

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

## Qualification handbook

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[www.cityandguilds.com](http://www.cityandguilds.com)  
March 2009



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**City & Guilds**

**1 Giltspur Street**

**London EC1A 9DD**

**T +44 (0)20 7294 2800**

**F +44 (0)20 7294 2400**

**[www.cityandguilds.com](http://www.cityandguilds.com)**

**[enquiry@cityandguilds.com](mailto:enquiry@cityandguilds.com)**

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## Introduction

The SIA has specified Conflict Management training and assessment as 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 QCA accredited qualification in the delivery of scenario based Conflict Management.

There are **two units** for this qualification:

- 1 Knowledge, Understanding and Application of the Principles of Conflict Management
- 2 Designing and Delivering Conflict Management Scenario's

### UNIT 1

The aim of this unit is to provide the basic understanding to deal effectively with workplace violence.

There are **four outcomes** to this unit. The learner can:

- 1) Assess and reduce the risk of violence in the work environment
- 2) Identify behaviour that indicates an escalation towards violence and take appropriate measures to avoid or calm and defuse the situation
- 3) Identify post incident support and report the circumstances to provide information for personal and organisational learning
- 4) Demonstrate their ability to apply knowledge and understanding of Conflict Management into a variety of practical workplace settings

### UNIT 2

The aim of the unit is to provide basic competence to deliver scenario based Conflict Management training.

There are **two outcomes** to this unit. The learner can:

- 1) Design relevant and effective scenarios for training in Conflict Management
- 2) Deliver and debrief interactive and scenario based sessions in the context of conflict management training

To achieve the City & Guilds Level 3 Certificate for the deliverers of Conflict Management Training candidates will need to complete **both** units one and unit two.

## Connections with other awards

Unit one of the Level 3 Certificate for Deliverers of Conflict Management Training is linked to the knowledge and understanding requirements for the SIA specification for Security Guarding, Door Supervisor and the City & Guilds Level 2 Certificate in Conflict Management. Unit One also maps the essential knowledge and understanding of the unit within the Managing Workplace Violence National Occupational Standards (ENTO).

## Exemptions and proxy units

Learners already holding City & Guilds 1884 (Conflict Management Level 2), or it's equivalent from another awarding body may be exempt from taking the knowledge, understanding and application of the principles of Conflict Management multiple choice test, on production of a valid certificate. A proxy unit is available in these circumstances.

Holders of equivalent nationally accredited qualifications or parts of qualifications from other awarding bodies may also be eligible for exemption from the Practical, Designing and Delivery Conflict Management scenarios, on production of a valid certificate. A proxy unit is available in these circumstances.

## General information

This vocationally related award has been designed by City & Guilds to support government initiatives towards the National Qualifications Framework. It offers a flexible approach to provide individuals with the opportunity to achieve a qualification relevant to their individual learning and business needs.

## Course design

Teachers/assessors should familiarise themselves with the structure and content of the award before designing an appropriate course.

City & Guilds does not itself provide courses of instruction or specify entry requirements. As long as the requirements for the award are met, teachers/assessors may design courses of study in any way that they feel best meets the needs and capabilities of the candidates. Centres may wish to introduce other topics as part of the programme, which will not be assessed through the qualifications, e.g. to meet local or organisational needs.

It is recommended that centres cover the following in the delivery of the course, where appropriate:

- Health and safety considerations, in particular the need to emphasise to candidates that they must preserve the health and safety of others as well as themselves
- Key Skills (such as Communication, Application of Number, Information Technology)
- Environmental education, related European issues
- Spiritual, moral, ethical, social and cultural issues.

## Guided learning hours

It is envisaged that learners will require 60 learning hours in order to complete both units.

It is suggested that hours for the delivery of unit one Understanding the Principles of Conflict Management, could be allocated with **30 notional learning hours**.

Hours for the delivery of unit two, Designing and Delivering Scenario's, can be allocated **30 guided learning hours**

## **Candidate pre-requisites**

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

- 1) A formal recognised teaching/training or learning/instruction qualification (or have embarked on one) and
- 2) Knowledge and working experience of the relevant industry or sector as appropriate (i.e. security industry, hospitality sector, etc)

## Assessment and quality assurance

### Assessment

Assessment for **unit one** will be by means of a synoptic multiple-choice knowledge test covering the underpinning knowledge. The test will be taken on City & Guilds' Global On-line Assessment System. There will be one test per candidate/certificate.

