

# Qualification Specification

---

## QNUK Level 2 Award in Preventing Violence in the Workplace (RQF)

603/0562/9

## Contents

1. Introduction .....	1
2. Contact Us.....	1
3. Version Number.....	1
4. Qualification Objective .....	2
5. Geographical Coverage of this Qualification .....	2
6. Benefit for Learners .....	2
7. Progression .....	2
8. Recognition of Prior Learning .....	2
9. Qualification Information .....	2
10. Qualification Structure.....	2
11. Learner Entry Requirements.....	3
12. Delivery .....	3
12.1. Venue Requirements .....	3
12.2. Blended Learning.....	3
12.3. Trainer to Learner Ratio .....	3
13. Centre Personnel Requirements.....	3
14. Assessment Requirements .....	4
14.1. Multiple-Choice Question Paper .....	4
15. Moderation .....	4
16. Reasonable Adjustments .....	5
17. Results.....	5
Appendix 1: Units .....	6
Appendix 2: Specimen Assessment Material .....	9

## 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.

### Head Office:

Qualifications Network  
First Floor Offices  
86A Lancaster Road  
Enfield  
Middlesex  
EN2 0BX

Email: [centres@qnuk.org](mailto:centres@qnuk.org)

Tel: 020 3795 0559

## 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	16/02/2021
Next review	16/02/2022
Status	Approved
Version	3
Document control number	QS L2PVW

## 4. Qualification Objective

This qualification is aimed at those working with customers and service users, where there is a slight risk of having to deal with potentially violent and aggressive individuals. The qualification is not suitable for those that are likely to have to break away or physically intervene with violent individuals. This qualification will support a role in the workplace.

## 5. Geographical Coverage of this Qualification

This qualification is available in England, Wales and Northern Ireland.

## 6. Benefit for Learners

This qualification develops understanding of preventing workplace violence supporting learners to keep themselves and others safe in the workplace.

## 7. Progression

Learners could progress to:

- QNUK Level 3 Award in Workplace Risk Assessment (RQF)
- QNUK Level 3 Award in Health and Safety in the Workplace (RQF)

## 8. Recognition of Prior Learning

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

## 9. Qualification Information

Qualification Number (QN)	603/0562/9
Learning Aim	60305629
Total Qualification Time (TQT)	6
Guided Learning Hours (GLH)	6
Credit value	1
Level	2
Validity	3 years
Assessment	Invigilated MCQ paper
Achieving the qualification	Learners must achieve the mandatory unit

## 10. Qualification Structure

Unit No.	Unit Title	Level	Credit	GLH
<b>Mandatory units</b>				
F/615/2468	Understanding the Prevention of Violence in the Workplace	2	1	6

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.

## 11. Learner Entry Requirements

There are no specific recommended prior learning requirements for this qualification. Entry is at the discretion of the centre; however, learners should be at least 16 years and over to take this qualification.

Learners must have sufficient command of the English language, recommended at a minimum of level 1 Literacy, to understand and undertake the recommended assessment methods for this qualification.

There are no other pre-requisites for this qualification. However, learners should be able to work at level 1 and above.

## 12. Delivery

This qualification is typically delivered in a face-to-face format over a four-day period for new learners. Learners should complete the qualification within 10 weeks.

### 12.1. Venue Requirements

The training venue should be suitable for learning and meet all relevant Health and Safety requirements.

### 12.2. Blended Learning

Blended learning is permitted for this qualification, provided suitable controls are in place to ensure learners complete all elements.

### 12.3. Trainer to Learner Ratio

The maximum Trainer to learner ratio for this qualification is 1:16

## 13. 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 or 4 Award in Health and Safety in the Workplace (QCF/RQF) or similar; or
2. Hold a NEBOSH General Certificate; or
3. Hold a Level 3 Certificate in Occupational Health and Safety (QCF/RQF); or
4. Hold a IOSH Managing safely; or
5. Hold a Qualification related to conflict management containing the unit Understanding the Principles of Conflict Management, or
6. Hold a Recognised conflict management training e.g. NFPS
7. Hold one of the following qualifications or their recognised equivalent:
  - a. Cert Ed/PGCE/B Ed/M Ed
  - b. CTLLS/DTLLS
  - c. PTLLS
  - d. Further and Adult Education Teacher's Certificate
  - e. IHCD Instructional Methods
  - f. IHCD Instructor Certificate
  - g. S/NVQ level 3 in training and development
  - h. S/NVQ level 4 in training and development
  - i. TQFE (Teaching Qualification for Further Education)
  - j. English National Board 998
  - k. Nursing mentorship qualifications

