Qualification Specification

Highfield Level 2 Award in Conflict Management (RQF)

Qualification Number: 600/0670/5

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Contents

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Introduction

This qualification specification is designed to outline all you need to know to offer this qualification at your centre. If you have any further questions, please contact your Highfield account manager.

Qualification regulation and support

The **Highfield Level 2 Award in Conflict Management (RQF)** has been developed and is awarded by Highfield Awarding Qualifications and sits on the Regulated Qualifications Framework (RQF). The RQF is a qualification framework regulated by Ofqual and CCEA Regulation. It is also suitable for delivery in Wales and is regulated by Qualifications Wales.

The qualification is also supported by Skills for Security, the sector skills council for security sector.

Key facts

Qualification Number:	600/0670/5
Learning Aim Reference:	60006705
Total Qualification Time (TQT):	16
Guided Learning (GL):	11
Credit Value:	2
Assessment Method:	Multiple-choice examination

Qualification overview and objective

The **Highfield Level 2 Award in Conflict Management (RQF)** has been developed to meet the requirements of individuals who require training in conflict management.

The objective of the qualification is to:
- Support a role within the workplace, especially those that have a customer facing role and deal with service users and/or the public; and
- Provides learners personal growth and engagement in learning

The qualification provides learners with the knowledge and understanding in conflict management. It can also be a useful qualification for individuals who would like a better understanding of how to prevent conflict situations, and who would like to gain more confidence in being able to deal with conflict situations should they arise.

Entry requirements

To register for this qualification, learners are required to meet the following entry requirements:

- must be **aged 16** and **over**

It is advised that learners have a minimum of level 2 in literacy.

Geographical coverage

This qualification is suitable for delivery in England, Northern Ireland and Wales.

Delivery/assessment ratios

To effectively deliver this qualification, centres are recommended not to exceed the ratio of **1-qualified tutor** to **12-learners** in any one instance. If centres wish to increase the recommended ratio, they must first inform Highfield before doing so.

Centre requirements

To effectively deliver this qualification, centres should have the following resources in place:
- classroom with suitable seating and desks; and
- high-quality teaching and learning resources.

Guidance on delivery

The total qualification time (TQT) for this qualification is **16-hours** and of this **11-hours** is recommended as guided learning (GL).

TQT is an estimate of the total number of hours it would take an average learner to achieve and demonstrate the necessary level of attainment to be awarded with a qualification, both under direct supervision (forming Guided Learning Hours) and without supervision (all other time). TQT and GLH values are advisory and assigned to a qualification as guidance.

Guidance on assessment

This qualification is assessed through a multiple-choice question exam.

Unit	Unit title	Assessment methods
1	Managing Conflict in the Workplace when Dealing with Customers, Service Users or the Public	Externally set and externally assessed multiple-choice questions. Learners must achieve a score of at least 20 out of 30 to pass. Examination duration is 1-hour.

Centre's must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Centres must follow Highfield's Examination and Invigilation Procedures. Completed examination papers are to be returned to Highfield for marking.

Guidance on quality assurance

Highfield requires centres to have in place a robust mechanism for internal quality assurance.

Highfield will support centres by conducting ongoing engagements to ensure and verify the effective and efficient delivery, quality assurance and invigilation of the qualification.

Recognition of prior learning (RPL)

Centres may apply to use recognition of prior learning or prior achievement to reduce the amount of time spent in preparing the learner for assessment.

For further information on how centres can apply to use RPL as described above, please refer to the Recognition of Prior Learning (RPL) policy in the members' area of the Highfield website. This policy should be read in conjunction with this specification and all other relevant Highfield documentation.

Tutor requirements

Highfield recommends nominated tutors for this qualification meet the following requirements:

- hold a relevant subject area qualification/or be occupationally competent

- hold a recognised teaching/training qualification (or suitable equivalent):
    - Level 3 Award in Education and Training (AET);
    - Level 3 or 4 Preparing to Teach in the Lifelong Learning Sector (PTLLS);
    - Certificate in Education and Training (CET);
    - Certificate in Teaching in the Lifelong Learning Sector (CTLLS)
    - Diploma in Education and Training (DET); or
    - Diploma in Teaching in the Lifelong Learning Sector (DTLLS)

- maintain appropriate continued professional development for the subject area

Mapping to National Occupational Standards (NOS)

This qualification maps to the following National Occupational Standards (NOS):
- protect yourself from the risk of violence at work.

Reasonable adjustments and special considerations

Highfield has measures in place for learners who require additional support. Please refer to the Highfield Reasonable Adjustments Policy for further information/guidance.

ID requirements

It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be. All centres are therefore required to ensure that each learner's identification is checked before they undertake the assessment. Highfield recommends the following as proof of a learner's identity:

- a valid passport (any nationality)

- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card, student ID card, travel card etc.

In the event that a learner is unable to produce any of the forms of photographic identification listed above, a centre may accept another form of identification containing a signature, for example, a credit card. Identification by a third-party representative, such as a line manager, human resources manager or invigilator, will also be accepted.

For more information on learner ID requirements, please refer to the Highfield Qualifications Core Manual.

Progression opportunities

Upon the successful completion of this qualification, learners may wish to continue their development via the completion of any of the following signposted qualifications/training:

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

Useful websites
Skills for Security http://skillsforsecurity.org.uk/

Recommended training materials
- Colsey, S. Understanding Conflict Management. Highfield.co.uk Ltd.
- David, B. Customer Service Handbook. Highfield.co.uk Ltd.
- Customer Service Training PowerPoint^{TM} Highfield.co.uk Ltd.
- Davies, C. Conflict Management Training PowerPoint^{TM} Highfield.co.uk Ltd.

Appendix 1: Qualification structure

To complete the Highfield Level 2 Award in Conflict Management (RQF), learners **must** complete the following mandatory unit:

Unit reference	Unit title	Level	Credit
H/615/6965	Managing Conflict in the Workplace when Dealing with Customers, Service Users or the Public	2	2

Appendix 2: Qualification content

Unit 1: Managing Conflict in the Workplace when Dealing with Customers, Service Users or the Public
Unit number: H/615/6965
Credit: 2
GL: 11
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
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
4. Know how to communicate effectively and de-escalate conflict in emotive situations	4.1 Identify how to use non-verbal communication in emotive situations 4.2 Identify how to overcome communication barriers in emotive situations 4.3 Identify ways of defusing emotive conflict situations

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	4.4 Identify how to work with colleagues to de-escalate conflict situations
	4.5 State the importance of providing exit routes and space when dealing with an angry person
5. Know good practice to follow after conflict situations	5.1 State the importance of accessing help and support following an incident
	5.2 Identify the benefits of reflecting on and learning from conflict situations
	5.3 Identify the benefits of sharing good practice and contributing to solutions to recurring problems

Unit 1 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 responding
    - 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

- Identify strategies that can be used to solve problems
    - building rapport
    - stating expectations
    - compromising

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

- Human responses to emotional or threatening situations
    - fight or flight
    - fear
    - shock
    - anger
    - aggression

- Factors that can trigger an angry response in others
    - Factors:
        - being under the influence of drink or drugs
        - emotions – anger, pain, upset, etc
    - Possible triggers:
        - 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 the 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
    - personal protective equipment (PPE)
    - CCTV
    - positive communication

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
    - self-control

- 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

    - reduced stress

Appendix 3: Sample assessment material

This qualification is assessed by:

Multiple-choice question (MCQ) paper.