**Unit two** will be assessed internally by the centre with candidates expected to produce an assignment and a session plan.

### Quality assurance

National standards and rigorous quality assurance are maintained by the use of:

City & Guilds set and marked written test(s)

Internal and external quality assurance procedures.

Quality assurance includes initial centre approval, the centre's own procedures for monitoring quality and City and Guilds' ongoing monitoring. Details of City & Guilds criteria and procedures, including roles of centre staff and External Verifiers can be found in *Providing City & Guilds Qualifications – a guide to centre and scheme approval*.

## **Centre and scheme approval**

Centres wishing to offer City & Guilds qualifications must gain approval. New centres must apply for centre and scheme approval. Existing City & Guilds centres will need to obtain specific scheme approval to run this award.

Full details of the process for both centre and scheme approval are given in *Providing City & Guilds Qualifications – a guide to centre and scheme approval*, which is available from City & Guilds' regional offices.

City & Guilds reserves the right to suspend an approved centre, or withdraw its approval from an approved centre, to conduct a particular City & Guilds scheme or particular City & Guilds schemes, for reasons of debt, malpractice or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds.

### **Centre profile for the Global On-line assessment System**

Centres will also be required to set up a profile to become a user of the Global On-line Assessment System. This is a simple process which need only be done once. Centres will then be able to add additional schemes to the profile as required.

Full details of requirements and the procedures are contained in the publication *Centre Guide to Global On-line Assessment* and on our website <http://www.cityandguilds.com>

## Registration and certification

For the award of a certificate, candidates must successfully complete the synoptic multiple-choice examination in the subject they are entered for.

Candidates must be registered at the beginning of their course. Centres should submit registrations via the Walled Garden or on Form S (Registration) under scheme/complex number 1886-01.

Scheduling on-line tests (including re-sits) is done directly on the GOLLA system (**not** Form S). Results from on-line tests are automatically transferred to City & Guilds.

Candidates achieving a pass will be awarded a certificate with an endorsement showing the subject passed, Level 3 Certificate for Deliverers of Conflict Management Training.

Full details on all the above procedures, will be found in the *Directory of Vocational Awards* published annually by City & Guilds. This information also appears on City & Guilds website <http://www.cityandguilds.com>

Where there are inconsistencies between the scheme handbook and the *Directory of Vocational Awards* the latter always prevails.

**City & Guilds**  
**Level 3 Certificate for Deliverers of**  
**Conflict Management Training**  
**1886**

**UNIT 1**

**Knowledge, Understanding and Application of  
the Principles of Conflict Management**

## **Outcome 1: Assess and reduce the risk of violence in the work environment**

### **What you need to do**

1. Assess the risks of violence that exist in the working environment
2. Prepare and plan to reduce the risks of violence before undertaking a **work activity** involving **specific risks**
3. Assess a situation, as it is developing, to identify risks of violence

### **What you need to know**

The learner can

4. State the definition of work related violence
5. Describe the responsibilities of employers and employees outlined in the Health and safety at Work Act 1974
6. Explain the **policy and guidance** provided by their employer in relation to the risks of **work related violence**
7. Describe **risk reduction measures** which eliminate or reduce risks
8. Describe the **process of dynamic risk assessment** of the threat in a developing situation
9. Recognise the importance of providing positive and proactive service to **service users**
10. Respond calmly and politely to **complaints of poor service** and resolve issues promptly and fairly

### **Range**

#### **Definition Work Related Violence**

- Health and Safety Exec definition
- Organisation specific definition

#### **Policy and Guidance**

- Workplace Violence policy
- Guidance on Safe Working Practice
- Guidance on Lone Working

## **Risk Reduction Measures**

Physical measures such as:

- Stab proof vests
- Alarms
- CCTV
- 'Safe' areas

Other measures:

- Policy
- Guidance
- Training

## **Process of dynamic risk assessment**

- Continuously assessing the level of threat faced in a developing situation, evaluating the options and responding appropriately

## **Work Activity**

- Any activity involving a face to face interaction with a service user

## **Specific Risk**

Any work activity which is recognised to attract specific risks such as:

