

Candidate Details

Please complete all of the following in **BLOCK CAPITALS** and in **BLACK PEN**

Name: _____

Address: _____

_____ **Post Code:** _____

Mobile Number: _____ **Work Number:** _____

Home Number: _____ **Preferred Number:** _____

Preferred contact time(s):

Morning:	<input type="checkbox"/>	Late afternoon:	<input type="checkbox"/>	Anytime:	<input type="checkbox"/>
Early afternoon:	<input type="checkbox"/>	Evening:	<input type="checkbox"/>		

Email (please print clearly): _____

Employer: _____

College: _____

(If you do not know your college please contact The Skills Network Student Support Team on 0845 177 0047 / 01757 210 522)

Candidate Statement

I have completed the following assessment and confirm all the work is my own.

Signed: _____

Date: _____

ASSESSMENT QUESTIONS

Please complete ALL of the answers to the questions in each section, and submit these together.

This assessment workbook contains questions in relation to the information provided in your learning resource pack.

Please:

- Read your learning resource before attempting to answer these assessment questions
- Fully complete, sign and date the candidate information on the front sheet overleaf
- Answer **ALL** questions **IN FULL**
- Do not copy text directly from the resource. The answers you provide should be in your own words
- Check you have answered each question fully before submitting to your tutor for marking
- Make sure you supply any research material together with your assessment.

(Please note: read each question carefully as there may be more than one answer required.)

Tips for understanding how to answer the questions

Describe

If you are asked to describe something, you should state the features in such a way that another person could recognise what you are describing if they saw it.

An example might be: **Describe a donkey.** It would be insufficient to state “has four legs and a back” as this could be a chair. A description stating “a four legged animal, long tail, mane, similar to a horse but generally smaller, makes a unique sound like “eeyor” often repeatedly” would probably allow another person to recognise your description as a donkey.

Explain/discuss

Give details which make what you are trying to say clear to the reader. As a general rule, this type of question requires the most in-depth answer.

Identify

This means to give sufficient detail so that someone else can recognise your description. This is sometimes used instead of “state”, so think what the question is asking for.

Summarise

If a question asks you to summarise an idea, concept, situation or topic, you should provide a brief description and ensure that it is clear and informative for another person to understand. For example, you may look at a five-step process in great detail within your learning resources, and then be asked to summarise the process. You would need to provide a brief description of each step involved in the process in order to summarise it.

Unit 1: Understand behaviour that challenges

(Please note: the numbers in brackets refer to the assessment criteria for each question and are for your tutor's use.)

Q1. Explain what is meant by the terms 'behaviour that challenges' and 'positive behaviour'. (1.1)

a) Behaviour that challenges

b) Positive behaviour

SAMPLE

Q2. Identify examples of verbal, non-verbal and physical behaviour that may be perceived as challenging. (1.2)

a) Verbal behaviour

b) Non-verbal behaviour

c) Physical behaviour

SAMPLE

Q3. Describe the difference between conflict and behaviour that challenges. (1.3)

SAMPLE

Q4. Describe the difference between aggression and assertive behaviour. (1.4)

SAMPLE

Q5. Describe how behaviour can be interpreted as a form of expression, and provide examples of this within your answer. (2.1)

SAMPLE

Q6. Describe how behaviour may be a symptom of something else. (2.2)

SAMPLE

Q7. Give examples of possible reasons for behaviour that challenges. (2.3)

SAMPLE

Q8. Describe how attitudes and lack of understanding can impact individuals. (3.1)

SAMPLE

Q9. Explain the impact and effects of the behaviour that challenges on the individual. (3.2)

SAMPLE

Q10. Explain the impact and effects of the behaviour that challenges on others. (3.3)

SAMPLE

Q11. Describe how the behaviour may potentially impact the individual's own and others' feelings and attitudes in the short-term and long-term. (3.4)

SAMPLE

Unit 2: Understand how to support positive behaviour

(Please note: the numbers in brackets refer to the assessment criteria for each question and are for your tutor's use.)

Q1. Explain how to recognise changes in individuals that may indicate an episode of behaviour that challenges. (1.1)

SAMPLE

Q2. Explain the importance of identifying patterns of behaviour and triggers to behaviour that challenges. You should refer to at least two types of behaviour within your answer. (1.2)

SAMPLE

Q3. Describe why it is important to support individuals to recognise their limitations and take avoidance actions. (1.3)

SAMPLE

Q4. Describe strategies that could be used to support positive behaviour. (2.1)

SAMPLE

Q5. Describe the advantages of pro-active strategies in supporting positive behaviour. (2.2)

SAMPLE

Q6. Explain the impact of reactive strategies in supporting positive behaviour. (2.3)

SAMPLE

Q7. Explain strategies to support individuals to manage their behaviour. (2.4)

SAMPLE

Q8. Describe how behaviour plans and support plans are used to support positive behaviour. (2.5)

SAMPLE

Q9. Explain the importance of person-centred approaches to establishing support strategies. (2.6)

SAMPLE

Q10. Describe how support networks for the individual can help promote positive behaviour. (2.7)

SAMPLE

Q11. Summarise the legislative framework that applies to individuals who present with behaviour that challenges. You should refer to the following in your answer: (3.1)

a) Rights

b) Safeguarding

c) Deprivation of liberty

SAMPLE

Q12. Describe agreed ways of working to protect an individual who presents with behaviour that challenges. (3.2)

SAMPLE

Q13. Describe how to monitor interventions and safeguard individuals. (3.3)

SAMPLE

Assessment Checklist

Now you have completed this assessment booklet, please complete this final checklist:

I have answered all of the assessment questions

I can confirm all the work in the assessment is my own

Name: _____

Signed: _____

CONGRATULATIONS!

You have now completed your Part A Assessment. Please make sure you have completed all questions fully and you have filled in the front cover page with your personal details.

You now need to submit your answers to be marked. Please follow the instructions as detailed in your induction.

Your tutor will mark your work and provide robust feedback. Should your paper be referred, you will be required to re-submit answers until you have passed.

Please contact our support team if you require any further advice or guidance.

Page left intentionally blank for additional notes

SAMPLE

SAMPLE



European Union
European
Social Fund

Upon successful completion of this qualification, learners will be awarded the NCFE CACHE Level 2 Certificate in Understanding Behaviour that Challenges (603/1062/5). This CACHE branded qualification is certified by the Awarding Organisation, NCFE.

All the material in this publication is copyright.
© The Skills Network Limited (Issue 2) 2018

The Skills Network Ltd.
T: 0845 1770047 / 01757 210 522
www.theskillsnetwork.com


the skills network

SAMPLE

