



Highfield

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Qualification Specification

Level 2 Award in Conflict Management

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 has been accredited by the regulators* of England, Wales and Northern Ireland and is part of the Qualifications and Credit Framework (QCF).

*The regulators are Ofqual in England, DCELLS in Wales and CCEA in Northern Ireland

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

Key facts

• QAN	600/0670/5
• Learning Aim Reference	60006705
• Guided learning hours (GLH)	14
• Credit Value	2
• Assessment Method	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 or 4 Award in Preparing to Teach in the Lifelong Learning Sector (PTLLS)
- 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 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
- Professional Trainers Certificate
- Proof of at least 30 hours of training in any subject

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.

Key Skills

Learners undertaking this qualification should be able to work at or above Level 1 Communications, Problem Solving and Working with Others.

Useful Websites

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

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

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>