- l. NOCN Tutor Assessor Award
  - m. Level 3 Award in Education and Training (QCF/RQF)
  - n. Level 4 Certificate in Education and Training (QCF/RQF)
  - o. Level 5 Diploma in Education and Training (QCF/RQF)
  - p. Accredited Qualifications based on the Learning and Development NOS 7 Facilitate Individual Learning and Development
  - q. Training Group A22, B22, C21, C23, C24
  - r. SQA Accredited Planning and Delivering Learning Sessions to Groups
8. Show current evidence of continuing professional development 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 this qualification **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 one of the following internal quality assurance qualifications or their recognised equivalent:
  - a. Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice (QCF/RQF); or
  - b. Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF/RQF); or
  - c. V1 Conduct internal quality assurance of the assessment process; or
  - d. D34 Internally verify the assessment process; and
4. show current evidence of continuing professional development in assessment, quality assurance and the subject matter.

## 14. Assessment Requirements

Learners are assessed for this qualification through:

### 14.1. 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	30 minutes
Pass mark	70% (11/15)
Grading	Pass/Fail

Example MCQs are included at Appendix 2.

## 15. 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.

There may be situations within the centre devised assessment methodology that require observations, in these situations QNUK EQA Department will also require to conduct verification visits to ensure the accuracy and consistency of assessment decisions.

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

## 16. Reasonable Adjustments

Learners are required to complete the assessments in 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.

## 17. 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 Understanding the Prevention of Violence in the Workplace (F/615/2468)

#### Unit Summary

This unit develops understanding of legal aspects related to violence in the workplace. Learners will understand common risk and control factors and recognising and managing incidents of aggression and abusive behaviour in the workplace.

1. The learner will: Be able to outline the legal aspects related to work related violence		
Assessment Guidance		Types of Evidence
1.1	Define the term violence at work	MCQ
1.2	Outline the legal requirements related to preventing work related violence	MCQ
1.3	Identify common occupations that are at greater risk of work-related violence	MCQ
1.4	Outline why incidents of work-related violence need to be recorded	MCQ

2. The learner will: Be able to state common risk and control factors related to workplace violence		
Assessment Guidance		Types of Evidence
2.1	Outline ways to reduce the risk of violence occurring, including controls	MCQ

3. The learner will: Be able to recognise and manage incidents of aggression and abusive behaviour		
Assessment Guidance		Types of Evidence
3.1	List reasons why someone may become aggressive or abusive	MCQ
3.2	Describe how to recognise when someone is becoming aggressive	MCQ
3.3	Explain how to manage a confrontational situation using interpersonal skills	MCQ
3.4	Outline the actions that should be taken by employees, after a confrontational or abusive situation	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	6	

<b>Directed study</b>	N/A		
<b>Independent study</b>	N/A		
<b>Non invigilated assessment</b>	N/A		
<b>TQT:</b>	6	<b>Credit:</b>	1

