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## Information Guide

# Positive Behaviour Support

Accredited by BTEC/Edexcel

## ACCREDITED COURSES IN PBS

### Advanced Certificate

Aimed at nursing assistants, support workers, classroom assistants, parents etc. Equivalent to NVQ level 2/3

### Advanced Diploma

Aimed at registered nurses, deputy managers, first-line managers in social care etc. Equivalent to NVQ 3/4

### Advanced Professional Diploma

Aimed at senior practitioners, behaviour specialists, staff with management & leadership responsibilities. Equivalent to first year degree level

The courses have been designed so that they can deliver whole-organisation training – the different levels reflecting the different levels of responsibility – so all are talking the same language and understand the same basic concepts. (Info on content comes a few pages on)

## LEARNING MODEL

The e learning model can be summarised as TPTA and comprises:

- T**     **theory**
- P**     **practice**
- T**     **transfer to workplace**
- A**     **assessment**

### Theory

Core underpinning knowledge. Presentation and question screens are sequenced together covering all learning objectives. Theory comprises PDFs, PowerPoint's and Ask the expert. Activities which take theory into practice include Case studies and Tutorials.

### Practice

Applying new knowledge within safe virtual environments. Activities include Linear scenarios, where learners manage decision points and get scored based on their decisions. We also provide Branching scenarios. These are immersive simulations where a learner takes part in influencing the outcome of a scenario and sees the consequences of their actions. Practice also includes Revision/ Practice tests.

### Transfer

Here we bring everything together and prompt learners to apply what they've learnt to their own role and working environment. Transfer to workplace comprises Work-based activities.

### Assessment

Online Assessment uses various question types.

## ACTIVITIES IN MORE DETAIL

### PDF

PDFs are downloadable paper-based information, the content comprises short 'need to know' reading materials in a distilled and visually engaging format

### PowerPoint

This presentation component comprises an engaging PowerPoint slideshow with an audio commentary to deliver underpinning knowledge.

### Tutorial

An engaging e-learning activity to check prior knowledge, build new knowledge, apply that knowledge in a task based question and reflect on a model answer.

### Case study

Story-led learning brings content to life by getting learners to consider real-world applications of procedures involving situations and characters carefully tailored to appeal to the target audience. The case studies represent a mini learn and apply model and deliver the core learning for each subject area.

### Linear scenario

Learners apply their acquired knowledge to decision point questions relating to an example situation/storyline. For example following a day in the life of a service user and their carer and the challenges that come up during the day. The story is linear in that the learner doesn't influence the outcome, but rather that the story is the vehicle to explore the questions/learning outcomes. A scoring scale grades the learner's decisions across the story.

### Branching scenario

Immersive, learner-led stories. Learners **apply** their acquired knowledge in real world situations. Learners are presented with challenges and problems to resolve and are required to make decisions that define the outcome of the story.

## .Ask the expert

Frequently Asked Questions. These are delivered as audio commentaries with text

## REVISION AND ASSESSMENT

### Revision/Practice test

Provides a safe environment for learners to do pre-assessment revision questions and test their knowledge before doing the full assessment. Two modes offer the chance to answer questions with just-in-time hints or in simulated test conditions.

### Assessment

The assessment requirements reflect the course content and have been designed to test the application of the learner's knowledge and skills in a range of complex activities demonstrating comprehension of relevant course concepts, the ability to access and analyse information independently and make reasoned judgements, selecting from a range of procedures and to take some responsibility for the output of others.

**The assessment is in two parts**

### Online assessment

A selection of question types (same as revision types) will test the learner's knowledge and understanding of key course concepts. A minimum of 3 questions tests each assessment requirements. Each candidate will be required to answer a unique set of questions, randomly selected from a 'bank' of different questions that test the same assessment requirements. This will help ensure that test conditions are maintained in the e learning environment, significantly reducing the risk copying and ensuring valid assessment.

## Work-based activities - Transfer to workplace \*

The ultimate success of any e-learning initiative is when learners actually put what they have learnt into practice in their workplace. To facilitate this, we provide off-line activities to be taken away and completed by the learner and observed by the mentor. These Activities originate within the e-learning but take place at work. This will include downloadable worksheets complete with instructions, checklists, templates for writing reports etc. and other formal documentation associated with the role. The learner will be given instructions on how to complete each task within the e-learning and what the aims and objectives are for the task.

