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Qualification Specification

HABC Level 3 Award in the Delivery of Conflict Management Training (QCF)

Qualification Number: 600/0707/2

Highfield Place
Unit 15 Shaw Wood
Business Park
Shaw Wood Way
Wheatley Hills
Doncaster
South Yorkshire
DN2 5TB
United Kingdom

Tel +44 08452260350
Tel +44 01302363277
Fax +44 08452260360

Info@highfieldabc.com
www.highfieldabc.com

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HABC Level 3 Award in the Delivery of Conflict Management Training (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 3 Award in the Delivery of Conflict Management Training 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

• QAN	600/0707/2
• Learning Aim Reference	60007072
• Guided learning hours (GLH)	36
• Credit Value	5
• Assessment Method	Portfolio of evidence and multiple-choice examination

Qualification Overview

The HABC Level 3 Award in the Delivery of Conflict Management Training has been developed to meet the requirements of trainers who wish to deliver scenario-based conflict management training. Learners will already have completed a training qualification, for example Level 3 or Level 4 Preparing to Teach in the Lifelong Learning Sector.

The qualification is suitable for delivery across a wide range of sectors and is of particular benefit to those delivering training in a customer-facing role.

The qualification also meets the requirements of the Security Industry Authority for those delivering the licence to practice qualifications which include scenario-based conflict management training. See below link for further details.

<http://www.sia.homeoffice.gov.uk/Pages/training-provider-qualifications.aspx>

Entry Guidance/Restrictions

Learners are required to have a suitable teaching/training qualification (Level 3 PTLLS or above)

This qualification is approved for delivery to the age ranges 18+

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.

The SIA guidelines on English language competency is outlined in 'Guidance on Delivery', below.

Qualification Structure

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

Learners must successfully complete the assessments for both units to achieve the qualification.

How the qualification is assessed

Unit 1

Assessed by a 30-question multiple-choice examination. Learners must achieve a score of at least 20 out of 30 in order to pass.

Unit 2

Assessed by a portfolio of evidence.

The completed portfolio of evidence must be internally quality assured and retained by the Centre. An original Notification of Completion (NOC) Form (photocopies will not be accepted) must then be sent to HABC to request certification. Receipt of the NOC form will initiate the request for an External Quality Support visit, until Direct Claim Status is awarded.

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

Progression and further learning routes include:

- Level 3 or 4 Certificate in Teaching in the Lifelong Learning Sector

Nominated Tutor Requirements

Trainers need to have achieved the ‘Preparing to Teach in the Lifelong Learning Sector’ (PTLLS) award before approval can be granted, or demonstrate that they possess an equivalent qualification acceptable to HABC.

All trainers delivering scenario-based conflict management training for the SIA licence-linked qualifications are required to hold an NQF or QCF Level 3 qualification in the delivery of conflict management training.

Please also see section below on sector competence.

Sector Competence

Applications will be assessed individually. HABC require that Nominated Tutors hold a qualification in a relevant subject area.

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.

It is also a requirement that trainers must demonstrate to awarding bodies that they are keeping their own knowledge (and skills where appropriate) up to date and relevant to industry. This is best demonstrated by evidence of professional development and/or ongoing workplace experience.

Internal Quality Assurance

The minimum requirements for IQA for this qualification are that Internal Moderators/Second Tutors must be qualified and/or have recent occupational competency in the subject area they are moderating. Where an Internal Moderator/Second Tutor is also an Assessor of the qualification or award, their assessment decisions must be internally moderated/verified by a different Internal Moderator/Second Tutor.

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 3 Communications, Problem Solving and Working with Others.

Useful Websites

The SIA:
<http://www.sia.homeoffice.gov.uk/Pages/home.aspx>

Skills for Security:
<http://www.skillsforsecurity.org.uk/index.php>

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>
1. Know how communication can be used to solve problems and reduce the likelihood of conflict	1.1. State the importance of positive communication as a way of reducing the likelihood of conflict 1.2. Identify how managing customer expectations can reduce the likelihood of conflict 1.3. Identify the differences between assertiveness and aggression 1.4. State the importance of viewing a situation from the customer’s perspective 1.5. Identify strategies that can be used to solve problems
2. Know the factors that influence human responses in conflict situations	2.1. Identify human responses to emotional or threatening situations 2.2. Identify factors that can trigger an angry response in others 2.3. Identify factors that can inhibit an angry response in others
3. Know how to assess and reduce risks in conflict situations	3.1. Identify the stages of escalation in conflict situations 3.2. State how to apply dynamic risk assessment to a conflict situation 3.3. State the importance of following employer policies and guidance in conflict situations 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>4. Know how to communicate effectively and de-escalate conflict in emotive situations</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>5. Know good practice to follow after conflict situations</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>