<b>What needs to be learnt?</b>	
<b>Unit 1</b>	
<b>1.1</b>	The term violence at work referring to violence usually in form of physical abuse or threat that creates a risk to the Health and Safety on an employee or multiple employees. Defined by HSE as ‘any incident in which a person is abused, threatened or assaulted in circumstances relating to their work’.
<b>1.2</b>	The legal requirements related to preventing work related violence including: <ul style="list-style-type: none"> <li>• Health and Safety at Work Act (HSWA) 1974</li> <li>• Management of Health and Safety at Work Regulations (MHSWR) 1999</li> <li>• The Reporting on Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995 – although this does not cover threats and verbal abuse</li> <li>• Safety Representatives and Safety Committees Regulations 1977</li> <li>• The Licensing Act 2003 (England and Wales)</li> <li>• Licensing (Scotland) Act 2005</li> </ul>
<b>1.3</b>	Common occupations that are at greater risk of work-related violence including: <ul style="list-style-type: none"> <li>• Police Officers and Police Community Support Officers</li> <li>• Fire Services Officers</li> <li>• Prison Service Officers</li> <li>• Security Guards</li> <li>• Nurses, other Health Professionals and Care Workers</li> <li>• Public Transport workers</li> <li>• Catering and Hotel workers</li> <li>• Benefits staff</li> <li>• Teachers</li> <li>• Retail staff</li> <li>• Managers and Personnel Officers</li> </ul>
<b>1.4</b>	The benefits of recording incidents of work-related violence including: <ul style="list-style-type: none"> <li>• employers’ legal duties under RIDDOR regulations to make a formal report if staff experience a physically violent incident which results in death, major injury or absence from work for seven days or more;</li> <li>• helps build up a picture and identify patterns of behaviour in workplace;</li> <li>• helps assess whether control measures are working; can contribute to evidence required for legal options</li> </ul>
<b>2.1</b>	The importance of ways to reduce the risk of violence occurring, including controls in relation to: <ul style="list-style-type: none"> <li>• work environment</li> <li>• workplace procedures</li> <li>• security systems</li> <li>• training</li> <li>• networking with other businesses</li> </ul>

<p><b>3.1</b></p>	<p>The reasons why someone may become aggressive or abusive including:</p> <ul style="list-style-type: none"> <li>• physical health</li> <li>• mental health</li> <li>• family structure</li> <li>• relationships with others</li> <li>• work environment</li> <li>• societal or socioeconomic factors</li> <li>• individual traits</li> <li>• life experiences</li> </ul>
<p><b>3.2</b></p>	<p>How to recognise when someone is becoming aggressive which could include any of the following:</p> <ul style="list-style-type: none"> <li>• quick loss of temper: easily thrown off balance, experiences intense bursts of anger</li> <li>• taking things personally: it is all about them, the affect things have on them, not considering other people</li> <li>• unwillingness to accept responsibility: blaming others</li> <li>• believe they are always right: their opinion is fact and the only one</li> <li>• aggressive enquiries: closing off avenues of discussion before others have a chance to respond</li> <li>• aggressive demands: not allowing others to decline the request or demand</li> <li>• undermining: making themselves look better at others expense</li> <li>• rapid speech: total control of the conversation</li> <li>• loud voice emphasising blame: determined to be heard and not be talked over</li> <li>• aggressive talking, defensive listening – referring to body language, adopting aggressive actions when talking and defensive posture when listening</li> <li>• intense eye contact; rapid breathing; aggressive postures such as clenched fists, invading personal space</li> </ul>
<p><b>3.3</b></p>	<p>Techniques of successfully managing confrontational situations using interpersonal skills including:</p> <ul style="list-style-type: none"> <li>• keeping safe</li> <li>• keeping your distance and keeping options open</li> <li>• staying calm avoiding escalating situation</li> <li>• not taking situation personally</li> <li>• being positive and proactive</li> <li>• clear, assertive communication, using plain English and active listening</li> <li>• being respectful and non-judgemental</li> <li>• setting priorities</li> <li>• outlining consequences</li> <li>• finding agreement</li> </ul>
<p><b>3.4</b></p>	<p>The actions that should be taken by employees after a confrontational or abusive situation including:</p> <ul style="list-style-type: none"> <li>• removing themselves from the situation</li> <li>• informing manager or HR personnel</li> <li>• recording what happened, sticking to facts</li> </ul>

## Appendix 2: Specimen Assessment Material

1. Which of the following occupations, is most likely to experience work related violence over the telephone?
  - A Child minder
  - B Police officer
  - C Call centre customer service representative
  - D Delivery driver
  
2. Which of the following is the most beneficial reason for businesses to network with each other in order to reduce the risk from violent individuals?
  - A They get to share best practice on security features such as CCV systems
  - B They can identify individuals in the community that have a history of violence
  - C They are more likely to get police support if an incident occurred
  - D It can reduce the cost of security staff
  
3. In relation to reporting incidents of work-related violence, which **ONE** of the following is correct?
  - A Only cases where the violent individual is an employee of the company need to be reported
  - B All cases of work-related violence should be reported
  - C Only incidents where a physical injury occurs need to be reported
  - D Only incidents where a member of the public is involved need to be reported