# Level 3 Award in the Delivery of Conflict Management Training (QCF) (2886-03)

City&
Guilds

# Qualification at a glance

| | |
|---|---|
| **Subject area** | **Delivery of Conflict Management Training** |
| **City & Guilds number** | 2886 |
| **Age group approved** | 19+ |
| **Entry requirements** | It is expected that trainers who register for this qualification will already have experience of training/instructional techniques. They should have:<br><br>• a formal recognised teaching/training or learning/instruction qualification (or have embarked on one) and<br><br>• knowledge and working experience of the relevant industry or sector as appropriate<br><br>This is a requirement for licensing for all security operatives who interface with the general public. Trainers who deliver Conflict Management training for the qualifications for Licensing will be required to hold a SIA endorsed and accredited qualification in the delivery of scenario-based Conflict Management. |
| **Assessment** | Learners can either sit an on-demand multiple choice examination or an online EVOLVE multiple choice examination for the Level 2 unit (201/901).<br><br>An assignment is available and must be completed for the Level 3 unit (301). |
| **Fast track** | Available |
| **Support materials** | Qualification handbook<br>Assessment pack<br>Answer pack |
| **Registration and certification** | See Walled Garden/Online Catalogue for last dates |

| Title and level | City & Guilds number | Accreditation number |
|---|---|---|
| Level 3 Award in the Delivery of Conflict Management Training | 2886-03 | 600/0664/X |

| Version and date | Change detail | Section |
|---|---|---|
| 1.2 Nov 2011 | Exemptions and proxy guidance added | Delivering the qualification |
| 1.4 Sep 2013 | Changed 'assessing' to 'accessing' in LO5 AC 5.1 | Unit 201 |

| 1.5 Sep 2013 | Various minor textual amendments to handbook and level 2 unit | Qualification at a glance Unit 201 |

# Contents

City & Guilds Level 3 Award in the Delivery of Conflict Management Training (QCF)
(2886-03)

# 1    Introduction

This document tells you what you need to do to deliver the qualification:

| Area | Description |
| --- | --- |
| Who is the qualification for? | For learners who work or want to work as a trainer for delivering conflict management training. |
| What does the qualification cover? | Allows learners to learn, develop and practise the skills required for employment and/or career progression in delivering conflict management training. |
|  | This is a requirement for licensing for all security operatives who interface with the general public. Trainers who deliver Conflict Management training for the qualifications for Licensing will be required to hold a SIA endorsed and accredited qualification in the delivery of scenario-based Conflict Management. |

## Structure

To achieve the Level 3 Award in the Delivery of Conflict Management Training, learners must achieve **5** credits from the mandatory units.

| Unit accreditation number | City & Guilds unit number | Unit title | Level | Credit value |
| --- | --- | --- | --- | --- |
| **Mandatory** | | | | |
| M/602/5439 | 201/901 | Managing conflict in the workplace when dealing with customers, service users or the public | 2 | 2 |
| T/602/6253 | 301 | Delivering scenario-based conflict management training | 3 | 3 |

# 2 Centre requirements

## Approval

If your Centre is approved to offer the qualification Level 3 Certificate for Deliverers of Conflict Management Training (1886) you can apply for the new Level 3 Award in the Delivery of Conflict Management Training (2886-03) approval using the **fast track approval form**, available from the City & Guilds website.

Centres should use the fast track form if:

- there have been no changes to the way the qualifications are delivered, and
- they meet all of the approval criteria in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

To offer this qualification, new centres will need to gain both centre and qualification approval. Please refer to the *Centre guide* and *Providing City & Guilds Qualifications* for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

## Resource requirements

### Centre staffing

- Staff delivering this qualification should familiarise themselves with the structure and content of the award before designing an appropriate course.

### Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

## Candidate entry requirements

It is expected that trainers who register for the Level 3 Award in the Delivery of Conflict Management Training will already have experience of training instructional techniques. They should have:

- A formal recognised teaching/training or learning/instruction qualification (or have embarked on one) and
- Knowledge and work experience of the relevant industry or sector as appropriate

## Age restrictions

City & Guilds cannot accept any registrations for candidates under 19 as this qualification is not approved for under 19s.

