

<b>Unit Title:</b>	<b>Contribute to the prevention and management of abusive and aggressive behaviour</b>
OCR unit number	26
Sector unit number	003
Level:	3
Credit value:	4
Guided learning hours:	20
Unit reference number:	T/601/1168

### Unit purpose and aim

This unit covers the knowledge and competence that the learner needs to contribute to the prevention and management of abusive and aggressive behaviour.

Learning Outcomes	Assessment Criteria
<p><b>The Learner will:</b></p> <p>1 Know how to contribute to the prevention and management of abusive and aggressive behaviour</p>	<p><b>The Learner can:</b></p> <p>1.1 Summarise the specific legislation (national and European) which relates to the work undertaken and how this has been taken into account</p> <p>1.2 Explain the difference between aggression and assertiveness</p> <p>1.3 Account for the possible reasons for different sorts of behaviour occurring, including those which may be viewed as aggressive or abusive</p> <p>1.4 Describe the ways in which individuals' culture and gender influence own practice</p>
<p>2 Know how to contribute to preventing abusive and aggressive behaviour</p>	<p>2.1 Explain how to evaluate own competence when at work and decide when further support and expertise are needed</p> <p>2.2 Analyse the ways in which individuals communicate by behaviour as well as through language and how different forms of behaviour can be interpreted</p> <p>2.3 Describe constraints to effective communication (interpersonal, physical and environmental)</p> <p>2.4 Compare methods of establishing contact which are likely to maximise productive engagement with individuals and minimise unproductive interventions</p> <p>2.5 Summarise the effects which own behaviour may have on others</p> <p>2.6 Explain how to identify the ways in which stereotyping and discrimination might affect risk assessment and how to guard against this</p>

Learning Outcomes	Assessment Criteria
<p>3 Be able to contribute to preventing abusive and aggressive behaviour</p>	<p>3.1 Communicate with others in a manner which:</p> <ul style="list-style-type: none"> <li>- is appropriate to them</li> <li>- encourages an open exchange of views and information</li> <li>- minimises any constraints to communication</li> <li>- is free from discrimination and oppression</li> <li>- acknowledges the rights of everyone present and is supportive of those rights</li> </ul> <p>3.2 Maintain the environment in a way which encourages meaningful interactions</p> <p>3.3 Take actions to maintain calmness and safety in a manner which minimises any restriction of movement and which does not deny people's rights</p> <p>3.4 Take appropriate action to prevent triggers to abusive or aggressive behaviour occurring and to enable individuals to find alternative ways of expressing their feelings</p> <p>3.5 Protect potential victims at whom the behaviour may be directed</p>
<p>4 Know how to deal with incidents of abusive and aggressive behaviour</p>	<p>4.1 Describe the ways in which feelings of anger and frustration can be displaced from their original source to those in authority</p> <p>4.2 Describe how to deal with expressions of anger and frustration</p>
<p>5 Be able to deal with incidents of abusive and aggressive behaviour</p>	<p>5.1 Take constructive action to minimise identified abusive and aggressive behaviour which is consistent with:</p> <ul style="list-style-type: none"> <li>- any inherent risks</li> <li>- maintaining effective working relationships</li> <li>- organisational policy and procedures</li> <li>- evidence of effective practice</li> </ul> <p>5.2 Acknowledge opposing interests and take constructive action to address them</p> <p>5.3 Take prompt action to protect those at whom the abusive and aggressive behaviour is directed</p> <p>5.4 Take constructive action to defuse abusive and aggressive behaviour</p> <p>5.5 Call for any necessary assistance and support without delay</p> <p>5.6 Act in a manner which is likely to promote calm and reassurance and make this clear to all involved</p> <p>5.7 Manage physically aggressive behaviour in ways which are consistent with statutory and organisational requirements and use the safest possible methods for:</p> <ul style="list-style-type: none"> <li>- the individual</li> <li>- self</li> </ul>

Learning Outcomes	Assessment Criteria
	- others 5.8 Complete records accurately and clearly and store them according to organisational requirements.
6 Know how to contribute to reviewing incidents of abusive and aggressive behaviour	6.1 Explain how to identify any particular factors relating to the agency's policies and practices which have affected the work undertaken 6.2 Summarise the principles of equality, diversity and anti-discriminatory practice and how they have been applied
7 Be able to contribute to reviewing incidents of abusive and aggressive behaviour	7.1 Encourage those involved in incidents to contribute to reviewing the incident 7.2 Offer time, space and support so that everyone involved can express their feelings and examine their behaviour 7.3 Explore constructively with everyone involved the reasons for, and consequences of, the abusive and aggressive behaviour 7.4 Make referrals to the appropriate people if specialist help is required 7.5 Make clear and constructive contributions to team discussions about incidents of abusive and aggressive behaviour and agency practice in dealing with them 7.6 Manage own feelings aroused by the incident in a way which recognises own right to have such feelings and recognises that not all incidents are capable of prevention 7.7 Complete records accurately and clearly and store them according to agency requirements 7.8 Provide accurate and clear information to others so that issues and needs can be addressed

## Assessment

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This qualification is internally assessed by centre staff and externally verified by OCR Assessors.

Candidates must provide all of the evidence identified below. All evidence must be produced independently.

## Evidence requirements

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Learning outcomes 1, 2, 4 and 6 can be assessed by one or a mixture of:

- Written questions and answers
- Projects
- Assignments.

For learning outcomes 3, 5, 6 and 7, the evidence must be gathered by the assessor observing the learner's performance in the workplace on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements. There should be a combination of at least two of the following:

- observation
- testimony of others (for example, line manager or colleagues)
- products of work (for example, incident reports)
- reflective account.

Realistic simulations may be used.

## Guidance on assessment and evidence requirements

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This section provides guidance for tutors on the types of assessment activities that can be used and evidence to be produced that will ensure coverage of the learning outcomes and related assessment criteria.

Evidence can be generated in a variety of ways – through completion of OCR-devised workbooks, through centre-devised assignments, projects or tasks or through naturally occurring work-based activities. Any centre-devised assignments, projects or tasks must be cross-referenced to the appropriate learning outcomes and assessment criteria to ensure that full coverage can be achieved.

Portfolios of evidence must be produced independently and centres must confirm to OCR that the evidence is the original work of the candidate. Recording documents are provided on the website for this purpose.

## National Occupational Standards (NOS) mapping/signposting

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NOS can viewed at [www.ukstandards.co.uk](http://www.ukstandards.co.uk).

Occupational standards	Unit number	Title
Health and Social Care Standards (HSC336) and Drug and Alcohol National Occupational Standards (DANOS) (AB3) developed by Skills for Health, 2010.	D211	Contribute to the prevention and management of abusive and aggressive behaviour.

## Functional skills signposting

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

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

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For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications*' (A850) on the OCR website [www.ocr.org.uk](http://www.ocr.org.uk) .