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| **Course details** |
| Title (This must be the marketing title of the course – whatever is used in a brochure to advertise the course) | Behaviour that Challenges in Children |
| Award to be received | Level 2 Certificate in Behaviour that Challenges in Children  |
| Regulatory body | TQUK |
| Qualification (A-Level/BTEC Diploma/HND/etc – **not awarding body**) | Level 2 Certificate |
| Subject Area | Health and Social Care, Education |
| Level | 2 |
| UCAS Points value (if applicable) |  |
| Duration **(in years apart from short courses)** | 16 weeks |
| Start Date  |  |
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| **UCAS details (Full time HE only)** |
| **Institution Code Name** | **Institution Code** | **Course/Campus Code** | **Short Form Title** |
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| **KIS Institution** |  | **KIS Course Code** |  |
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| **Attendance details (delete as appropriate)** |
| Distance Learning |  |  |
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| **Location (delete as appropriate)** |
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| Distance Learning |  |  |  |
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| **Course information** |
| Who is this course for? | This qualification is aimed at anyone who wishes to develop an in-depth knowledge of behaviour that challenges in children in order to progress into related employment in education or health and social care settings. Anyone who currently works in the education and health and social care sectors would also benefit from the course, as well as anyone with a personal need for, or interest in, more detailed knowledge of behaviour that challenges in children.  |
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| What do they need to apply for the course? | No previous knowledge and experience are required, however, minimum level 1 English skills would be beneficial for completion of assessments. |
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| What are the key things they’ll learn **(this must include the core modules)** | **Unit 1: Awareness of behaviour that challenges in children** Section 1: Understand what is meant by behaviour that challenges Section 2: Understand who may experience behaviour that challenges Section 3: Know how behaviour that challenges can be assessed in children Section 4: Understand the impact behaviour that challenges can have.**Unit 2: Principles of intervention when working with behaviour that challenges in children and young people** Section 1: Understand how strategies can help promote positive behaviour  Section 2: Understand how to record incidents  Section 3: Know how to avoid behaviour that challenges in children  Section 4: Know the importance of safe physical intervention. **Unit 3: Behaviour that challenges and mental health in children** Section 1: Understand the characteristics of mental health Section 2: Understand how UK legislation can support the human rights of children with a mental health condition Section 3: Know how mental health affects behaviours that challenge in children Section 4: Know how to support children with a mental health condition experiencing behaviour that challenges.**Unit 4: Behaviour that challenges and learning disabilities** Section 1: Understand the characteristics of learning disabilities  Section 2: Understand how UK legislation can support the human rights of children with a learning disability  Section 3: Understand typical behaviour that challenges expressed by those with a learning disability  Section 4: Know how to support children with a learning disability experiencing behaviour that challenges.**Unit 5: Behaviour that challenges, sensory issues and autism** Section 1: Understand the characteristics of sensory issues and autism Section 2: Understand how UK legislation can support the human rights of children with sensory issues and autism Section 3: Understand typical behaviour that challenges in children expressed by those with sensory issues and autism Section 4: Know how to support children with sensory issues and autism experiencing behaviour that challenges.**Unit 6: Legislation supporting behaviour that challenges in children** Section 1: Understand legislation supporting behaviour that challenges in children Section 2: Understand wider support available when working with children with behaviour that challenges. |
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| How will they learn?(Practical/theory/classroom/workplace – **Must include methods of assessment. Also include details of number of assessments/exams & self-study time)** | Studying via distance learning means you can choosewhen and where you study. We ensure you get all thesupport you need throughout your course in the form ofa personal tutor and a learner support advisor.This course is available:* **Fully on line**

All of our award-winning learning resources are of the highest quality and are designed to be engaging and interactive to keep you focused on your learning at all times. |
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| Where could the course take them? (**Must include course progression routes and career options including average salary**) | After successfully completing the course candidates will be able to further their own continuous professional development, which may improve their career prospects or progress to further training. You could also progress on to further study in the field or other Distance Learning programmes. |
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| What costs will they incur? (If applicable – **tuition fees, materials and course expenditure including field trips optional and mandatory**) | N/A |
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| Previous student comment (if available) | New Course |
| Previous student name and status |  |

For HE Courses, Marketing will insert links at the bottom for:

Student Support

Complaints Procedure

Minimum Cohorts and Closing of Programmes