Unit Content

LO1: Know how communication can be used to solve problems and reduce the likelihood of conflict

- The importance of positive communication as a way of reducing the likelihood of conflict
 - Be proactive in giving information to customers.
 - Listen to the individual, before you respond.
 - Maintain a calm tone and non aggressive body language.
- How managing customer expectations can reduce the likelihood of conflict
 - Clear communication.
 - Managing unrealistic expectations.
 - Explaining procedures.
 - Proactive service delivery.
- The differences between assertiveness and aggression
 - Assertive
 - Firm but fair.
 - Calm.
 - Polite.
 - Aggressive
 - Threatening.
 - Rude.
 - Unsympathetic.
- The importance of viewing a situation from the customer's perspective
 - Helps to defuse conflict situations.
 - Enables the use of empathy.
 - Builds a rapport.

LO2: Know the factors that influence human responses in conflict situations

- Human responses to emotional or threatening situations
 - Fight or flight.
 - Fear.
 - Shock.
- Factors that can trigger an angry response in others
 - Factors, for example:
 - Being drunk or on drugs
 - Emotions – anger, pain, upset etc.

- Possible triggers, for example:
 - Showing disrespect.
 - Threatening/aggressive behaviour.
 - Insulting behaviour.
- Factors that can inhibit an angry response in others
 - Self control.
 - Calmness.
 - Fear of prosecution.
 - Fear of retaliation

LO3: Know how to assess and reduce risks in conflict situations

- The stages of escalation in conflict situations
 - Frustration
 - Anger
 - Aggression
 - Violence
- How to apply dynamic risk assessment to a conflict situation
 - Think 'safety first'.
 - Assess the situation.
 - Consider your options.
 - Take action.
- The importance of following employer policies and guidance in conflict situations
 - Legislation – Health and Safety at Work Etc Act 1974.
 - Reduce risk of litigation/employer/employee.
 - Protect company reputation.
 - Provide clear role and responsibility.
- Measures that can reduce risks for people who may be involved in conflict situations
 - Training
 - PPE
 - CCTV

LO4: Know how to communicate effectively and de-escalate conflict in emotive situations

- How to use non-verbal communication in emotive situations
 - Awareness of personal space.
 - Non aggressive body language.

- Open hand gestures.
- How to overcome communication barriers in emotive situations
 - Move to a quieter area.
 - Speak slowly and calmly.
 - Non aggressive body language.
 - Be patient.
- Ways of defusing emotive conflict situations
 - Positive communication.
 - Empathy.
- How to work with colleagues to de-escalate conflict situations
 - Dynamic risk assessment.
 - Correct positioning.
 - Changing control with a colleague.
- The importance of providing exit routes and space when dealing with an angry person
 - Non-aggressive stance.
 - Maintaining personal space.
 - Ensure an escape route is available for self and aggressor.

LO5: Know good practice to follow after conflict situations

- The importance of accessing help and support following an incident
 - Emotional support
 - Reduces the possibility of post traumatic stress disorder.
- The benefits of reflecting on and learning from conflict situations
 - Making improvements.
 - Sharing good practice.
 - Identifying poor practice.
- The benefits of sharing good practice and contributing to solutions to recurring problems
 - Improved customer service.
 - Improved morale and safety

Unit 2: Delivering Scenario-based conflict management training

Unit No: T/602/6253
 Level: 3
 Credit: 3
 GLH: 22

Learning Outcome	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Understand the principles of scenario-based conflict management training	1.1 Explain the principles of scenario-based learning. 1.2 Explain the benefits of scenario-based learning.
2. Be able to plan and design scenario-based conflict management training	2.1 Design effective session plans that apply the principles of scenario-based learning 2.2 Design effective scenarios 2.3 Justify the design of session plans and scenarios
3. Be able to deliver scenario-based conflict management training	3.1 Deliver an effective session that applies the principles of scenario based learning 3.2 Maintain a positive and safe learning environment which promotes interactive learning. 3.3 Facilitate interactive and participative learning involving the whole group. 3.4 Debrief participants to provide maximum learning for the whole group. 3.5 Describe different methods that can be used to verify that learning has been effective
4. Know how to evaluate own performance	4.1 Evaluate effectiveness of own delivery. 4.2 Evaluate effectiveness of session plans. 4.3 Evaluate effectiveness of scenarios.

