



Handbook

PPBA2 – VTCT (Skillsfirst) Level 2 Award in the
Principles of Promoting Positive Behaviours (RQF)

603/4029/0

Version 3.0

About Skillsfirst

VTCT is a market-leading Awarding, Assessment and End-point Assessment (EPA) Organisation offering vocational and technical qualifications in a range of 'services to people' sectors.

The VTCT group of companies are comprised of three innovative awarding brands: VTCT, ITEC and Skillsfirst. Together they have over 2,500 approved centres in over 40 countries across the world.

The qualifications suite offered by VTCT (Skillsfirst) spans a range of sectors including Childcare, Business Services, Health & Social Care, Recruitment and Social Media.

For more information visit us at www.vtct.org.uk and www.skillsfirst.co.uk, contact our dedicated Customer Support Team via email at customersupport@vtct.org.uk and customerservices@skillsfirst.co.uk or call 0121 270 5100

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1 Qualification at a glance

Qualification title	VTCT (Skillsfirst) Level 2 Award in the Principles of Promoting Positive Behaviours (RQF)
Qualification number	603/4029/0
Product code	PPBA2
Age range	There are no age limits attached to learners undertaking this qualification, unless this is a legal requirement of the process or the environment.
Total Qualification Time (TQT)	45
Guided Learning (GL) hours	34
Assessment	To be awarded this qualification, learners must successfully achieve the following assessments: <ul style="list-style-type: none">• Portfolio of evidence• Skills-based assessment (if applicable)
Entry requirements	There are no formal entry requirements for learners undertaking this qualification; however, centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.
Legal considerations	Learners entering the children and young people workforce may be legally required to undergo formal record check relevant to their home nation prior to taking up any employment/work placement
Support materials	Support materials can be found on the website (if applicable)

2 Qualification information

2.1 Qualification aim and design

This qualification has been designed to provide the learner with the necessary knowledge and skills needed to understand how to identify challenging behaviour in children and promote positive behaviour by carrying out behaviour management. It also looks at how to support children who demonstrate challenging behaviour and the description of a range of schemas and how to deal with them.

It is suitable for anyone who works with children in either an educational or vocational environment, such as a nursery, school, local authority or residential child care facility. It could also be suitable for anyone who has the role and responsibilities for child caring, as well as those seeking employment in the Child Care Sector. It could also be used as CPD for experienced and specialist staff seeking a qualification to recognise their competence.

2.2 Progression opportunities

On completion of the VTCT (Skillsfirst) Level 2 Award in the Principles of Promoting Positive Behaviour (RQF), the learner may progress into further learning, employment or onto Skillsfirst vocationally based qualifications, such as the:

- VTCT (Skillsfirst) Level 2 Award in Safeguarding Principles (RQF)
- VTCT (Skillsfirst) Level 3 Award in the Principles of Behaviour Management (RQF)
- VTCT (Skillsfirst) Level 3 Award in the Principles of Special Educational Needs and Difficulties (SEND) (RQF)
- VTCT (Skillsfirst) Level 3 Award in the role of the Designated Safeguarding Lead (RQF)

or similar vocationally-based qualifications.

3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 2 Award in the Principles of Promoting Positive Behaviours (RQF) learners must achieve all mandatory units.

The minimum TQT required to achieve this qualification is **45**.

Product code	Unit title	Level	GLH	Unit reference number
Mandatory units (Group M):				
PPB1	Promoting Positive Behaviour	2	34	J/617/4388

4 Centre requirements

4.1 Resources

Centres must possess the physical resources needed to support the delivery of the programme and the assessment of knowledge and skills, which should therefore be of industry standard. Where specific resources are required these have been indicated in individual units.

4.2 Occupational expertise of those who deliver, provide expert witness, assess performance, moderate and verify assessments

Assessors and those responsible for internal quality assurance are appointed by the recognised centre and approved by Skillsfirst through the external verifier.

