

Qualification Specification

QNUK Level 3 Award in the Delivery of Conflict Management Training (RQF)

603/6915/2

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1. Introduction

Qualifications Network Limited (QNUK) is an Awarding Organisation recognised and regulated by the Office of Qualifications and Examinations (Ofqual) in England, the Council for Curriculum, Examinations and Assessment (CCEA) in Northern Ireland and Qualifications Wales.

This specification outlines key information required by users of the qualification to ensure they can make an informed decision about the suitability of the qualification they are taking or proposing to take for the purposes that they intend to use it.

2. Contact Us

Please get in touch if you need any advice or guidance with this qualification.

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3. Version Number

Centres should make sure they are using the most up to date document by checking the footer which will confirm the current version number.

Document owner	Qualifications Manager
Date last updated	14/12/2020
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4. Qualification Objective

This qualification is aimed those who wish to deliver conflict management training. Its delivery covers a wide range of sectors particularly those occupations in a customer or service user facing role.

The qualification supports a role in the workplace for those who deliver conflict management training.

5. Sector Support and Industry Recognition

This qualification also meets the requirements of the Security Industry Authority (SIA) for those delivering the Licence to Practice qualifications which include scenario-based conflict management training.

6. Geographical Coverage of this Qualification

This qualification is available in England, Wales and Internationally.

7. Benefit for Learners

This qualification is ideal for anyone wishing to train others in conflict management.

8. Progression

Learners could progress to the:

- QNUK Level 2 Award in Preventing Violence in the workplace (RQF)
- QNUK Level 2 Award for Working as a Security Officer in the Private Security Industry (RQF)
- QNUK Level 2 Award in Behavioural Detection Analysis (RQF)

9. Recognition of Prior Learning

QNUK are unable to accept requests for recognition of prior learning (RPL) for this qualification.

10. Qualification Information

Qualification Number (QN)	603/6915/2
Learning Aim	60369152
Total Qualification Time (TQT)	43
Guided Learning Hours (GLH)	32
Credit value	4
Level	3
Validity	Lifetime
Assessment	Invigilated MCQ paper, portfolio of evidence
Achieving the qualification	Learners must achieve the 2 mandatory units

11. Qualification Structure

Unit No.	Unit Title	Level	GLH	TUT	Credit
Mandatory units					
F/618/5731	Managing Conflict in the Workplace when Dealing with Customers, Service Users or the Public	2	11	16	2
J/618/5732	Delivering Scenario-Based Conflict Management Training	3	21	27	3

The learning outcomes for the qualification may be found in Appendix 1. The Assessment Guidance details the assessment criteria which are used to determine if a learner has met the requirements of the learning outcomes. Further depth of coverage is also provided in the Assessment Guidance.

12. Learner Entry Requirements

Learners should be aged 18 years and over to take this qualification.

Learners should hold a recognised teaching/training qualification such as the Level 3 Award in Education (QCF/RQF) or a 12 credit PTLLs.

Learners must have sufficient command of the English language to understand and undertake the recommended assessment methods for this qualification.

There are no other pre-requisites for this qualification.

13. Delivery

This qualification is delivered in a face-to-face setting over a 1 or 2-day period, depending on the prior knowledge and experience of learners. Learners should ideally complete the qualification within 6 weeks.

13.1. Venue Requirements

The training venue should be suitable for learning and meet all relevant Health and Safety requirements. There should be sufficient space to allow for scenario-based learning.

13.2. Equipment Requirements

There are no specific equipment requirements for this qualification.

13.3. Blended Learning

Blended learning is acceptable for the directed study element of this qualification.

13.4. Trainer to Learner Ratio

The recommended trainer to learner ratio for this qualification is 1: 12.

14. Centre Personnel Requirements

This qualification is delivered by suitably qualified trainers.

All those who deliver and assess this qualification must:

1. Hold a Level 3 Delivery of Conflict Management Training (QCF/RQF);
2. Hold a recognised teaching qualification as outlined in our centre resource manual;
3. Show current evidence of continuing professional development (CPD) in teaching, assessment and the subject matter.

Internal Quality Assurance Requirements

Each centre must have access to a suitably qualified IQA. The IQA cannot verify the delivery or assessment of individual learners or cohorts of learners where the IQA has been involved in the delivery or assessment of the qualification for those learners.

All those who are involved with the quality assurance of these qualifications **internally** must:

1. have up-to-date working knowledge and experience of best practice in assessment and quality assurance;
2. meet the delivery staff requirements for this qualification;
3. hold, or be working towards a recognised qualification related to the Internal Quality Assurance of Assessment;
4. show current evidence of continuing professional development (CPD) in assessment, quality assurance and the subject matter.

