

# **SPECIFICATION**

**IAO LEVEL 2 CERTIFICATE IN UNDERSTAND BEHAVIOUR THAT  
CHALLENGES**

**QUALIFICATION NUMBER:603/6665/5**

Innovate Awarding is an Ofqual regulated awarding organisation with an innovative and dynamic approach. We develop off-the-shelf, customised and fully bespoke qualifications across a growing number of sectors – all on the Regulated Qualifications Framework (RQF).

Our portfolio is always growing and we currently have qualifications in the following sectors:

**Active Leisure**

**Business and Management**

**Childcare**

**Employability**

**Retail**

**Health and Social Care**

**Hospitality and Catering**

**IT**

**Logistics**

**Education and Training**

We currently offer over 100 qualifications and we're continuously developing and diversifying our portfolio. Please visit our website regularly to keep up-to-date [www.innovateawarding.org](http://www.innovateawarding.org).

This document will be updated if there are any changes, so it is important to make sure you are working from the most up-to-date version, which is available to download from our website.

This specification also provides details on administration, quality assurance policies and the requirements as well as responsibilities that are associated with the delivery of vocational qualifications.

Innovate Awarding is an Ofqual-regulated Awarding Organisation in England.

If you have any questions regarding qualifications in general, aspects of specific qualifications or our quality assurance policies and procedures, visit our website where a lot more information is available.

If you cannot find what you are looking for on our website, please call or email our customer support team:

Telephone: 0117 314 2800

Email: [contactus@innovateawarding.org](mailto:contactus@innovateawarding.org)

---

*“We work with a wide variety of organisations such as employers, training providers, FE colleges and Sector Skills Councils and develop off-the-shelf, customised and bespoke qualifications.”*

---

## Qualification summary

<b>Qualification Accreditation Number (QAN)</b>	603/6665/5
<b>Qualification review date</b>	31.08.2023
<b>Guided Learning Hours (GLH)</b>	131 hours
<b>Total Qualification Time (TQT)</b>	160 hours
<b>RQF level</b>	2
<b>Qualification credit value</b>	16 credits
<b>Minimum credits at/above level</b>	16 credits
<b>Assessment requirements</b>	Portfolio of Evidence
<b>Aims and objectives of the qualification</b>	<p>This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs).</p> <p>This qualification is designed for learners who want the knowledge and understanding of behaviour that challenges and its effects.</p>
<b>Entry guidance</b>	<p>There are no formal entry requirements for this qualification.</p> <p>This qualification is suitable for those who work in the health and social care sector.</p>
<b>Progression opportunities</b>	<p>Learners who achieve this qualification could progress to:</p> <ul style="list-style-type: none"> <li>• IAO Level 2 Diploma in Care</li> <li>• IAO Level 3 Diploma in Adult Care</li> <li>• IAO L2 Certificate in Understanding Autism</li> </ul>
<b>Funding</b>	<p>For details on eligibility for government funding please refer to the following websites:</p> <p><a href="http://www.education.gov.uk/section96/">http://www.education.gov.uk/section96/</a></p> <p><a href="https://www.gov.uk/government/organisations/education-and-skills-funding-agency">https://www.gov.uk/government/organisations/education-and-skills-funding-agency</a></p>

## **Innovate Awarding**

When you work with Innovate Awarding, you're working with an awarding organisation that sets itself apart – a dynamic company with a collaborative approach to doing business. We're consultative and innovative...everything that our customers say they want an awarding organisation to be.

We're easy to work with, committed and passionate about exceeding our customers' expectations. We're not tied down by bureaucracy and red tape and can think outside the box and respond quickly to our customers' needs.

We have a Performance Pledge that details guaranteed response times. Copies of these can be found on our website [www.innovateawarding.org](http://www.innovateawarding.org).

## **Feedback**

Your feedback is very important to us. We're always open to suggestions when it comes to enhancing and improving our services, products and systems. Email us at [contactus@innovateawarding.org](mailto:contactus@innovateawarding.org) or call us on 0117 314 2800.

## **Complaints**

If we do get things wrong, we'll make every effort to resolve your issues quickly and efficiently. If you'd like to raise a formal complaint then we recommend you read our Complaints Procedure which can be found on our website.

## **Fees**

Our fees structure is transparent and straightforward. Our fees are published on our website in a clear format with no hidden charges. Unlike other awarding organisations, we do not charge an annual centre fee. Visit our website to compare our fees.

