



Award in the Delivery of Conflict Management Training Specification

SFJ Awards Level 3

Qualification Number: 600/2350/8

Contents

Contents.....	2
Contact Us	4
Introduction	4
Version Number	4
About this Qualification.....	4
Objective	5
Purpose.....	5
Sector.....	5
Structure.....	5
Estimated Total Qualification Time (TQT)*	5
Guided Learning Hours (GLH)**	6
Delivery	6
Assessment.....	6
Age Range and Geographical Coverage.....	7
Learner Entry Requirements	7
Progression	7
Tutor Requirements.....	8
Centre Requirements	8
Unit 1: Managing Conflict in the Workplace when dealing with Customers, Service Users or the Public M/602/5439	9
Guided Learning Hours: 14	9
Unit Level: 2	9
Unit Credit: 2	9
Unit Description.....	9
Unit 1 Guidance on Delivery and Assessment	14
Guidance on Delivery	14
Guidance on Assessment	15
Unit 2 Delivering Scenario-Based Conflict Management Training T/602/6253.....	16
Guided Learning Hours: 22	16
Unit Level: 3	16
Unit Credit: 3	16

Unit Description:.....	16
Unit 2 Guidance on Delivery and Assessment	19
Delivery	19
Assessment.....	19
Resources and Useful Websites	21

Contact Us

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Introduction

This specification is intended for trainers, centres and learners. General information regarding centre approval, registration, Odyssey Online (SFJ AWARDS's candidate management system), assessment papers, certification, reasonable adjustments, special consideration, appeals procedures, are available from the website. This document should be read in conjunction with the SFJ AWARDS QMS Centre guide available from the website.

Version Number

Please ensure that you have the latest and most up to date version of documents. Please check the website for the most up to date version. To check which version you have please see the footer which will give you the version number

V3.0 updated February 2017: All pages re-formatted, updates to pages 3, 4, 5

V3.0 updated November 2017: removal of (QCF) from qualification title, updates to page 4 (TQT added to structure table), credit removed, TQT added in each unit section.

V5 updated June 2018: new address added.

About this Qualification

The SFJ AWARDS Level 3 Award in the Delivery of Conflict Management Training is a qualification for trainers who deliver or wish to deliver conflict management training at level 2. It is suitable for all sectors where the possibility of conflict may arise and is approved by the SIA as a suitable qualification for those wishing to deliver conflict management as part of the licence linked qualifications.

Objective

Preparing learners for employment and supporting a role in the workplace.

Purpose

D. Confirm occupational competence and/or 'licence to practice'

D1. Confirm competence in an occupational role to the standards required

Sector

1.4 Public Services

Structure

The qualification has 2 mandatory units and learners must achieve 5 credits to gain certification.

Unit	Unit Number	GLH**	TQT*
Managing conflict in the workplace when dealing with customers, service users or the public	M/602/5439	14	20
Delivering scenario-based conflict management training	T/602/6253	22	30
Total		36	50

Estimated Total Qualification Time (TQT)*

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

TQT is comprised of Guided Learning Hours (GLH) and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment, which takes place as directed by, but not under the supervision of a lecturer, supervisor or tutor. If a credit value is assigned to a qualification it is determined by TQT, as one credit corresponds to 10 hours of learning.

Guided Learning Hours (GLH)**

The GLH are 36. It is the responsibility of training centres to decide the appropriate course duration, based on their learners' ability and level of existing knowledge. It is possible, therefore, that the number of Guided Learning Hours can vary from one training centre to another according to learners' needs. Guided learning hours are all times when a member of provider staff is present to give specific guidance towards the learning aim being studied on the programme. This definition includes lectures, tutorials, and supervised study. It does not include hours where supervision or assistance is of a general nature and is not specific to the study of the learners.

Delivery

We recommend that unit 1 should be delivered to learners before unit 2 as this will provide the learners with the opportunity to see how this unit can be delivered.

Delivery for unit 1 should be scenario based and if possible contextualised to a working environment familiar to the learner. See further guidance on page 9.

Delivery for unit 2 may be delivered using a combination of class room based activities, tutor designed activities, and must include the learner delivering scenario based conflict management training (a micro-teach). See further guidance on page 12.