Please note whilst centre personnel may be approved for both roles, those assigned the role of Trainer/Internal Verifier are not permitted to operate in both these roles for any learner.

15. Assessment Requirements

Learners are assessed for this qualification through:

15.1. Multiple-Choice Question Paper

The MCQ paper will be taken under examination conditions, i.e. learners will sit a minimum of 1.25 metres apart, will not confer during the examination and no electronic devices (such as mobile phones) or books, including dictionaries, will be permitted.

Language of assessment	English
Duration	45 minutes
Pass mark	70% (21 / 30)
Grading	Pass / Fail

Example MCQ is included at Appendix 3.

15.2. Portfolio of Evidence

The portfolio can include a range of assessment methods including:

- Observation of practical tasks/activities
- Product of work
- Reflective accounts

Language of assessment	English
Duration	As required
Pass mark	100%
Grading	Pass / Fail

16. Moderation

The level of external moderation required for this qualification will be risk based and in line with the Centre Assessment Standards Scrutiny Strategy applicable to this qualification.

QNUK EQA Department will advise the centre of the required levels of moderation/verification to anticipate for this qualification upon centre approval for delivery.

17. Reasonable Adjustments

Learners are required to complete the assessments in a manner appropriate to the purpose of the qualification.

The prescribed assessment methods for this qualification should not unfairly disadvantage learners who would otherwise be able to demonstrate competence in line with the purpose of the qualification. Learners should contact their centre to discuss reasonable adjustment if they feel the prescribed assessment methods would disadvantage them.

18. Results

The centre is required to submit learner results within 10 working days of assessment to Qualifications Network UK for moderation. We will issue verified results and appropriate certification to the approved centre within 7 working days of receiving the results. Centres will forward results and/or certificates to learners, who can expect to receive them within 20 working days of taking the assessment. If learners have not received results and/or certificates within 25 working days, they should contact the centre in the first instance.

Appendix 1: Units

Unit 1 Managing Conflict in the Workplace when Dealing with Customers, Service Users or the Public (F/618/5731)

Unit Summary

The unit will give learners the knowledge of how to recognise why individuals may become aggressive and how to manage this.

1. The learner will: Know how communication can be used to solve problems and reduce the likelihood of conflict		
Assessment Guidance		Types of Evidence
1.1	State the importance of positive communication as a way of reducing the likelihood of conflict	MCQ
1.2	Identify how managing customer expectations can reduce the likelihood of conflict	MCQ
1.3	Identify the differences between assertiveness and aggression	MCQ
1.4	State the importance of viewing a situation from the customer's perspective	MCQ
1.5	Identify strategies that can be used to solve problems	MCQ

2. The learner will: Know the factors that influence human responses in conflict situations		
Assessment Guidance		Types of Evidence
2.1	Identify human responses to emotional or threatening situations	MCQ
2.2	Identify factors that can trigger an angry response in others	MCQ
2.3	Identify factors that can inhibit an angry response in others	MCQ

3. The learner will: Know how to assess and reduce risks in conflict situations		
Assessment Guidance		Types of Evidence
3.1	Identify the stages of escalation in conflict situations	MCQ
3.2	State how to apply dynamic risk assessment to a conflict situation	MCQ
3.3	State the importance of following employer policies and guidance in conflict situations	MCQ
3.4	Identify measures that can reduce risks for people who may be involved in conflict situations	MCQ

4. The learner will: Know how to communicate effectively and de-escalate conflict in emotive situations		
Assessment Guidance		Types of Evidence
4.1	Identify how to use non-verbal communication in emotive situations	MCQ
4.2	Identify how to overcome communication barriers in emotive situations	MCQ

4.3	Identify ways of defusing emotive conflict situations	MCQ
4.4	Identify how to work with colleagues to de-escalate conflict situations	MCQ
4.5	State the importance of providing exit routes and space when dealing with an angry person	MCQ

5. The learner will: Know good practice to follow after conflict situations		
Assessment Guidance		Types of Evidence
5.1	State the importance of accessing help and support following an incident	MCQ
5.2	Identify the benefits of reflecting on and learning from conflict situations	MCQ
5.3	Identify the benefits of sharing good practice and contributing to solutions to recurring problems	MCQ

Rationale for level			
	Level	Emphasis	Comments
Knowledge	2	Strong	
Skills	N/A	N/A	
Overall	2		

Rationale for TUT and credit			
	Hours	Comments	
Guided learning	7		
Directed study	4		
Independent study	5		
Non invigilated assessment	N/A		
TQT:	16	Credit:	2