# 3    Delivering the qualification

## Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs,
- support and guidance they may need when working towards their qualification.
- any units they have already completed, or credit they have accumulated which is relevant to the qualification.
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualification, their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

## Support materials

The following resources are available for this qualification:

| Description | How to access |
| --- | --- |
| Assessment pack | City & Guilds website |
| Answer pack | City & Guilds website |
| Fast track approval forms | City & Guilds website |

## Exemptions and proxy units

Learners already holding City & Guilds 2884 (Conflict Management Level 2), or its equivalent from another awarding body may be exempt from taking Unit 201 (Managing conflict in the workplace when dealing with customers, service users or the public) multiple choice test, on production of a valid certificate. A proxy unit 2886-801, is available in these circumstances.

**Please note that a certificate of unit credit (CUC) is not available for the proxy 2886-801 unit.**

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# 4    Assessment

## Assessment of the qualification

Candidates must:

- successfully complete one assignment for mandatory unit 301
- successfully complete either one of the possible forms of examination for mandatory unit 201/901

City & Guilds has written the following assessments to use with this qualification:

- online multiple choice tests, using the EVOLVE system (unit 901)
- on-demand multiple choice examinations (unit 201)
- assignment (unit 301)

## Time constraints

The following must be applied to the assessment of this qualification:

- Candidates must finish their assessment within the registration period

# 5 Units

## Availability of units

The following units can be found on The Register:
**http://register.ofqual.gov.uk/**

## Structure of units

Each unit has the following:
- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- unit aim
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria

## Summary of units

| Unit number | Unit title | Credits | QCF unit number (UAN) |
|---|---|---|---|
| 201/901 | Managing conflict in the workplace when dealing with customers, service users or the public | 2 | M/602/5349 |
| 301 | Delivering scenario-based conflict management training | 3 | T/602/6253 |

| Unit 201 | Managing conflict in the workplace when dealing with customers, service users or the public |
|---|---|

| UAN number: | M/602/5439 |
|---|---|
| **Level:** | Level 2 |
| **Credit value:** | 2 |
| **GLH:** | 14 |
| **Assessment requirements specified by a sector or regulatory body:** | This unit is endorsed by Skills for Security, the Standards Setting Body for security. This unit is assessed by either an online multiple-choice test using EVOLVE or an on-demand multiple-choice test. |
| **Aim:** | This unit is intended for people who need knowledge of conflict management when dealing with conflict with customers, service users or the public. |

| Learning outcome | The learner will: |
|---|---|
| 1. Know how communication can be used to solve problems and reduce the likelihood of conflict | |
| **Assessment criteria** | |
| The learner can: <br> 1.1 State the importance of **positive communication** as a way of reducing the likelihood of conflict <br> 1.2 Identify how managing customer expectations can reduce the likelihood of conflict <br> 1.3 Identify the differences between **assertiveness** and **aggression** <br> 1.4 State the importance of viewing a situation from the customer's perspective <br> 1.5 Identify **strategies** that can be used to solve problems | |

| Range |
|---|
| **Positive communication** <br> Matching tone of voice, words and NVCs, making effective eye contact and using good listening skills, maintaining an open stance, with positive messages, showing empathy and using language skills appropriately |
| **Assertiveness** <br> Positive behaviour, confident and assertive, maintaining self-control, not becoming involved, matching energy levels |

| Aggression |
| --- |
| Hostility or the negative behaviour of someone who provokes a quarrel |
| **Strategies/strategy models**<br>• The 4 As Model – 'manage Abuse, do not get Angry, be Assertive, demonstrate a positive mental Attitude<br>• The LEAPS Model – 'Look and Listen, Empathise, Ask questions, Paraphrase, Solutions'<br>• The REACT Model – 'Request, Explain, Ask again, Confirm, Take appropriate action<br>• The Four Stage Process of problem solving, using – 'rapport, empathy, win/win, gift' |

| Learning outcome | The learner will: |
| --- | --- |
| 2. Know the factors that influence human responses in conflict situations | |
| **Assessment criteria** | |
| The learner can:<br>2.1 Identify **human responses** to emotional or threatening situations<br>2.2 Identify **factors that can trigger** an angry response in others<br>2.3 Identify **factors that can inhibit** an angry response in others | |

| Range |
| --- |
| **Human responses**<br>Fight or flight response, emotional versus rational brain response, stimulus and response, triggers and inhibitors |
| **Factors that can trigger**<br>Embarrassment, humiliation, insult, rejection, fear, not being taken seriously |
| **Factors that can inhibit**<br>• internal – values, culture, code of conduct, self-control, experience, training<br>• external – social (criticism by peers etc), legal (arrest etc), economic (loss of job |