4.3 Occupational competence

To be occupationally competent, an assessor must be capable of carrying out the full requirements within the competence unit/s they are assessing. Occupational competence must be at the unit level which might mean different assessors across a whole qualification. Being occupationally competent means that the assessor is also occupationally knowledgeable. This occupational competence should be maintained through clearly demonstrable continuing learning and professional development. This can be demonstrated through current statutory professional registration.

4.4 Occupational knowledge

To be occupationally knowledgeable, each assessor should possess knowledge and understanding relevant to the qualifications and/or units they are assessing. Occupationally knowledgeable assessors may assess at unit level for specialist areas within a qualification, while the final assessment decision for a qualification remains with the lead assessor. Those carrying out internal quality assurance must be occupationally knowledgeable in the unit they are assuring and be qualified to make quality assurance decisions.

This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

4.5 Qualification requirements of those involved in assessment and internal quality assurance

While the Assessor/Verifier (A/V) and the Assessor/Internal Quality Assurance (TAQA) units are valued as qualifications for centre staff, they are not currently a requirement for this qualification. It is strongly recommended, however, that staff must be able to show occupational competence, through mapping their competences and knowledge against the relevant NOS and the assessor and verifier requirements.

Centre staff should have verifiable relevant experience and current knowledge of the occupational working area at, or above, the level they are assessing or verifying. This experience and knowledge must be of sufficient depth to be effective and reliable when judging learner competence or verifying assessment processes and decisions. This could be verified by:

- curriculum vitae and references
- possession of a relevant qualification
- corporate membership of a relevant professional institution

Centre staff may undertake more than one role, e.g. tutor and assessor or moderator/IV, but must never internally verify their own assessments

4.6 Expert witnesses

4.6.1 Overview

Where the assessor is not occupationally competent in a specialist area, expert witnesses can be used for direct observation where they have occupational expertise in the specialist area. The use of expert witnesses should be determined and agreed by the assessor, in line with internal quality assurance arrangements and Skillsfirst's requirements for the assessment of units within the qualification and the sector. The assessor remains responsible for the final assessment decision.

4.6.2 Requirements for expert witnesses

An expert witness must:

- have a working knowledge of the units for which they are providing expert testimony
- be occupationally competent in the area for which they are providing expert testimony
- have EITHER any qualification in assessment of workplace performance OR a work role which involves evaluating the everyday practice of staff within their area of expertise.

4.7 Continuous professional development (CPD)

Centres are responsible for ensuring that deliverers, assessors and those responsible for internal quality assurance plan and maintain their CPD. Centres are expected to support their deliverers, assessors and IQAs in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments. Centres may have generic criteria and personnel specifications in addition to these requirements.

4.8 Total Qualification Time (TQT)

Each qualification has a Total Qualification Time (TQT) value based on the total number of hours learning required to achieve it. The TQT value reflects the number of supervised learning hours required to achieve the knowledge and assessment requirements, plus the length of time a learner would need to take to achieve the skills and capabilities to be deemed competent. All RQF qualifications are subject to an evaluation process to determine their fitness-for-purpose.

5 Assessment

5.1 Summary of assessment methods

This qualification will be assessed by internally-set questionnaire, which will be marked by centre staff. This will then be sampled and moderated by Skillsfirst Awards Limited. All aspects of the learning outcomes will be tested in every questionnaire although details will vary between questionnaires.

5.2 Assessment principles

Learners must be registered with Skillsfirst before formal assessment commences.

The questionnaires will be multiple choice/short-answer, all of which should be completed by the learner, but the order in which they are undertaken will not be specified.

Centres must retain copies of learner assessment records for at least three years after certification.

Qualification certificates will be issued to learners who have met the full requirements of the qualification.