What needs to be learnt?	
Unit 1 Managing Conflict in the Workplace when Dealing with Customers, Service Users or the Public	
1.1	The importance of positive communication as a way of reducing the likelihood of conflict to include the importance of active listening, maintaining eye contact, non-aggressive body language, appropriate environment, and jargon free language.
1.2	How managing customer expectations can reduce the likelihood of conflict through positive communication, identifying and managing unrealistic expectations, outlining procedures and boundaries.
1.3	The differences between assertiveness and aggression including the individual's manner and behaviours. For example, calm approach, self-controlled and confident as opposed to hostile, rude, negative, and threatening.
1.4	The importance of viewing a situation from the customer's perspective including understanding what empathy and rapport are and how to use empathy and develop rapport.
1.5	Strategies that can be used to solve problems including finding common ground through effective questioning, the importance of finding alternatives and incentives and the importance of a win-win situation.
2.1	Human responses to emotional or threatening situations including the response of fight, flight or freeze. Also, how the brain needs a balance of emotional and rational response and how negative responses are triggered and how they can be inhibited.
2.2	Factors that can trigger an angry response in others this includes common triggers such as pain, embarrassment, fear, and rejection and how this can be exacerbated by the influence of drugs, alcohol and poor mental health.
2.3	Factors that can inhibit an angry response in others which include cultural and personal values and beliefs, self-control and the fear of consequences.
3.1	The stages of escalation in conflict situations including frustration, anger, aggression, and violence.
3.2	How to apply dynamic risk assessment to a conflict situation which includes the stages of assessing the threat, evaluating options available, responding with the most appropriate action and monitoring the situation for changes.
3.3	The importance of following employer policies and guidance in conflict situations which includes compliance with health and safety legislation and the principle of reducing the risk of litigation, protecting the company's reputation and the risk of causing harm to self and others. Also using documentation as a source of information and guidance.
3.4	Measures that can reduce risks for people who may be involved in conflict situations, which include appropriate training, Personal Protective Equipment, use of CCTV, and positive communication.
4.1	How to use non-verbal communication in emotive situations to include the use of appropriate non-aggressive body language including allowing personal space, open hand gestures.
4.2	How to overcome communication barriers in emotive situations where barriers include physical barriers such as a noisy environment, linguistic problems, and attitudinal barriers.
4.3	Ways of defusing emotive conflict situations which include the use of empathy, active listening, building trust and rapport and maintaining self-control.

4.4	How to work with colleagues to de-escalate conflict situations including the use of dynamic risk assessment, ensuring correct positioning, and changing control with colleagues.
4.5	The importance of providing exit routes and space when dealing with an angry person with reference to ensuring personal space is maintained and exit routes are available for both parties.
5.1	The importance of accessing help and support following an incident. Help may include emotional support to reduce the risk of PTSD.
5.2	The benefits of reflecting on and learning from conflict situations which include learning lessons from what went well and what did not. Identifying additional training needs or other controls and sharing good practice.
5.3	The benefits of sharing good practice and contributing to solutions to recurring problems which include improving work environments and customer/service user experience which in turn reduces stress and improves morale.

Unit 2 Delivering Scenario based Conflict Management Training (J/618/5732)

Unit Summary

The unit will give learners the knowledge and skills required to deliver scenario-based conflict management training sessions.

1. The learner will: Understand the principles of scenario-based conflict management training		
Assessment Guidance		Types of Evidence
1.1	Explain the principles of scenario-based learning	Portfolio
1.2	Explain the benefits of scenario-based learning	Portfolio

2. The learner will: Be able to plan and design scenario-based conflict management training		
Assessment Guidance		Types of Evidence
2.1	Design effective session plans that apply the principles of scenario-based learning	Portfolio
2.2	Design effective scenarios	Portfolio
2.3	Justify the design of session plans and scenarios	Portfolio

3. The learner will: Be able to deliver scenario-based conflict management training		
Assessment Guidance		Types of Evidence
3.1	Deliver an effective session that applies the principles of scenario-based learning	Observation
3.2	Maintain a positive and safe learning environment which promotes interactive learning	Observation
3.3	Facilitate interactive and participative learning involving the whole group	Observation
3.4	Debrief participants to provide maximum learning for the whole group	Observation
3.5	Describe different methods that can be used to verify that learning has been effective	Portfolio

4. The learner will: Know how to evaluate own performance		
Assessment Guidance		Types of Evidence
4.1	Evaluate effectiveness of own delivery	Portfolio
4.2	Evaluate effectiveness of session plans	Portfolio
4.3	Evaluate effectiveness of scenarios	Portfolio