- Lone working
- Banking cash
- Enforcement duties including arrest, search and detaining

## **Service User**

Any person whom the learner may come into contact with whilst performing their role.

e.g:

- Patients
- Friends
- Relatives
- Clients
- Passengers
- Customers
- Detainees
- The public
- Pupils
- Parents
- Carers

### **Complaints of poor service**

Any event which the service user perceives to have been dealt with below the expected standards. e.g:

- Late arrival
- Queuing
- Waiting times
- Unhelpful service
- Incompetence
- Rudeness
- Faulty goods
- Failure to provide goods

## **Outcome 2: Identify behaviour that indicates an escalation towards violence and take appropriate measures to avoid or calm and defuse the situation**

### **What you need to do**

1. Use skills and behaviours which will calm and defuse the situation
2. Take the appropriate action in a high risk conflict to minimise the risk of injury to yourself and other people
3. Demonstrate the **skills to signal non-aggression**

### **What you need to know**

The learner can

1. Describe **human responses** to threatening situations
2. Identify the most **common triggers and situations** where there is a risk of escalation into violence
3. Choose **responses which will de-escalate** a potentially aggressive situation
4. Describe the basic **elements of communication** and the **blocks to communication** in an aggressive or violent situation
5. Describe the action to take if a situation is escalating to a **high-risk conflict**
6. Explain how to **defuse and calm** a person who is behaving in an angry and aggressive way
7. Choose appropriate **assertive behaviour** for confronting examples of unacceptable behaviour
8. Describe **exit strategies** from potentially high-risk conflict
9. Explain the **law relating to self defence**

### **Range**

#### **Skills to Signal Non-Aggression**

The use of:

- Appropriate positioning
- Spatial awareness
- Eye contact
- Body language
- Stance

to show to the aggressor that you do not wish to fight him or her

### **Human responses**

- Fight or flight response
- Emotional versus rational response
- Stimulus and response
- Triggers and inhibitors

### **Common Triggers and Situations**

- Embarrassment
- Loss of face
- Insults
- Not being taken seriously
- Fear

### **Responses which will de-escalate a Situation**

- Active listening
- Helpful attitude
- Empathy
- Positive body language

### **Basic Elements of Communication**

- Sender – message – receiver
- Check out understanding

### **Blocks to Communication**

- The physical environment
- Emotional and feelings
- Attitudes
- Cultural differences
- Alcohol and drugs
- Mental health problems
- People with learning difficulties

**High risk Conflict**

- Where there is an immediate risk that someone is going to be physically assaulted

**Defuse and calm a Situation**

- Signal non-aggression
- Show empathy
- Active listening
- Build trust

**Assertive behaviour**

- Positive assertive language

**Human responses**

- Fight or flight response
- Emotional versus rational response
- Stimulus and response
- Triggers and inhibitors

**Exit strategies**

- Plausible reason for leaving a high risk situation

**Law relating to self defence**

- Use of force
- Common law authority
- Human Rights Act

## **Outcome 3: Identify post incident support and report the circumstances to provide information for personal and organisational learning**

### **What you need to do**

1. **Report and record** an incident of workplace violence to provide information to increase the prevention and reduction of risk across the organisation
2. **Review** the incident, including the sequence of events leading up to it, to provide personal learning and the sharing of good practice with work colleagues
3. Develop a **personal action plan** to ensure that he/she will deal more effectively with a similar incident

### **What you need to know**

The learner can

1. Describe the **reactions** which may be experienced by a victim of workplace violence incident and the **support mechanisms** available for that person.

### **Range**

#### **Report and Record**

- Complete report and record details of an incident in accordance with organisational requirement

#### **Review**

- Review what happened, why it happened and what can be learned for the next time a similar incident occurs

#### **Personal Action plan**

- A plan to ensure learning from an incident is realised and put into practice

#### **Reactions**

- Immediate post incident reactions
- Medium term reactions
- Long term reactions

#### **Support Mechanisms**

- Line manager
- Team

- Other colleagues
- Employee assistance programme
- Counselling
- Psychological
- Psychiatric

## **Outcome 4: Application of the principles of conflict management**

### **Unit Summary**

This Unit is about demonstrating the candidate's ability to apply the knowledge and principles of conflict management into a variety of workplace settings and to develop a practical understanding of the common flashpoints, circumstances and incidents that increase the likelihood of aggression and violence.