## **Enquiries and appeals**

We recognise that sometimes decisions are made that a centre (or learner) may wish to appeal. We have an Enquiries and Appeals Policy and Process on our website that sets out guidelines on grounds for appeal and the process.

## **Data Protection**

Innovate Awarding takes the protection of data seriously; we have a data protection statement outlining how we and our centres, comply with the current legislation on data protection. This statement can be found on our website.

## **Equality and Diversity**

Innovate Awarding is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation (Equality Act 2010) and EU directives.

Centres are required, as conditions of approval, to use an equality and diversity policy that works together with ours and that they maintain an effective complaint and appeals process. We expect centres to tell learners how to find and use their own equality and diversity and appeals processes. For information, please visit our website.

## **Reasonable Adjustment and Special Consideration**

All learners must be treated fairly and equally and be given every opportunity to achieve our/the qualifications. A copy of our policy on Reasonable Adjustments and Special Considerations, and application form, can be found on our website.

## **Malpractice and Maladministration**

Innovate Awarding has a responsibility to do everything it can to prevent any malpractice or maladministration from occurring, and where it has already occurred, ensuring action is taken proportionate to the gravity and scope of the occurrence.

A copy of our policy and procedure on Malpractice and Maladministration is available on our website.

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

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification or unit. Innovate Awarding have produced guidance on RPL and this can be found within our Information and Guidance for Centres on our website.

**Please note the above is not a comprehensive guide to running qualifications. Once approved centres must adhere to the Centre Agreement and Information and Guidance for Centres.**

## **The Regulated Qualifications Framework (RQF)**

### **What is the RQF?**

The Regulated Qualifications Framework (RQF) is an Ofqual regulated system of cataloguing qualifications. Qualifications on the RQF can be found by their size or level. Qualifications at a given level can differ depending on their content and purpose.

All of Innovate Awarding's qualifications are on the RQF.

### **Qualification Level**

The level reflects the challenge or difficulty of the qualification. There are eight levels of qualification from 1 to 8, supported by three "Entry" levels.

### **Qualification Size**

The size of a qualification reflects the estimated total amount of time it would take the average learner to study and be assessed. The size of a qualification is expressed in terms of Total Qualification Time (TQT). The time spent being taught or supervised, rather than studying alone, is the Guided Learning Hours (GLH).

Qualifications can sit at different levels, but require similar amounts of study and assessment. Similarly, qualifications at the same level can take different amounts of time to complete.

### **Qualification Structure**

The learner must achieve 16 credits. Learners must complete all mandatory units to achieve the required credits.

The total Guided Learning Hours (GLH) for this qualification is 131 hours

## Mandatory units

Unit ref	Unit title	Level	Credit value	GLH
Y/618/4858	Understand behaviour that challenges	2	4	31
D/618/4859	Understand how to support positive behaviour	2	5	39
D/618/4862	Understand the importance of effective communication to support positive behaviour	2	4	34
Y/618/4861	Understand support for those involved in incidents of behaviour that challenges	2	3	27



**Mandatory units:**

<b>Title:</b>	<b>Y/618/4858 Understand behaviour that challenges</b>
<b>Level:</b>	2
<b>Credit Value:</b>	4
<b>GLH:</b>	31
<b>TQT:</b>	40
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand behaviour that challenges	1.1 Define the terms: <ul style="list-style-type: none"> <li>• behaviour that challenges</li> <li>• positive behaviour</li> </ul> 1.2 Describe <b>behaviours</b> that may be perceived as challenging 1.3 Explain the difference between conflict and behaviour that challenges 1.4 Explain the difference between aggression and assertive behaviour
2. Understand why people might present with behaviour that is perceived as challenging	2.1 Explain how behaviour can be interpreted as a form of expression 2.2 Explain how behaviour may be a symptom of something else 2.3 Explain possible reasons for the behaviour
3. Understand the impact of behaviour that challenges	3.1 Describe how attitudes and lack of understanding can affect individuals 3.2 Explain the impact and effects of behaviour that challenges on the individual 3.3 Explain the impact and effects of the behaviour that challenges on <b>others</b> 3.4 Describe how the behaviour may potentially impact on own and other's feelings and attitudes <ul style="list-style-type: none"> <li>• short-term</li> <li>• long-term</li> </ul>
<b>Additional information about this unit</b>	
<b>Behaviours</b> that may be perceived as challenging:	
<ul style="list-style-type: none"> <li>• verbal</li> </ul>	

- non-verbal
- physical

**Others:** family, friends, carers, colleagues

**Unit aim(s)**

In this unit learners will gain an understanding of how behaviour can be perceived as challenging and why this behaviour might be presented. They will investigate the underlying issues that affect behaviour and the impact it can have on others.