These are reviewed by the learner's mentor/manager who is required to verify that the learner has undertaken all relevant work based activities. Completed work based activities should be added to the learner's portfolio of evidence as part of their general personal development plan for NVQ etc

- **NB** At Advanced Professional Diploma level – these are 'Supervised Practice Activities, overseen by a workplace Practice Supervisor who has to be approved by the course board. These involved comprehensive functional analysis, plus design and implementation of PBS plans ie clinical work in situ.

## **Advanced Certificate** (9 units split into 4 modules)

### **Module 1 (2 units): Key Issues in Services Form People With Learning Disabilities and Challenging Behaviour**

#### **Description of module**

This Module describes some key issues in services for people with learning disabilities and challenging behaviour. It comprises two units the first begins with a short historical overview of services for people with learning disabilities and challenging behaviour and describes contemporary service values and aims. This is followed by a description of how Person Centred Planning (PCP), compliments Positive Behavioural Support.

### **Module 2 (2 units) : Understanding Challenging behaviour**

#### **Description of module**

This module comprises two units. The first unit focuses on explaining the term 'challenging behaviour' and why a person might show challenging behaviour considering a variety of different risk factors. Functional relationships between environmental triggers and consequences of behaviour are also outlined. The second unit explores the relationship between challenging behaviour and mental health. It includes discussion of diagnostic problems, the classification of psychiatric disorder, treatment approaches and an introduction to some key legal issues

### **Module 3 (4 units): POSITIVE BEHAVIOURAL SUPPORT**

#### **Description of Module**

Previous modules have discussed various aspects of the problems faced by people with challenging behaviour and provided ways of analysing, understanding and planning what we need to do to help. This is the largest module and brings these ideas together and develops them much further, as a clear set of procedures known as Positive Behavioural Support (PBS), an approach to helping people who challenge services that is both effective and ethical.

This module comprises, four units – units 5-8.

**Unit 5** Introduces Positive behavioural Support and explains the three-stage model of primary prevention, secondary and reactive strategies. Unit 6 focuses on primary prevention, which is the most important of these, as it concerns short and long-term strategies that help people behave in non-challenging ways. This is reflected in the size of this unit which constitutes the largest in the qualification and incorporates Active Support a key way of achieving inclusion, and helping people to develop. Because communication difficulties increase the risk of challenging behaviour, improving communication is a very important primary prevention procedure. Teaching the person new skills is another key aspect of primary prevention procedures. Unit 7 and unit 8 cover the second and third elements of Positive Behavioural Support – secondary preventative strategies and reactive strategies. Unit 8 also describes some issues of best practice to consider in terms of supporting service users and staff following an incident of challenging behaviour

### **Module 4 (One unit): Putting Positive Behavioural Support into Practice**

#### **Description of Module**

This module incorporates all the key issues discussed in the previous units and how they can be combined as a practical Positive Behavioural Support Plan (PBS Plan) that details what support a person with learning disabilities and challenging behaviour requires. It focuses on the content and structure of a PBS plan

## Conversion from the BTEC Advanced Certificate to the Advanced Diploma in Positive Behaviour Support

Candidates who have achieved the Advanced Certificate in Positive Behaviour Support may wish to progress to the Advanced Diploma. The Advanced Certificate can be accepted as Approved Prior Learning (APL) for a substantial proportion of the Advanced Diploma.

Candidates wishing to progress to this higher qualification will have to apply to register and pay the full registration fee (Advanced Diploma fees)

## Advanced Diploma in Positive Behaviour Support

### **10 units split into 4 modules**

This incorporates everything in the Advanced Certificate but builds it further by an additional unit on the implementation of PBS plans – including training care staff along the three-stage training model (verbal competence, role play competence and in situ competence), Periodic Service Review, Positive Monitoring and some simple level behaviour analysis



## Advanced Professional Diploma

### **12 units split into 4 modules**

This incorporates all in the Advanced Diploma but adds considerably more with respect to full comprehensive Functional Analysis, using multiple methods, formulation 1, direct observation using MTS and formulation 2. It also includes developing a comprehensive PBS plan around the target person, based on the FA, and then the training and implementation of it, plus analysing impact of the plan implementation. All this clinical work is done under the scrutiny of a Practice Supervisor, who has to have a thorough knowledge of PBS (we need to approve them).

NB One of the criteria for approving Practice Supervisors is that they have a suitable qualification **in PBS** such as the APD (this one!) or the Welsh Centre's Positive Approaches, or the Bangor MSc or the Tizard etc.

The APD is also at a level that can be recognised by universities - so can add credits if people want to move onto do a post grad Dip or Masters.