| Learning outcome | The learner will: |
| --- | --- |
| 3. Know how to assess and reduce risks in conflict situations | |
| **Assessment criteria** | |
| The learner can:<br>3.1 Identify the **stages of escalation** in conflict situations<br>3.2 State how to apply **dynamic risk assessment** to a conflict situation<br>3.3 State the importance of following employer **policies and guidance** in conflict situations<br>3.4 Identify **measures** that can reduce risks for people who may be involved in conflict situations | |

| Range |
|---|
| **Stages of escalation** (four stages of violence escalation)<br>Frustration, anger, aggression, violence<br><br>**Dynamic risk assessment**<br>Continuously assessing the level of threat faced in a developing situation, evaluating the options and responding appropriately<br><br>**Policies and guidance**<br>Workplace Violence policy, Guidance on Safe Working Practice, Guidance on Lone Working, HASAWA 1974<br><br>**Measures**<br>Physical measures such as: stab proof vests, alarms, CCTV, 'safe' areas<br>Other measures: policy, guidance, training |

| Learning outcome | The learner will: |
|---|---|
| 4. Know how to communicate effectively and de-escalate conflict in emotive situations | |
| **Assessment criteria** | |
| The learner can:<br>4.1 Identify how to use non-verbal communication in emotive situations<br>4.2 Identify how to overcome **communication barriers** in emotive situations<br>4.3 Identify **ways of defusing** emotive conflict situations<br>4.4 Identify how to work with colleagues to **de-escalate conflict situations**<br>4.5 State the importance of providing exit routes and space when dealing with an angry person | |

| Range |
|---|
| **Communication barriers**<br>The physical environment – noise, heat, dust, distance, partitions, telephone, interruptions, deafness;<br>Emotional and feelings – fear, anxiety, stress, confusion; attitudes and cultural differences, alcohol and drugs,<br>Others - mental health problems, learning difficulties<br><br>**Ways of Defusing**<br>Signal non-aggression, show empathy, active listening, build trust<br><br>**De-escalate conflict situations:**<br>Contact and cover, switching, drawing round, passing the baton |

| Learning outcome | The learner will: |
|---|---|
| 5. Know good practice to follow after conflict situations | |
| **Assessment criteria** | |
| The learner can:<br>5.1 State the importance of accessing help and support following an incident<br>5.2 Identify the **benefits of reflecting on and learning** from conflict situations<br>5.3 Identify the **benefits of sharing good practice and contributing to solutions** to recurring problems | |

| Range |
|---|
| **Benefits of reflecting on and learning**<br>Helps people learn and prevents recurrence, helps with accountability at tribunals, HSE, Local Authorities, Police; detailed accounts will help jog memories, good practice can be shared<br><br>**Benefits of sharing good practice and contributing to solutions**<br>Good practice can be shared, develop improved consistency in working practice, providing a coordinated response and solution to recurring problems |

**Unit 201** **Managing conflict in the workplace when dealing with customers, service users or the public**

Supporting information

**Guidance**

For assessment criteria 1.1 it is important to understand the difference between Assertive / Passive and Negative communication models– sender, receiver, coding, encoding, checking understanding, and feedback need to be integral to an effective model. With these aspects in place effective communication and a reduction in the likelihood of conflict are the **more likely** outcomes.

For assessment criteria 1.2 candidates need to understand the delivering a 'gift' for a 'win win' situation, but also the danger of over promising and under delivering.

The positive aspects of managing customer expectations must be accompanied by other positive behaviours to be effective –smile, helpful, polite, look and sound professional, be assertive, consistent and fair.

4.5 **Exit routes**
Allowing potential aggressors to have exit route(s) so as not to be hemmed in and so reduce the likelihood of feeling intimidated enough to fight

**Exit strategy**
Plausible reason for leaving a high risk situation

## Unit 301    Delivering scenario-based conflict management training

| | |
|---|---|
| **UAN number:** | T/602/6253 |
| **Level:** | Level 3 |
| **Credit value:** | 3 |
| **GLH:** | 22 |
| **Assessment requirements specified by a sector or regulatory body** | This unit is endorsed by Skills for Security, the Standards Setting Body for Security. |
| **Aim** | This unit is for people who will be dealing with scenario-based training in conflict management. |

| Learning outcome | The learner will: |
|---|---|
| 1. Understand the principles of scenario-based conflict management training | |