Assessment

Unit	Assessment	Number of Questions	Time Allowed
Managing conflict in the workplace when dealing with customers, service users or the public	Multiple choice question paper	20	45 minutes
	Portfolio	-	-
Delivering scenario-based conflict management training	Portfolio (including micro- teach)	-	-

Unit 1 is assessed by a combination of an externally set and marker multiple choice question paper which must be held under exam conditions and a portfolio element.

For the portfolio element: In order to help centres in assessing the internally set element of this unit SFJ AWARDS has identified those learning outcomes which would naturally be demonstrated through the use of scenarios: these are marked in bold in the achievement record. SFJ AWARDS recommends that **holistic assessment is used** when assessing the learners as one scenario should demonstrate several assessment criteria. Please see further guidance on page 9.

Unit 2 is internally assessed and marked and must include a micro-teach, please see further guidance on page 12.

A “Qualification Achievement Record” and guidance for the portfolio elements of this qualification is available for centres to download from the website. All assessment materials and documentation must be clearly mapped to the assessment criteria. The multiple-choice examination is externally set and marked by SFJ AWARDS and must be held under exam conditions.

Age Range and Geographical Coverage

This qualification is approved for learners 18 plus in England, Wales and Northern Ireland.

Learner Entry Requirements

Learners must have a suitable teaching qualification e.g. Level 3 Award in Education and Training, PTLLS at level 3 or above and be proficient in the use of the English language. It is the centres responsibility to ensure that all learners being entered for this qualification meet these requirements and to keep and maintain the relevant records. These records must be available to SFJ AWARDS and regulatory bodies for inspection.

Progression

This qualification is designed to support a specific job in the workplace. Learners could also progress to the SFJ AWARDS Level 3 Award for Deliverers of Physical Intervention Training within the Private Security Industry or further teaching, training or assessing qualifications e.g. SFJ AWARDS Level 4 Certificate in Education and Training.

Tutor Requirements

All trainers delivering this qualification must have

- Appropriate teaching qualification e.g. Level 3 Award In Education and Training, PTLLS
- NQF or QCF Level 3 qualifications, or equivalent, in the delivery of conflict management
- Continuous Professional development/evidence of sector competency

Centre Requirements

Centres must be approved by SFJ AWARDS in order to offer this qualification.

Unit 1: Managing Conflict in the Workplace when dealing with Customers, Service Users or the Public M/602/5439

Guided Learning Hours: 14

Unit Level: 2

Unit Credit: 2

Unit Description

This unit is intended for people who may come in to contact with conflict situations in all areas such as with customers, service users and the public.

Unit grid: Learning outcomes/ Content/ Assessment Criteria.

Learning Outcome - The learner will:		Assessment Criteria - The learner can:	Contents
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	Positive communication to reduce conflict: Reducing the risk of conflict, avoiding confrontation, communicating in a clear, professional, polite and fair way
	1.2	Identify how managing customer expectations can reduce the likelihood of conflict	Managing customer expectations to reduce conflict: Importance of good customer care, customers having unrealistic expectations, providing information to help manage customer expectations e.g. returns policy, how long they may be required to wait, why there is a delay and expected time of resuming service; explanation of company policies, stating own expectations

	1.3	Identify the differences between assertiveness and aggression	Differences between assertiveness and aggression: Characteristics and aims of assertiveness; recognising aggression and its characteristics
	1.4	State the importance of viewing a situation from the customer's perspective	Viewing a situation from customer's perspective: Empathy: proactive use of, definition of, using/ demonstrating empathy, value of
	1.5	Identify strategies that can be used to solve problems	Strategies to solve problems: Understanding that anger must be defused first; problem-solving skills: (rapport, nature of grievance, customer's expectations)
2. Know the factors that influence human responses in conflict situations	2.1	Identify human responses to emotional or threatening situations	Human responses to emotional or threatening situations: Aggression, fear, anger, fright, shaking, sweating; the fight, flight or freeze response; physical effects of adrenalin on the body; recognising symptoms of shock
	2.2	Identify factors that can trigger an angry response in others	Factors that can trigger an angry response: Triggers: e.g. drugs, alcohol, medical conditions, emotions, stress, frustration, environment, fear, feeling threatened
	2.3	Identify factors that can inhibit an angry response in others	Factors that can inhibit an angry response: Internal: Self-control, fear of confrontations, retaliation or other consequences such as legal action, peer pressure, previous experience. External: Calm approach, good communication skills, politeness, showing respect

