

Unit Title:	Enable individuals with behavioural difficulties to develop strategies to change their behaviour
Unit sector reference:	HSC 3058
Level:	3
Credit value:	8
Guided learning hours:	41
Unit accreditation number:	L/601/9034

Unit purpose and aim

This unit is aimed at health and social care workers in a wide range of settings. It applies to those with responsibility for supporting individuals to change their behavioural responses through the development of appropriate strategies.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Understand how legislation, policies and practice affect the support provided to individuals to manage their behaviour	1.1 Describe how legislation affects policy and practice when working with individuals to manage their behaviour 1.2 Describe the methods and approaches available to help an individual change their behaviour	Methods and approaches include: <ul style="list-style-type: none"> • Motivational interviewing • Cognitive behavioural therapy • Solution focused therapy • Adult learning methods
2 Understand the factors that influence behaviour	2.1 Explain how different factors relating to the individual can affect behaviour 2.2 Describe the potential effects of the environment and the behaviour of others on individuals	Factors relating to the individual may include: <ul style="list-style-type: none"> • culture • gender • beliefs • personality • illness • side effects of medication
3 Be able to work with individuals to recognise the impact of their behaviour on others	3.1 Describe why it is important to establish a professional relationship with an individual and others when working on behaviour management 3.2 Work with individuals and others to gather and review information 3.3 Support the individual and others significant to the individual to recognise	Others may include: <ul style="list-style-type: none"> • family members • other health and social care workers • others who are important to the individual's well-being

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
	their behavioural responses to different situations 3.4 Encourage the individual to consider the impact of their behaviour	
4 Be able to enable people to develop strategies for changing behavioural responses	4.1 Work with an individual to identify and agree the factors which will motivate them to change their behaviour 4.2 Explain to an individual the positive outcomes of changing behaviours 4.3 Support an individual to identify situations and circumstances which trigger specific behavioural responses 4.4 Explore with the individual ways of coping with situations and circumstances which trigger behaviour they wish to change 4.5 Work with the individual to identify and agree coping strategies they are willing to use 4.6 Support an individual to develop and practise the agreed strategies and to sustain their motivation 4.7 Record the individual's agreement and motivation to change their behaviour in line with agreed ways of working 4.8 List any potential barriers to progress and ways in which these barriers can be addressed 4.9 Describe the additional advice and support available when an individual does not engage with the process	Agreed ways of working will include policies and procedures where these exist

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
5 Be able to evaluate and review strategies for changing behavioural responses	5.1 Conduct regular reviews 5.2 Assist the individual and others significant to the individual to evaluate the effectiveness of strategies for changing behavioural responses 5.3 Use the positive outcomes identified through the review process to motivate the individual 5.4 Give constructive feedback on progress 5.5 Encourage individuals to find ways in which to sustain their behaviour change 5.6 Record what has and has not been achieved and identify any future work required 5.7 Report the results of the review to all those who have a right and need to receive them	

Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

Competence based assessment must include direct observation as the main source of evidence.

For this unit, learning outcomes 3, 4 and 5 must be assessed in a real work environment.

Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

National occupational standards (NOS) mapping/signposting

This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

As such, the unit may provide evidence for the following national occupational standards in health and social care developed by Skills for Care and Development:

HSC 396 (MH45)/HSC 397 (MH27) - partially

NOS can be viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills standards can be viewed at <http://www.qcda.gov.uk/15565.aspx>

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening	✓	Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	
Writing	✓	Interpreting		Develop, present and communicate information	

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

This unit is a shared unit. It is located within the subject/sector classification system 01.3 Health and Social Care.