<b>Title:</b>	<b>D/618/4859 Understand how to support positive behaviour</b>
<b>Level:</b>	2
<b>Credit Value:</b>	5
<b>GLH:</b>	39
<b>TQT:</b>	50
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand how to identify when an individual's behaviour may escalate	1.1 Explain how to recognise changes in individuals that can indicate an episode of behaviour that challenges may take place 1.2 Explain the importance of identifying patterns of behaviour and triggers to behaviour that challenges 1.3 Explain the importance of supporting individuals to recognise their limitations and take avoidance actions
2. Understand strategies to support positive behaviour	2.1 Identify strategies that could be used to support positive behaviour 2.2 Explain the advantages of proactive strategies in supporting positive behaviour 2.3 Describe the impact of reactive strategies in supporting positive behaviour 2.4 Describe strategies to support individuals to manage their behaviour 2.5 Explain the role of behaviour plans and support plans in supporting positive behaviour 2.6 Explain the importance of person-centred approaches to establishing support strategies 2.7 Explain how support networks for the individual can help promote positive behaviour
3. Understand how the rights of individuals are protected	3.1 Explain 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>• consent</li> <li>• deprivation of liberty</li> </ul>

	<p>3.2 Describe agreed ways of working to protect an individual who presents with behaviour that challenges</p> <p>3.3 Explain how to monitor interventions and safeguard individuals</p>
<p><b>Additional information about this unit</b> N/A</p>	
<b>Unit aim(s)</b>	<p>In this unit learners will gain an understanding of how to identify behavioural changes and triggers that may escalate behaviour. They will also explore how strategies and support plans can promote positive behaviour, and identify legislation that protects the rights of the individual</p>

<b>Title:</b>	<b>D/618/4862 Understand the importance of effective communication to support positive behaviour</b>
<b>Level:</b>	2
<b>Credit Value:</b>	4
<b>GLH:</b>	34
<b>TQT:</b>	40
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the use of communication in managing behaviour	1.1 Identify communication methods that support positive behaviour 1.2 Explain the importance of non-verbal communication 1.3 Describe ways to overcome barriers to communication 1.4 Explain how communication can be adapted to meet the needs and preferences of each individual
2. Understand how to manage behaviour that challenges	2.1 Explain the importance of positive reinforcement 2.2 Explain how to avoid confrontation with someone who is emotionally agitated 2.3 Explain how using knowledge of the individual can help to manage behaviour that challenges 2.4 Describe how to maintain the dignity of individuals when responding to incidents of behaviour that challenges 2.5 Describe techniques that are used to defuse behaviour that challenges 2.6 Explain 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 Explain the referral services available to provide support for individuals 3.2 Explain how to record and report incidents of behaviour that is challenging
<b>Additional information about this unit</b>	
N/A	

<b>Unit aim(s)</b>	In this unit learners will gain an understanding of the effect 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 the individual.
--------------------	--

<b>Title:</b>	<b>Y/618/4861 Understand support for those involved in incidents of behaviour that challenges</b>
<b>Level:</b>	2
<b>Credit Value:</b>	3
<b>GLH:</b>	27
<b>TQT:</b>	30
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the benefits of reflection following episodes of behaviour that challenges	1.1 Explain how reflection on an incident can assist in managing future behaviour 1.2 Explain how to use reflection 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>
2. Understand the support available to maintain own wellbeing	2.1 Identify support services available to those involved in episodes of behaviour that is challenging 2.2 Explain the support systems available to maintain own wellbeing 2.3 Explain the importance of accessing appropriate support systems
<b>Additional information about this unit</b>	
N/A	
<b>Unit aim(s)</b>	In this unit learners will gain an understanding of the importance of reflection following an incident of behaviour that challenges. They will also explore the how to maintain their own wellbeing following episodes of behaviour that is challenging