Unit Content

LO1: Understand the principles of scenario-based conflict management training

- The principles of scenario-based learning
 - Active learning and participation built up stage by stage; introduce an emotional dimension to problem solving in the workplace setting whilst learning relevant methods of resolution; Subject specific training, using realistic scenarios to encourage the learners to display their own skills; Risk reduction and threat assessment techniques used within the context of the scenario. Facilitation employed to break down and explore the learning experience during the debrief.
- The benefits of scenario-based learning
 - Learner centred based on the learning styles (Honey & Mumford); realistic and relevant understanding of work related incidents, engages learners to provide empowered solutions; Interactive learning; promotes active participation within a controlled environment; simulation of potential experiences; replication of workplaces and relationships; facilitates teamwork and peer learning; enables assessment of learners resolution skills and reaction to challenging behaviour; encourages reflection of practice.

LO2: Be able to plan and design scenario-based conflict management training

- Design effective session plans that apply the principles of scenario-based learning
 - Place in scheme of learning; purpose of session within the syllabus; length of session to be delivered; outcomes to be addressed; assessment of learning methods; timings; facilitation of the de-brief; inclusivity of all learners; skills practice including reinforcement of learning to be covered; resources, correct and appropriate; realistic and appropriate scenarios, workplace based and relevant to role; single or multiple person scenarios.
- Design effective scenarios
 - Ensure learning outcomes are met; examples, customer believes they have been given wrong change; refusal of entry; ejection of customer; delivery driver arriving after allocated drop off time; argument between two customers; customer with no valid tickets; promote safe practice in scenarios via individual and group briefing, verbal and written cue cards; enforce no contact between learners; safe system of work procedures e.g. slip, trip and fall hazards, PPE and props.
- Justify the design of session plans and scenarios

- Produce clear concise effective delivery plans which reflect the learner's workplace and potential situations; give clear evidence of planning and measurable effective assessment methodology; use peer evaluation of scenarios.

LO3: Be able to deliver scenario-based conflict management training

- Deliver an effective session that applies the principles of scenario based learning
 - Maintain a safe and positive learning environment which promotes interactive learning; facilitate interactive and participative learning involving the whole group via appropriate planning; describe different methods that can enhance the learners experience of the session
- Maintain a positive and safe learning environment which promotes interactive learning
 - Set rules and boundaries with the group that all learners are aware of and agree to abide by; promote positive helpful comments and discourage negativity and fault finding; encourage all learners to have a voice and all learners to share thoughts.
- Facilitate interactive and participative learning involving the whole group
 - Explore the feasibility of the inclusion of all participants in differing size group exercises; set scenarios to encourage all learners to play role; write scenario to include verbal interaction from all involved; plan session to facilitate questioning to check learning.
- Debrief participants to provide maximum learning for the whole group
 - Consider halting the session to enhance and discuss learning outcomes when covered by participants, deliberately or inadvertently or when the participants are not focused and the session is stalling; at the end of the session allow time for all participants to reflect; give all involved time and space to comment on how they felt, how they contributed and the conclusion they witnessed; promote openness and unbiased analysis of the scenario by each learner.
- Describe different methods that can be used to verify that learning has been effective
 - Peer evaluation of the session; explanation or summary from learners of how they believe the session went; question and answer verbal quiz; learners to put the context of the session in their own words with association to past real life experiences in written or verbal form.

LO4: Know how to evaluate own performance

- Evaluate effectiveness of own delivery
 - Assess learner's recognition during session, the participation and involvement of the group; response to questioning and comments by the facilitator; peer evaluation and observation feedback; end of course evaluation sheets, one to one interviews as appropriate.
- Evaluate effectiveness of session plans
 - All aims and outcomes delivered and achieved; time management as per the session plan; response to session of learners, response of learners to session plan e.g. correct level set at, pace and depth of subject; assessment of learning by formative means.
- Evaluate effectiveness of scenarios
 - Feedback given by learners during and after scenario; learning outcomes achieved and formative assessment undertaken to ensure all learners have understood; effectiveness of the method of delivery behind the scenario.