

RSPH Level 3 Award in Violence Prevention and Reduction for Operational Leads

April 2023

Guided Learning Hours: 16 hours

Total Qualification Time: 60 hours

Ofqual Qualification Number:

Description

The objective of the RSPH Level 3 Award in Violence Prevention and Reduction for Operational Leads is to support individuals working in health and care settings to develop a working knowledge of practices to prevent and reduce the incidence of violence and aggression.

Holders of this qualification will have the appropriate knowledge and skills to understand the causes of violence and aggression, to take action to prevent it from occurring and to respond effectively to any incidents that do occur, and to demonstrate leadership in supporting team members to contribute to violence prevention and reduction.

This qualification is aimed at individuals working in leadership roles in 'at-risk' environments in health and care settings. This includes those working in roles such as those working in 'at-risk' environments in health and care settings. The target audience for this includes Security Management Specialists, Ward Managers, Senior Sisters/Senior Charge Nurses, and Matrons.

THIS IS AN RSPH REGULATED QUALIFICATION

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Unit 1 Factors affecting the risk of violence and aggression

Guided Learning: 4

Total Unit Time: 15

Unit Level: 3

Unit Reference Number: L3VPROL1

Summary of Learning Outcomes:

To achieve this unit a candidate must:

1. Understand what is meant by violence and aggression in a healthcare setting, by being able to meet the following assessment criteria:

- 1.1 Research different definitions of work-related violence and aggression
- 1.2 Describe forms of violence and aggression that can take place in healthcare settings and the range of potential responses

2. Understand factors that can impact on the risk of violence and aggression occurring in healthcare settings, by being able to meet the following assessment criteria:

- 2.1 Describe the relationship between distress, behaviours that challenge and violence and aggression
- 2.2 Outline the individual-specific factors that can impact on the level of distress experienced by an individual
- 2.3 Explain how an individual's interaction with the health care environment can impact on the level of distress experienced by an individual
- 2.4 Explain how staff behaviour can impact on the level of distress experienced by an individual
- 2.5 Explain how health inequalities can impact on the level of distress experienced by an individual

3. Understand the importance of public health approaches to reducing the risk of violence and aggression occurring, by being able to meet the following assessment criteria:

- 3.1 Outline the core features and benefits of a public health approach
- 3.2 Outline THREE public health approaches or initiatives that can be used to reduce the risk of violence and aggression

Unit Overview

This unit supports learners to consider what constitutes violence and abuse in a healthcare setting, to understand the factors that can increase the risk of it occurring and to recognise the benefits of a public health approach to preventing and reducing it.

Learning Outcome 1 - Understand what is meant by violence and abuse in a healthcare setting, *by being able to meet the following assessment criteria:*

This outcome is designed to facilitate a discussion between learners as to how they would define violence and abuse, as well as how their reaction to a behaviour might vary according to the setting in which it takes place. It is also intended to reinforce the point that any individual in a healthcare setting can display behaviour that might be seen as violent or abusive - not just members of the public.

Learning Outcome 2 - Understand factors that can impact on the risk of violence and abuse occurring in healthcare settings, *by being able to meet the following assessment criteria:*

This outcome intended to provide an overview of the different factors that can lead to an increased risk of violence and abuse occurring. This includes a focus on individual-specific factors, but has a broader emphasis on structural, environmental and societal factors, such as the impact of health inequalities and the behaviour of staff. It is also designed to demonstrate that the behaviour accepted to be violent and abusive is often rooted in distress and trauma.

Learning Outcome 3 - Understand the importance of public health approaches to reducing the risk of violence and abuse occurring, *by being able to meet the following assessment criteria:*

This outcome is designed to provide the learner with an overview of the core features of the public health approach to preventing and reducing violence and abuse, along with a comparison against inappropriate methods such as the Zero Tolerance approach. It also supports learners to identify and consider examples of a public health approach to behaviours that may cause distress which can take place in their setting, within their local community or within a similar organisation.

Assessment

This unit will be assessed by centre devised assessments.

One or more of the following assessment methods may be used:

- Course work
- Written examination
- Portfolio of Evidence
- Professional Discussion

Centre-assessed candidate work will be subject to external scrutiny by RSPH Qualifications. In order to obtain a Pass for the unit, candidates must be able to demonstrate that they have achieved each of the learning outcomes.