3. Know how to assess and reduce risks in conflict situations	3.1	Identify the stages of escalation in conflict situations	Stages of escalation in conflict situations: Attitude-behaviour cycle; how threat levels can escalate in a confrontation (frustration to anger to aggression to violence); how own actions can lead to escalation of situation
	3.2	State how to apply dynamic risk assessment to a conflict situation	Dynamic risk assessment: Continuously monitor, observe and adapt response; recognising early warning signs; verbal and non-verbal, reactionary gap, personal space, adapting response, assessing risk, seeking help
	3.3	State the importance of following employer policies and guidance in conflict situations	Following employer policies and guidance in conflict situations: Compliance with legislation: e.g. Health and Safety at Work Act 1974, Employment Rights Act 1996; Human Rights Act 1998; regulations e.g.: The Management of Health and Safety at Work Regulations 1999, (RIDDOR) Reporting of Injuries, Diseases and Dangerous Occurrences Regulations, Safety Representatives and Safety Committees Regulations; Employer policies and guidance: Their value as a means of reducing risk of harm to self and others and as a source of information; about own responsibilities, and action to take in different circumstances
	3.4	Identify measures that can reduce risks for people who may be involved in conflict situations	Measures that can reduce risks: Minimising barriers and triggers, managing customer expectations; dynamic risk assessment, communication, win-win approaches, accessing help

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	Non-verbal communication: To deescalate or minimise situation, signalling nonaggression: (posture and positioning, body language and gestures) positioning (public, social, personal and intimate zones)
	4.2	Identify how to overcome communication barriers in emotive situations	Overcoming communication barriers: Physical, linguistic, attitude and emotional barriers: establishing if information has been received, improving reception, active listening, using appropriate form/s of communication
	4.3	Identify ways of defusing emotive conflict situations	Defusing emotive situations: Use of empathy, communication skills, listening, use of assertiveness, reaching mutually acceptable solutions
	4.4	Identify how to work with colleagues to de-escalate conflict situations	Working with colleagues to de-escalate conflict situations: Assessing situation, would working with colleague escalate or de-escalate situation, personality conflicts, handing over, team roles/ lead and supporting roles/positioning, value of knowing procedures and roles, pre-arranged strategies with team
	4.5	State the importance of providing exit routes and space when dealing with an angry person	Positioning and exit routes: Positioning, zones, reactionary gap, exit route for both staff and customer, not blocking exit route
5. Know good practice to follow after conflict situations	5.1	State the importance of accessing help and support following an incident	Accessing help and support following an incident: Sources of help and support, the value of accessing prompt help and support from trained people; situations that require help and support

	5.2	Identify the benefits of reflecting on and learning from conflict situations	Benefits of reflecting on and learning from conflict situations: Prevention or minimisation of re-occurrence, assessing how situation went, how it could be done better in future
	5.3	Identify the benefits of sharing good practice and contributing to solutions to recurring problems	Benefits of sharing good practice and contributing to solutions to recurring problems: Reduce risks and re-occurrences, adaptation to changing circumstances, sharing expertise; the benefits of contributing, why and how staff can contribute

Unit 1 Guidance on Delivery and Assessment

Guidance on Delivery

This unit develops the learner's knowledge and skills of how communication can be used to resolve problems and reduce the likelihood of conflict, of knowing the factors that influence human responses in conflict situations, how to assess and reduce risks in conflict situations, how to communicate effectively and de-escalate conflict in emotive situations and good practice to follow after conflict situations.

Training should include the use and practice of relevant scenarios to develop the learner's knowledge and skills in conflict management, and to facilitate understanding and confidence through their practical application in scenarios.

This unit covers a multitude of roles performed in a diverse range of environments e.g. customers, service users and the public. Although learners may work in many different areas, there are common elements in terms of communication and conflict management. By observing, discussing and participating in scenario situations requiring effective communication skills and conflict management, learners become aware of situations likely to lead to conflict and can apply the knowledge of effective communication and conflict management skills to these situations.