### **What you need to know**

The Learner can:

1. Identify the components of an organisational solution to work related violence
2. Understand the practical consideration involved in implementing and maintaining an organisational solution
3. Recognise the practical individual solution which contribute to safer working practices
4. Understand the appropriate standards for conduction management training

### **Assessment**

The candidates are required to complete an assignment, which will:

- Demonstrate their ability to apply the knowledge and principles of conflict management into a practical workplace setting and
- Gather data and identify needs, which will assist in the design of a scenario-based training programme for work related violence

The project material will be used to develop a conflict management programme and will cover the following areas:

- Policy and Guidance
- Identification and Assessment of Risk
- Incidents and Common Flashpoints

# **UNIT 2**

## **Designing and Delivering Conflict Management Scenarios**

## **Outcome 1: The principles and design of scenario-based learning**

### **Unit Summary**

This unit is about the principles of scenario-based learning and the design of relevant and effective scenarios for training in conflict management.

### **What you need to know**

The Learner can:

1. Identify the principles of scenario-based learning
2. Recognise the importance of scenario-based learning
3. Understand the principles for designing appropriate scenarios
4. Understand the appropriate standards for conduction management training

### **Assessment**

Candidates will design a scenario-based conflict management programme (form 2) for delivery to a specific role, which faces work related conflict from customers, service user, clients or other members of the public, with a rationale to include:

- Aims and objectives
- Duration of sessions
- Activities and exercises
- Relevant scenarios
- Resources and assessment
- Any other relevant information

## **Outcome 2: Delivering and debriefing scenario based sessions**

### **Unit Summary**

This unit is about delivering and debriefing interactive and scenario-based sessions in the context of conflict management training

### **What you need to do**

The Learner can:

1. Create and maintain a positive and safe learning environment for interactive learning
2. Facilitate interactive and participative learning involving the whole learning group
3. Debrief exercises and scenarios to provide maximum learning for the whole group
4. Deal with difficult and challenging behaviours from learners in a sensitive and inclusive way

### **Assessment**

Candidates are required to produce one session plan (Form 3 – from conflict management programme devised in Unit 3) for delivery of an interactive session including an appropriate scenario. The plan should include

- Session aims and objectives
- Location and timings
- Learning activities
- Scenario plan (Form 4)
- Resources

Candidates will be required to deliver and evaluate the sessions and scenario that they have planned.

The session will be assessed by:

- Tutor assessment (Form 5)
- Self assessment (Form 6)

## Appendix A: Forms

	Assessment record	Unit 2
<b>FORM 1</b>	Project Assignment	Unit 2 - Outcome 1
<b>FORM 2</b>	Conflict Management Programme	Unit 2 - Outcome 2
<b>FORM 3</b>	Session Plan	Unit 2 - Outcome 3
<b>FORM 5</b>	Scenario Design Template	Unit 3 - Outcome 3
<b>FORM 6</b>	Session Tutor Assessment	Unit 3 - Outcome 3
<b>FORM 7</b>	Session Self Evaluation	Unit 3 - Outcome 3

## Assessment Record

Candidate Name		Enrolment number	
Centre Name		Centre number	

Unit 1: Knowledge, Understanding and Application of the Principles of Conflict Management				
Unit 2: Designing and Delivering Conflict Management Scenarios				
Assessments	Pass/ Refer	Marker signature and date	IV signature and date (if sampled)	EV signature and date (if sampled)
Outcome 1 Application of the principles of conflict management				
Outcome 2: The principles and design of scenario based learning				
Outcome 3: Delivering and debriefing scenario based sessions				

Name of tutor

.....

Name of internal verifier

.....

Signed (internal verifier) ..... Date .....

## Form 1: Project Assignment

Unit	2
------	---

Candidate name			
Enrolment number			
Date issued			
Date handed in			
Marking tutor			
Date marked		Pass/Fail	
Date re-marked (if referred)		Pass/Fail	

I confirm that the evidence for this unit is authentic and a true representation of my own work.

Signature of candidate .....Date .....

