



**Highfield**

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## Qualification Specification

### HABC Level 2 Award in Conflict Management (QCF)

Qualification Number: 600/0670/5

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## HABC Level 2 Award in Conflict Management (QCF)

### Introduction

This Qualification Specification document is designed to outline all you need to know in order to offer this qualification in your Centre. If you have any further questions, please contact your account manager.

### Qualification Details

The HABC Level 2 Award in Conflict Management (QCF) has been accredited by the regulators of England, Wales and Northern Ireland (Ofqual, Welsh Government and CCEA) and is part of the Qualifications and Credit Framework (QCF).

It is supported by Skills for Security, the Sector Skills Body for the Security sector.

### Key facts

|                                      |                             |
|--------------------------------------|-----------------------------|
| • <b>QAN</b>                         | 600/0670/5                  |
| • <b>Learning Aim Reference</b>      | 60006705                    |
| • <b>Guided learning hours (GLH)</b> | 14                          |
| • <b>Credit Value</b>                | 2                           |
| • <b>Assessment Method</b>           | Multiple-choice examination |

### Qualification Overview

The HABC Level 2 Award in Conflict Management has been developed to meet the requirements of individuals who require training in conflict management. It is appropriate for a wide range of sectors and is suitable for anyone who has a customer facing role, deals with service users or the public. It can also be a useful qualification for individuals who would like a better understanding of how to prevent conflict situations from arising and feel more confident in being able to deal with situations if they arise.

### Entry Guidance

There are no prerequisites for this qualification.

It is advised that learners have a minimum of Level 1 in literacy or numeracy or equivalent.

This qualification is approved for delivery to the age ranges 16-18 and 19+.

### Geographical Coverage

The qualification is suitable for learners in the UK.

### Special Needs

HABC have measures in place for learners with special needs. Please see the Reasonable Adjustments Policy, Annex 17 of the HABC Core Manual.

### Qualification Structure

This qualification is made up of one mandatory unit, the details of which are included at the end of this document.

Learners must successfully complete the assessment for the unit to achieve the qualification.

The qualification can be taken as a free standing qualification or as part of a wider programme of training.

### How the qualification is assessed

This qualification is assessed through a 30-question multiple-choice question examination. The duration of the examination is 1 hour.

Successful learners must achieve a score of at least 20 out of 30.

Following the assessment, a list of results will be provided to the Centre Contacts stating whether learners have passed or failed. Certificates for successful learners will be dispatched for distribution by the Centre Contacts.

### Progression

Although this is a generic qualification, progression and further learning routes could include:

- Level 3 Award in the Delivery of Conflict Management Training

### Nominated Tutor Requirements

HABC require that Nominated Tutors have teaching experience and hold a qualification or can demonstrate knowledge in the relevant subject area.

Subject area qualifications will be assessed individually with applicants expected to demonstrate how their subject area knowledge enables them to deliver the qualification. This may include the taking up of references as well as detailed statements of competence.

***Suitable Teaching Qualifications include:***

- Level 3 or 4 PTLLS or above
- Diploma or Certificate in Education
- Bachelors or Masters Degree in Education
- City and Guilds Teachers Certificate or equivalent
- Level 3 or 4 NVQ in Training and/or Development
- Level 3 ADT – HABC International Award In Delivering Training

Nominated Tutors should also be able to demonstrate relevant experience and knowledge in a work context and provide evidence of engagement with the subject field and continuing professional development.

### ID Requirements

All learners must be instructed to bring photographic identification to the assessment to be checked by the invigilator/assessor. This instruction should be given ahead of the course/assessment when the learner registers and/or with any pre-course materials.

It is the responsibility of the Centre to have systems in place to ensure that the person taking an examination/assessment is indeed the person they are purporting to be. All Centres are therefore required to ensure that each learner's photographic identification is checked before they are allowed to undertake the examination/assessment and write the type of photo identification provided by each learner on the Candidate List under "Identification Provided". HABC will accept the following as proof of a learner's identity:

- Valid Passport (any nationality)
- Signed UK Photo card Driving Licence
- Valid Warrant Card issued by HM Forces, Police
- Other photographic ID card, e.g. Employee ID Card (must be current employer), Student ID Card, Travel card.

For more information on learner ID requirements, please refer to Annex 26: Invigilation Instructions.

### Key Skills

Learners undertaking this qualification should be able to work at or above Level 1

Communications, Problem Solving and Working with Others.

**Useful**

<http://www.skillsforsecurity.org.uk/>

**Websites**

<http://www.lsis.org.uk/Pages/default.aspx>

**Unit 1: Managing conflict in the workplace when dealing with Customers, Service Users or the Public**

Unit no: M/602/5439  
 Level: 2  
 Credit: 2  
 GLH: 14

| Learning Outcome   | Assessment Criteria  |
|--|--|
| <i>The learner will:</i>   | <i>The learner can:</i>  |
| <b>1. Know how communication can be used to solve problems and reduce the likelihood of conflict</b> | 1.1. State the importance of positive communication as a way of reducing the likelihood of conflict<br>1.2. Identify how managing customer expectations can reduce the likelihood of conflict<br>1.3. Identify the differences between assertiveness and aggression<br>1.4. State the importance of viewing a situation from the customer’s perspective<br>1.5. Identify strategies that can be used to solve problems |
| <b>2. Know the factors that influence human responses in conflict situations</b>                     | 2.1. Identify human responses to emotional or threatening situations<br>2.2. Identify factors that can trigger an angry response in others<br>2.3. Identify factors that can inhibit an angry response in others   |
| <b>3. Know how to assess and reduce risks in conflict situations</b>                                 | 3.1. Identify the stages of escalation in conflict situations<br>3.2. State how to apply dynamic risk assessment to a conflict situation<br>3.3. State the importance of following employer policies and guidance in conflict situations<br>3.4. Identify measures that can reduce risks for people who may be involved in conflict situations   |

| Learning Outcome  | Assessment Criteria  |
|---|--|
| <i>The learner will:</i>  | <i>The learner can:</i>  |
| <p><b>4. Know how to communicate effectively and de-escalate conflict in emotive situations</b></p> | <p>4.1. Identify how to use non-verbal communication in emotive situations</p> <p>4.2. Identify how to overcome communication barriers in emotive situations</p> <p>4.3. Identify ways of defusing emotive conflict situations</p> <p>4.4. Identify how to work with colleagues to de-escalate conflict situations</p> <p>4.5. State the importance of providing exit routes and space when dealing with an angry person</p> |
| <p><b>5. Know good practice to follow after conflict situations</b></p>                             | <p>5.1. State the importance of accessing help and support following an incident</p> <p>5.2. Identify the benefits of reflecting on and learning from conflict situations</p> <p>5.3. Identify the benefits of sharing good practice and contributing to solutions to recurring problems</p>   |