**Assessment criteria**

The learner can:
1.1   Explain the **principles** of scenario-based learning
1.2   Explain the **benefits** of scenario-based learning

| Range |
|---|
| **Principles** |
| Training directly related to workplace problems, realistic scenarios, use simple skills and techniques, realistic working environment for training experiential learning and practice, facilitated learning |
| **Benefits** |
| To teach models and theories – learners develop an understanding by practicing skills in a safe environment, to develop models and theories – learners think about situations or incidents, to debrief models and theories – learners explain skills and behaviours they need to demonstrate |

| Learning outcome | The learner will: |
|---|---|
| 2. Be able to plan and design scenario-based conflict management training | |

**Assessment criteria**

The learner can:
2.1   Design effective **session plans** that apply the principles of scenario-based learning

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| 2.2 | Design effective **scenarios** |
| 2.3 | Justify the design of session plans and scenarios |

| **Range** |
| --- |
| **Session plans** |
| Different learning styles, sector specific, all learners must take part to practice skills acquired |
| **Scenarios** |
| Realistic, suitable location, relevant props, short trainer inspired written briefs, complies with safety considerations, relates to theory being presented eg dynamic risk assessment, debrief of scenario characters, feedback from observers |

| **Learning outcome** | **The learner will:** |
| --- | --- |
| 3. Be able to deliver scenario-based conflict management training | |
| **Assessment criteria** | |

The learner can:

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 the learning has been effective

| **Range** |
| --- |
| **Effective session** |
| Trainer inspired session facilitating learning through candidate participation and inclusivity, using real life experiences of delegates (experiential learning), trainers should not be actively involved in the scenario |
| **Learning** |
| Experience, review, interpretation, learning/evaluation |
| **Debrief** |
| Review, interpret, conclude |
| **Different methods** |
| Knowledge, skills, observation |

| Learning outcome | The learner will: |
|---|---|
| 4. Know how to evaluate own performance | |
| **Assessment criteria** | |
| The learner can: <br> 4.1  Evaluate effectiveness of own delivery <br> 4.2  Evaluate effectiveness of session plans <br> 4.3  Evaluate effectiveness of scenarios | |

## Unit 301     Delivering scenario-based conflict management training

Supporting information

**Guidance**

For assessment criteria 3.2, all participants to be effectively briefed on their roles. 'SCENARIO STOP' form of words to be agreed to bring proceedings to a halt. The form of words must be fully understood by all and obeyed by all.

# Appendix 1    Relationships to other qualifications

## Links to other qualifications

This qualification has connections to the:

- old Level 3 Certificate for Deliverers of Conflict Management Training (1886)

## Literacy, language, numeracy and ICT skills development

This qualification can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see **www.cityandguilds.com/functionalskills**
- Essential Skills (Northern Ireland) – see **www.cityandguilds.com/essentialskillsni**
- Essential Skills Wales (from September 2010).

# Appendix 2     Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

***Centre Manual - Supporting Customer Excellence*** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

***Access to Assessment & Qualifications*** provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Qualifications and Credit Framework (QCF)**: general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events**: dates and information on the latest Centre events
- **Online assessment**: information on how to register for EVOLVE/e-volve assessments.

# Useful contacts

| | |
|---|---|
| **UK learners**<br>**General qualification information** | **T: +44 (0)844 543 0033**<br>**E:**<br>**learnersupport@cityandguilds.com** |
| **International learners**<br>General qualification information | T: +44 (0)844 543 0033<br>F: +44 (0)20 7294 2413<br>E: **intcg@cityandguilds.com** |
| **Centres**<br>Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results | T: +44 (0)844 543 0000<br>F: +44 (0)20 7294 2413<br>E: **centresupport@cityandguilds.com** |
| **Single subject qualifications**<br>Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change | T: +44 (0)844 543 0000<br>F: +44 (0)20 7294 2413<br>F: +44 (0)20 7294 2404 (BB forms)<br>E: **singlesubjects@cityandguilds.com** |
| **International awards**<br>Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports | T: +44 (0)844 543 0000<br>F: +44 (0)20 7294 2413<br>E: **intops@cityandguilds.com** |
| **Walled Garden**<br>Re-issue of password or username, Technical problems, Entries, Results, EVOLVE, Navigation, User/menu option, Problems | T: +44 (0)844 543 0000<br>F: +44 (0)20 7294 2413<br>E: **walledgarden@cityandguilds.com** |
| **Employer**<br>Employer solutions, Mapping, Accreditation, Development Skills, Consultancy | T: +44 (0)121 503 8993<br>E: **business@cityandguilds.com** |
| **Publications**<br>Logbooks, Centre documents, Forms, Free literature | T: +44 (0)844 543 0000<br>F: +44 (0)20 7294 2413 |

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