## **Project Assignment**

### **Section A – Policy and Guidance**

In any organisation that has workers at risk from violence, a comprehensive and workable policy is the cornerstone for building an effective response to work-related violence in an organisation.

**Briefly describe the main areas of the Policy and Guidance:**

**Identify areas which could be improved and areas which are not covered in the policy and guidance:**

## **Project Assignment**

### **Section B - Risk Assessment**

Health and Safety legislation demands that the risks of workplace violence are properly assessed and effective measures put in place to minimise those risks. A risk assessment should have been carried out in relation to the security roles, outlining the risks identified and the risk reduction measures in place.

<b>Briefly describe the process used to assess the risks of work related violence.</b>
Identify the <b>'Top Three' workplace violence related risks</b> faced by staff.
1.
2.
3.
Now briefly outline the risk reduction measures currently in place to reduce or eliminate these risks:
1.
2.
3.
Now consider whether these risk reduction measures are suitable and sufficient. What additional measures could be implemented to reduce the risks further?
1.
2.
3.

## Project Assignment

### Section C - Common Flashpoints

High, sometimes unreasonable, expectations from customers are a common source for situations and incidents that can end in an aggressive or violent situation.

**Identify two types of incidents which embody the common flashpoints and situations which frustrate customers, patients or service users:**

**Incident 1**

Briefly describe:

Indicate the flashpoint or trigger:

Behaviours, methods, inhibitors or solutions that may reduce the trigger:

**Incident 2**

Briefly describe:

Indicate the flashpoint or trigger:

Behaviours, methods, inhibitors or solutions that may reduce the trigger:

## Section D - Blocks to Communication

Every organisation has an environment in which specific things cause blocks that will affect good communication between people. For example, they may have particular problems with alcohol abusers, drug abusers, or emotionally charged individuals.

**Identify two types of incidents involving blocks to communication which exist within an environment.**

**Incident 1**

Briefly describe:

Indicate blocks to communication:

Behaviours, methods or solutions that may reduce the block:

**Incident 2**

Briefly describe:

Indicate blocks to communication:

Behaviours, methods or solutions that may reduce the block:

## Section E - High Risk – Defusing and Calming

There are often specific situations and incidents where there is a possibility that the employee may face a significant risk of being subjected to physical violence.

**Identify 2 types of incidents, which may lead to a high-risk conflict.**

### **Incident 1**

Briefly describe:

Indications of escalation:

Likelihood of being able to leave the situation:      High  Med  Low

Behaviours, methods or solutions that may calm and defuse this type of incident:

### **Incident 2**

Briefly describe:

Indications of escalation:

Likelihood of being able to leave the situation:      High  Med  Low

Behaviours, methods or solutions that may calm and defuse this type of incident:

## Form 2: Conflict Management Programme

Name of candidate:			Date:
Sector:			Learner Group:
Aim of Programme:			
Outcomes of Programme:			
<i>Outline of Programme</i>			
Session			<i>Content</i>
N°	Time	Title	

### Form 3: Session Plan

Name of candidate:	Date:
Sector:	Learner Group:

Session Title:	
Session Number:	Duration:
Session Outcomes:	

Time	Content	Activity

## Form 4: Scenario Design Template

<b>Name of candidate:</b>		<b>Date:</b>
<b>Title of session:</b>		<b>Title of Scenario:</b>
<b>Location</b>		
<b>Persons involved</b>		
<b>Props</b>		
<b>Brief Description</b>		
<b>Specific Safety points</b>		
<b>Trainer Brief to Group;</b>		
<b>Action:</b>		
<b>Discuss:</b>		
<b>Points to Extract (relate to session outcome):</b>		

## Form 5: Session Tutor Assessment

<b>Name of candidate:</b>	<b>Date:</b>
<b>Title of session:</b>	<b>Length of session:</b>

<b>Preparation</b>	Pass/Fail
Training facility set up	
Use of appropriate training resources	
Tutor Comments:	
<b>Introduction</b>	Pass/Fail
Clear introduction to session	
Introduces clearly defined and relevant learning outcomes	
Tutor Comments:	
<b>Control</b>	Pass/Fail
Strikes appropriate balance between ensuring safety and achieving learning outcomes	
Demonstrates effective time management of session / scenario	
Challenges inappropriate behaviour from the delegates	
Tutor Comments:	
<b>Participation</b>	Pass/Fail
Encourages all the participants to become involved in the session	
Strikes appropriate balance between giving information and drawing from group	
Asks questions, seeks opinions and uses experience of the group to problem solve	