The training should be tailored to respond to the specific workplace or context that the learning group are familiar with through the inclusion of highly relevant scenarios. The scenarios will enhance skills and confidence in the areas covered through giving learners the opportunity to apply the knowledge and skills. The scenarios can be facilitated by the trainer within an actual work environment or in a simulated environment. The purpose of such scenarios is to actively engage the learners in problem solving and to respect and draw upon their own experience and ideas. Through effective use of scenarios learners will be able to relate the training directly to their work. It is important that trainers ensure the physical and emotional safety of those participating in and/or affected by scenario-based training. Scenarios need to be supervised at all times with clear briefings to prevent physical confrontation and other risks.

To ensure each scenario has a clear focus it should be carefully selected and aligned to the relevant session learning objectives. Scenarios should include issues relating to employment equality, disability and discrimination. In using the term 'customer' we recognise that conflict situations may arise from interaction with a number of different people, which includes customers, clients, colleagues etc.

Guidance on Assessment

A Qualification Achievement Record and guidance for the portfolio element of this qualification is available on request for centres to download from the website.

Assessment for this unit is through a combination of an externally set and marked multiple choice question paper and internally assessed element.

In order to help centres in assessing the internally set element of this unit SFJ AWARDS has identified those learning outcomes which would naturally be demonstrated through the use of scenarios: these are marked in bold in the achievement record. SFJ AWARDS recommends that holistic assessment is used when assessing the learners as one scenario should demonstrate several assessment criteria.

An External Verifier (EV) will be appointed once you have registered your first cohort of learners, in order to carry out SFJ AWARDS Quality Assurance Procedures and report on your accredited qualification/s. They will make at least one visit to your centre each year and will issue an EV Report form after each visit. Please note that learner certificates will not be issued until after the first EV visit has happened and your center has been satisfactorily verified by the EV.

The EV communicates with SFJ AWARDS through the EV Report form, which ensures sufficient sampling of evidence in order to confirm that SFJ AWARDS quality standards are being applied before the issue of any certificates. In line with Ofqual's requirements we ask you to ensure that all assessment records and tracking documentation are up to date and complete before each of the EV visits. All such records should be available to the EV and kept for a period of 2 years from the date of learner completion. Please ensure you keep, as a condition of this approval, a complete copy of the center approval documentation you have issued to us, as from time to time the EV and other SFJ AWARDS personnel may wish to review such documentation.

Unit 2 Delivering Scenario-Based Conflict Management Training T/602/6253

Guided Learning Hours: 22

Unit Level: 3

Unit Credit: 3

Unit Description:

Unit grid: Learning outcomes/ Content/ Assessment Criteria

Learning Outcome - The learner will:		Assessment Criteria - The learner can:	Contents
1. Understand the principles of scenario-based conflict management training 2. Be able to plan and design scenario-based conflict management training	1.1	Explain the principles of scenario-based learning	Principles of scenario-based learning: Planning and preparation of scenarios, what is an effective scenario, ensuring relevance of scenario, using experience and skills of learners, boundaries, relevance and feedback of scenarios
	1.2	Explain the benefits of scenario-based learning	Benefits of scenario-based learning: Learners can relate to scenarios, can practice, assisting understanding, relating and resembling, personalises and draws on learner's experience and/ or work related situations, contextualisation, active involvement in scenarios facilitates learning
	2.1	Design effective session plans that apply the principles of scenario-based learning	Design effective session plans: Aims and outcomes, timings, activities exercises, scenario plan, resource requirements, assessment methods and standards

	2.2	Design effective scenarios	Design effective scenarios: Scenarios that will aid the delivery of conflict management and be contextualised to the learner's personal experience, considerations to be taken into account e.g. health and safety, risks, inclusion
	2.3	Justify the design of session plans and scenarios	Justify the design of session plans and scenarios: How session plans and scenarios meet the learner and qualification requirements; knowledge, skills and attitude, structure of demonstrations and scenarios, purpose of coaching; considerations when planning a session
3. Be able to deliver scenario-based conflict management training	3.1	Deliver an effective session that applies the principles of scenario based learning	Deliver an effective session: Deliver micro teach session based on one of the session plans created
	3.2	Maintain a positive and safe learning environment which promotes interactive learning	Positive and safe learning environment which promotes interactive learning: Positive: encouragement, feedback etc. Safe: risk assessments, health and safety, legal requirements, importance of group dynamics, promoting interactive learning
	3.3	Facilitate interactive and participative learning involving the whole group	Facilitate interactive and participative learning: Range of facilitation methods, importance of group dynamics, ensuring participation of all, how to encourage participation
	3.4	Debrief participants to provide maximum learning for the whole group	Debrief participants: Providing feedback to learners formal and informal feedback, importance of always being positive and encouraging, setting targets, review of achievements; receiving feedback from learners