5.3 Recognition of prior learning (RPL)

RPL is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a component of a qualification through knowledge, understanding or skills that they already possess and do not need to develop through a course of learning. Should any opportunities for RPL be identified, it is important that a complete process of recognising prior experience and learning is undertaken, by ensuring that:

- it covers relevant or appropriate experience for previous activities, as well as accredited learning and qualifications
- it is incorporated into the assessment planning, with details of how this will take place
- mapping of prior learning to the national occupational standards to identify gaps is documented and auditable
- assessment methods or processes for recognising prior experience and learning, are documented and made available to the external verifier
- the audit trail covers the whole process and methodology of RPL
- the authenticity and currency of presented evidence is established by the assessor

This evidence will need to be referenced clearly on recording documentation and will need to be appropriately authenticated and validated, perhaps by an employer or expert witness. Assessment must be valid and reliable to ensure the integrity of the award. The evidence gathered must meet the standards of the qualification or component and the assessment process must be subject to the same quality assurance procedures as any other assessment process. In summary, evidence submitted to the RPL process must:

- be authentic and prove conclusively that RPL is based on the learner's own work;
- meet the requirements of the current the skills and knowledge requirements and be appropriate to the content of the component or qualification being considered for RPL;
- be sufficient to conclusively prove consistency of learner performance in meeting the skills and knowledge requirements.

6 Unit

Unit Handbook

PPB1 – Promoting Positive Behaviour

Unit reference number: J/617/4388

Level: 2

Guided Learning (GL) hours: 36

Unit aim

The aim of this unit is to enable learners to develop the skills and understanding to work with staff, parents and others and to understand the role and responsibilities of a Behaviour Management Co-ordinator. It also enables the learner to gain an understanding of the role of the Behaviour Management Co-ordinator in supporting transitions.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the role and responsibilities of a Behaviour Management Co-ordinator

LO2 Understand how to work with staff, parents and others

LO3 Understand the role of the Behaviour Management Co-ordinator in supporting transitions

Version 1.0

Unit content

Evidence requirements

Learners must demonstrate the minimum requirements of knowledge and understanding for this unit.

Assessment guidance

Special Educational Needs and Disabilities (SEND) is a legal term. It usually describes the needs of a child who has a difficulty or disability which makes learning harder for them than for other children their age.

Challenging behaviour refers to how a child conducts themselves. It is their actions, reactions and functioning in response to everyday environments and situations. Challenging behaviour is a term used to describe behaviour that interferes with a child's daily life.

Transitional stages could include;

- physical, e.g. moving a group of children one activity/task to another
- developmental, e.g. learning to walk
- intellectual, e.g. learning colours
- social, e.g. being uncomfortable with strangers
- emotional, e.g. expressing feelings of independence
- moral, e.g. becoming aware of adult disapproval for misbehaviour

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the principles of challenging behaviour	1.1 Define challenging behaviour
	1.2 Describe the types of causes of challenging behaviour
	1.3 Describe the difference between boys and girls in relation to challenging behaviour

Learning Outcome	Assessment Criteria
LO2 Understand the principles of behaviour management	2.1 Define behaviour management
	2.2 Explain the links between Special Educational Needs and Disabilities and challenging behaviour
	2.3 Describe how to provide effective feedback to parents

Learning Outcome	Assessment Criteria
LO3 Know how to support children who demonstrate challenging behaviour	3.1 Describe how to engage children in learning who demonstrate challenging behaviour
	3.2 Identify different learning styles
	3.3 Explain how transitional stages can affect a child's behaviour
	3.4 Describe how to support children during transitional stages
	3.5 Describe how the environment can affect behaviour
	3.6 Identify different strategies for supporting a range of challenging behaviour

Learning Outcome	Assessment Criteria
LO4 Understand the importance of schemas	4.1 Describe the purpose of a schema
	4.2 Describe the behaviour of a child demonstrating: <ul style="list-style-type: none"> • orientation • positioning • connection • trajectory • enclosure/container • transporting • enveloping • rotation • transformation

PPB1 Document History

Version	Issue Date	Changes	Role
v2.0	31/01/2023	Rebrand	Regulation Officer

PPBA2 Document History

Version	Issue Date	Changes	Role
v2	31/01/2023	Formatting and re-branding. No content amendment.	Qualifications Administrator
v3.0	27/06/2023	Section 5.2 Assessment principles updated. There is no written examination.	Qualification Administrator