Unit 2 Principles of practice in preventing and reducing violence and aggression

Guided Learning: 4 hours

Total Unit Time: 15 hours

Unit Level: 3

Unit Reference Number: L3VPROL2

Summary of Learning Outcomes:

To achieve this unit a candidate must:

1. Carry out an audit of the workplace to identify and remove the triggers that can increase the risk of violence and aggression occurring in a healthcare setting, by being able to meet the following assessment criteria:

- 1.1 Produce a checklist for the audit using relevant data
- 1.2 Identify features of the work environment that may increase the risk of an individual experiencing distress
- 1.3 Identify events that may occur in the workplace that may increase the risk of an individual experiencing distress
- 1.4 Recommend actions to remove, reduce or mitigate the identified workplace features or events

2. Know how to identify potential incidents of violence and aggression before they can manifest or escalate, by being able to meet the following assessment criteria:

- 2.1 Outline the signs that would indicate that a situation is causing an individual to feel distress
- 2.2 Describe how to respond to signs that an individual is experiencing distress
- 2.3 Describe how a dynamic risk assessment would be used to identify and monitor potential incidents of violence and aggression
- 2.4 Observe interactions between individuals for signs of possible escalation

Unit Overview

This unit supports learners to identify and address the triggers that can increase the risk of violence and aggression in a healthcare setting, and to identify potential incidents of violence and aggression before they can manifest or escalate.

In keeping with the previous unit, this component focuses on the role of distress as a potential cause of behaviours that challenge, with one such manifestation being violence and aggression. This unit supports learners to develop the skills and knowledge to identify and address potential causes of distress, as part of broader violence prevention and reduction efforts.

Learning Outcome 1 - Carry out an audit of the workplace to identify and remove the triggers that can increase the risk of violence and aggression occurring in a healthcare setting

This outcome supports learners to identify and address triggers for distress that may in turn increase the risk of violence and aggression in healthcare settings. The learning outcomes also support staff to identify actions to address those triggers.

Learning Outcome 2 - Know how to identify potential incidents of violence and aggression before they can manifest / escalate

This outcome supports learners to identify events or situations that carry the potential to escalate into violent or aggressive behaviour. This includes identifying appropriate warning signs of escalation, as well as the use of tools such as a dynamic risk assessment to continuously monitor an interaction.

Assessment

This unit will be assessed by centre devised assessments.

One or more of the following assessment methods may be used:

- Course work
- Written examination
- Portfolio of Evidence
- Professional Discussion

Centre-assessed candidate work will be subject to external scrutiny by RSPH Qualifications. In order to obtain a Pass for the unit, candidates must be able to demonstrate that they have achieved each of the learning outcomes.

Unit 3 Principles of practice in responding to incidents involving violence and aggression

Guided Learning: 4 hours

Total Unit Time: 15 hours

Unit Level: 3

Unit Reference Number: L3VPROL3

Summary of Learning Outcomes:

To achieve this unit a candidate must:

- 1. Understand established procedures to defuse an incident involving violent or aggressive behaviour, by being able to meet the following assessment criteria:**
 - 1.1** Explain procedures, behaviours and communication techniques for defusing and de-escalating incidents involving violent or aggressive behaviour
 - 1.2** Identify occasions when it may be necessary to intercede on behalf of a team member
 - 1.3** Outline methods and procedures for ensuring your own safety and that of others

- 2. Understand established procedures in the aftermath of an incident of violent or aggressive behaviour, by being able to meet the following assessment criteria:**
 - 2.1** Explain actions that will restore calm to the workplace
 - 2.2** Identify individuals who may have been affected by or witnessed the incident
 - 2.3** Explain legal requirements and organisational procedures for reporting and recording incidents
 - 2.4** State the importance of being able to reflect on the incident and responses to it
 - 2.5** Explain what immediate support can be made available to team members or members of the public affected by an incident of violent or aggressive behaviour

Unit Introduction

This unit supports learners to respond to a violent or aggressive behaviour within their setting. This includes developing the skills and knowledge required to bring an incident to an end in a timely and safe manner, to successfully manage the aftermath of the incident, to meet all requirements around reporting and recording actions that took place and to provide support to any individuals affected by the incident.

Learning Outcome 1 - Understand established procedures to defuse an incident involving violent or aggressive behaviour

This outcome focuses on the skills required to defuse or de-escalate violent or aggressive behaviour, in a way which ensures the safety of all parties involved. It also supports learners to identify key points at which they should seek help or assistance, as well as instances in which they should intervene to support an individual who is responding to violence or aggressive behaviour.

Learning Outcome 2 - Understand established procedures in the aftermath of an incident of violent or aggressive behaviour

This outcome supports learners to carry out appropriate actions post-incident. This includes restoring calm to the workplace and identifying and providing immediate support to those affected by the incident. It also supports learners to consider how to elicit individual's accounts of the incident and what took place.