Rationale for level			
	Level	Emphasis	Comments
Knowledge	3	Strong	
Skills	3	Strong	Skills equivalent to other teaching qualifications at level 3
Overall	3		

Rationale for TUT and credit			
	Hours	Comments	
Guided learning	21		
Directed study	N/A		
Independent study	6	Planning and preparation for micro-teach session	
Non invigilated assessment	N/A		
TQT:	27	Credit:	3

What needs to be learnt?	
Unit 2 Delivering Scenario-Based Conflict Management Training	
1.1	Principles of scenario-based learning including being able to define the term 'scenario', active learning, and participation. Chunking of learning blocks. Use of realistic scenarios and promotion of problem solving. Ability to learn in a safe and controlled environment and knowing when to stop and start scenarios on a group or individual basis.
1.2	Benefits include the use of learner-centred learning using a range of learning styles but particularly the domains of visual and kinaesthetic learning styles. Allows learners to experiment and learn from each other. Also allows for assessment of observational skills such as body language and positioning.
2.1	Session plans should include aims and objectives, timings, learner and trainer activities, group demographic including past experience and learning needs. Differentiation opportunities and opportunities for feedback individually and group wide.
2.2	In designing effective scenarios a plan should contain an outline of the scenario for the group, any props required, the location, a brief for each participant. Consideration should be taken in relation to hazards and risks, equality and inclusion and areas that should be included in the debrief.
2.3	Justification for the design of session plans and scenarios includes rationale for the use of props, alignment with the scenario to the learning outcomes, the effectiveness of learning and appropriate chunking and progression and opportunities for feedback and debrief.
3.1	How to deliver an effective session that applies the principles of scenario-based learning following the learning outcomes and engaging learners in line with their needs while using a range of learning methods in an engaging manner.

3.2	How to maintain a positive learning environment that is engaging and inclusive and where learners are encouraged and feel safe to share their ideas and experiences in an environment free from judgement.
3.3	How to facilitate learning while engaging all learners at a level suitable to each individual learner. How to differentiate learning to ensure learners are able to progress at a suitable, individual pace and take responsibility for their own learning.
3.4	The importance of feedback support and when it is required on an individual, or group basis. The importance of not stopping scenarios unnecessarily and how to use questions to enable learners to learn through reflection and problem solving and not simply through instruction.
3.5	Different methods used to verify learning has been effective includes learners being able to summarise what they have learnt and put learning into a context related to work. Use of assessment materials including quizzes and test. Learning is shown through the effective completion of scenarios.
4.1	How to evaluate the effectiveness of one's own delivery through observation of the group, their motivation and engagement, body language and willingness to take an active part in learning. Post learning evaluation can be made through assessment outcomes, learner evaluations through conversations or written feedback.
4.2	How to evaluate the effectiveness of session plans through checking learning is occurring and has occurred, feedback from learners and monitoring the session times planned and the actual time taken. Common questions by learners that have not been planned for may support development opportunities for the session plan.
4.3	How to evaluate the effectiveness of scenarios through observation of the scenario and whether learning points were understood and achieved. Monitoring the effectiveness and appropriateness of props and scenario content.

Appendix 2: Command Verbs

To ensure that learners can meet the requirements of each criterion, they should be explained to the learner prior to assessment and fully understood by the Assessor for this qualification.	
Debrief	To ask questions of someone in detail about the task they have performed
Deliver	To give a speech, presentation or teaching session
Describe	Write or speak about the topic or activity giving detailed information
Design	Plan and presentation of ideas to show the layout/ function / workings / object / system / process
Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences; Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgment; Apply current research or theories to support the evaluation when applicable
Explain	Make clear detailed information giving reasons, and showing how or why
Facilitate	Make easier; Assist the progress of
Identify	Provide brief information about a subject, specific process, or activity
Justify	Give a satisfactory explanation for actions or decisions
Maintain	Keep up or continue in current condition
State	Give the name or identifying characteristics of something.

Appendix 3: Specimen Assessment Material

1 Which one of the following behaviours demonstrates an individual is frustrated?

- A** Loud verbal outburst
- B** Invasion of personal space
- C** Confused facial expression
- D** Relaxed body language

2 In a high-risk conflict situation, an individual is unlikely to:

- A** fight
- B** freeze
- C** feint
- D** flight

3 Which one of the following is the most appropriate way to resolving a dispute?

- A** Identify a win-win situation
- B** Ensuring the customer gets what they want
- C** Enforcing the venue rules rigidly
- D** Allowing the situation to resolve itself