to demonstrate skills practice 4.2 Give constructive feedback to learners during instruction sessions 4.3 Evaluate their own instruction delivery 4.4 Review learner practice of skills |

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.



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