Assessment

This unit will be assessed by centre devised assessments.

One or more of the following assessment methods may be used:

- Course work
- Written examination
- Portfolio of Evidence
- Professional Discussion

Centre-assessed candidate work will be subject to external scrutiny by RSPH Qualifications. In order to obtain a Pass for the unit, candidates must be able to demonstrate that they have achieved each of the learning outcomes.

Unit 4 Demonstrating leadership in supporting team members to prevent and reduce violence and aggression

Guided Learning: 4 hours

Total Unit Time: 15 hours

Unit Level: 3

Unit Reference Number: L3VPROL4

Summary of Learning Outcomes:

To achieve this unit a candidate must:

1. Understand established procedures for ensuring that team members are able to fulfil all aspects of their role and responsibilities in relation to preventing and reducing violence and aggression, *by being able to meet the following assessment criteria:*

1.1 State the importance of using established procedures

1.2 Outline the roles and responsibilities of different team members with regards to preventing and reducing violence and aggression

1.3 Identify members of a team who may experience a higher level of risk to incidents of violence and aggression

2. Know how to support team members in relation who have experienced an incident of violence or aggression, *by being able to meet the following assessment criteria:*

2.1 Explain what is meant by the 'duty of care' with respect to team members who have experienced violence and aggression

2.2 Identify internal and external facilities and arrangements for supporting team members

2.3 Outline the importance of reflection sessions for team members

2.4 Describe the after-effects that team members might experience and how these can be identified and addressed

Unit Overview

This unit is designed to build on Unit 3 and enable the learner to further develop their skills and knowledge in relation to support their teams to contribute to violence prevention and reduction.

Learning Outcome 1 - Understand established procedures for ensuring that team members are able to fulfil all aspects of their role and responsibilities in relation to preventing and reducing violence and aggression

This outcome enables learners to support teams and team members to fulfil their roles in relation to violence and aggression. This includes mapping the specific responsibilities of team members and identifying any individuals who might require additional support.

Learning Outcome 2 - Know how to support team members in relation who have experienced an incident of violence or aggression

This outcome enables learners to provide support to team members who have been affected by an incident of violent or aggressive behaviour. This includes identifying how the impact of the behaviour on an individual might be ascertained, as well as appropriate support mechanisms that are available to address this.

Assessment

This unit will be assessed by centre devised assessments.

One or more of the following assessment methods may be used:

- Course work
- Written examination
- Portfolio of Evidence
- Professional Discussion

Centre-assessed candidate work will be subject to external scrutiny by RSPH Qualifications. In order to obtain a Pass for the unit, candidates must be able to demonstrate that they have achieved each of the learning outcomes.

Guidance

Suggested Reading:

NHS England (2021)

National Violence Prevention
and Reduction Standard

Special Assessment Needs:

Centres that have candidates with special assessment needs should consult The Society's Reasonable Adjustments Policy; this is available from RSPH and the RSPH web site (www.rsph.org.uk).

Recommended Qualifications and Experience of Tutors and assessors:

RSPH would expect that tutors have teaching experience and a qualification in a relevant subject area but recognises that experienced tutors can often compensate for a lack of initial subject knowledge, or experienced practitioners for a lack of teaching experience.

Assessors should hold a recognised assessor qualification or be working towards such a qualification.

Recommended Prior Learning

There are no recommended prior learning requirements for this qualification.

Progression

Learners can progress to the RSPH Level 4 Award in Violence Prevention and Reduction for Strategic Specialists.

How to apply to offer this qualification:

Centres should be registered with The Society. To become a centre approved to offer this qualification, please complete the 'Centre Application Form' which can be found on our website in the Qualifications and Training section. If you are already an approved centre, please complete the 'Add an additional qualification form' which can be downloaded from the Centre area on the website www.rsph.org.uk. Please ensure that you include details of your quality assurance procedures. You will need to attach a CV to this application. Centres should ensure that paragraphs 4.5 and 4.6 of the application forms are completed as this qualification is assessed and marked by the centre.

Please contact the Qualifications Department at centreapproval@rsph.org.uk if you need any assistance.

Other Information:

All RSPH specifications are subject to review. Any changes to the assessment or learning outcomes will be notified to Centres in advance of their introduction. To check the currency of this version of the specification, please contact the Qualifications Department or consult the RSPH website.

Centres must be registered with RSPH.

Any enquiries about this qualification should be made to:

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