	3.5	Describe different methods that can be used to verify that learning has been effective	Describe different methods that can be used to verify that learning has been effective: The varying methods: question and answer verbal and written, observation, participation, work produced, appropriate documentation. Monitoring individual and group progress
4. Know how to evaluate own performance	4.1	Evaluate effectiveness of own delivery	Evaluate effectiveness of own delivery: Feedback from observers/ and learners. Learners response, monitoring learning, measuring against targets, importance of reflecting on own practice, identifying areas for improvement
	4.2	Evaluate effectiveness of session plans	Evaluate effectiveness of session plans: Measuring objectives against achievements, feedback from peers and learners, reflection, identifying areas for improvement
	4.3	Evaluate effectiveness of scenarios	Evaluate effectiveness of scenarios: Measuring objectives against achievements, feedback from peers and learners, reflection, identifying areas for improvement

Unit 2 Guidance on Delivery and Assessment

Delivery

This unit develops the learner's knowledge and practice of delivering scenario-based conflict management training. Learners will have already completed unit 1: Managing conflict in the workplace when dealing with customers, service users or the public M/602/5439 and this unit will have provided the learner with the underpinning knowledge of conflict management and serve as an example of what they will be learning to teach. The aim of the unit is to provide the learner with the knowledge and skills to prepare, deliver and assess unit 1: a conflict management unit.

- The aims of this unit are to provide the learner with:
- An understanding of the principles of scenario-based conflict management training
- Be able to plan and design scenario-based conflict management training
- Be able to deliver scenario-based conflict management training
- Know how to evaluate own performance

Learners will plan, design and deliver scenario-based conflict management training during this unit.

The 22 guided learning hours may be delivered using a combination of classroom-based activities, tutor designed activities, and must include the learner delivering scenario based conflict management training (a micro-teach).

Assessment

A Qualification Achievement Record and guidance for the portfolio element of this qualification is available on request for centres to download from the website. Holistic assessment can be used when assessing learners as one activity may provide evidence for more than one assessment criteria; however, it is essential that evidence for the assessment criteria are identified individually.

This unit is about knowledge and competence and assessment is by portfolio. Learners must demonstrate their competence in the principles, planning, designing, delivering and evaluating of scenario-based conflict management training. Different assessment criteria will require different assessment methods: for example AC1.1 Explain the principles of scenario-based learning could be assessed by a written answer, PowerPoint presentation, verbal presentation; 2.1 Design effective session plans that apply the principles of scenario-based learning can only be assessed by the learner actually designing a lesson plan; as well as AC 3.1 in which the learner must deliver a micro teach, however 3.1, 3.2 and 3.3 could be assessed holistically.

An External Verifier (EV) will be appointed, once you have registered your first cohort of learners, in order to carry out SFJ AWARDS Quality Assurance Procedures and report on your accredited qualification/s. They will make at least one visit to your centre each year and will issue an EV report form after each visit. Please note that **learner certificates will not be issued** until after the first EV visit has happened and your center has been satisfactorily verified by the EV.

The EV communicates with SFJ AWARDS through the EV Report form, which ensures sufficient sampling of evidence in order to confirm that SFJ AWARDS quality standards are being applied before the issue of any certificates. In line with Ofqual's requirements we ask you to ensure that all assessment records and tracking documentation are up to date and complete before each of the EV visits. All such records should be available to the EV and kept for a period of 2 years from the date of learner completion. Please ensure you keep, as a condition of this approval, a complete copy of the Centre Approval documentation you have issued to us, as from time to time the EV and other SFJ AWARDS personnel may wish to review such documentation.

QMS: 600/2350/8 Specification

Resources and Useful Websites

Security Industry Authority www.gov.uk/government/organisations/security-industry-authority

“Introduction to Learning Leading towards Licence linked Qualifications a guide for Awarding bodies and training Providers” and other relevant documents and information.

Health and Safety Executive www.hse.gov.uk

The Information Commissioners Office www.ico.org.uk

Office of Public Sector Information www.opsi.gov.uk

Equalities and Human Rights Commissions www.equalityhumanrights.com

Ofqual www.ofqual.gov.uk



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