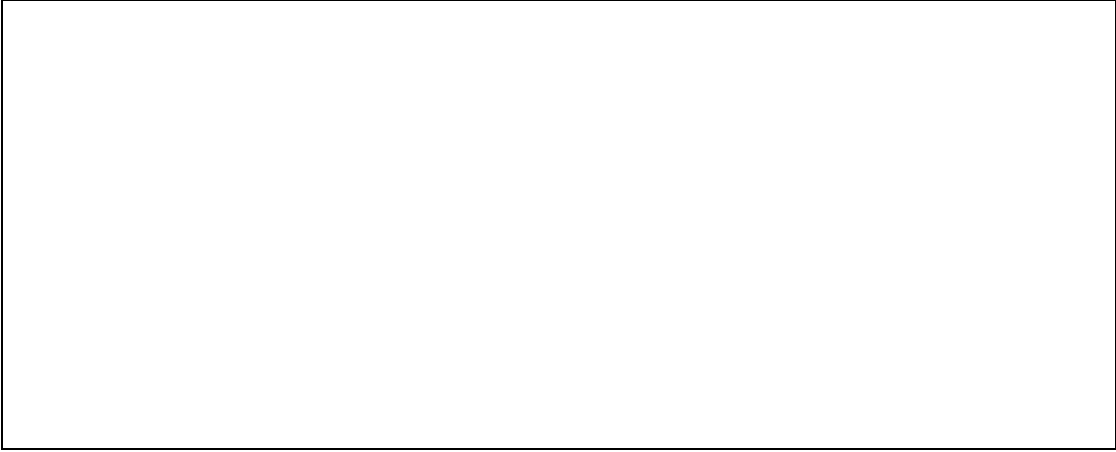
**Summary of Tutor feedback:**

Marking tutor signature: .....Name: ..... Date: .....

## Form 6: Session Self Evaluation

<b>Session date:</b>	<b>Delivered by:</b>
<b>Title of session:</b>	<b>Length of session:</b>

<b>Strengths:</b>
<b>Weaknesses:</b>
<b>Action required to improve the same session for the future:</b>



Candidate signature: ..... Date: .....

## Test specification(s)

### Unit 1

The knowledge requirements will be assessed by multiple-choice test to cover all outcomes, with approximate weighting as shown below

	Unit 1: Understanding the Principles of Conflict Management	%
01	Assess and reduce the risk of violence in the work environment	35
02	Identify behaviour that indicates an escalation towards violence and take appropriate measures to avoid or calm and defuse the situation	45
03	Identify post incident support and report the circumstances to provide information for personal and organisation learning	20
	<b>Total</b>	<b>100</b>

## **Key Skills Signposting**

The City & Guilds Level 3 Certificate for Deliverers of Conflict Management Training may provide the opportunity to generate evidence towards the following Key Skills

### **Communication**

C3.1	Read and synthesise information from at least two documents about the same subject
C3.2a	Take part in a group discussion
C3.2b	Make a formal presentation of at least eight minutes using an image or other support material

### **Information Technology**

Additional opportunities may occur for developing, practising and evidencing components of the Information Technology key skill depending on the learner's access to IT.

### **Improving Own Learning and Performance**

The study programme itself could provide opportunities for developing, practising and evidencing components of Improving Own Learning and Performance key Skill.

### **Problem Solving**

PS3.1	Explore a problem and identify different ways of tackling it.
PS3.2	Plan and implement at least one way of solving the problem
PS3.3	Check if the problem has been solved and review your approach to problem solving

### **Working with Others**

W03.1	Plan work with others
W03.2	Seek to develop cooperation and check progress towards your agreed objectives
W03.3	Review with others and agree ways of improving collaborative work in the future

## The wider curriculum

The City & Guilds Level 3 Certificate for Deliverers of Conflict Management Training substantially address spiritual, moral, ethical, social and cultural issues as they apply to or can be derived from training for the role of working in the security industry.

Delivery of this qualification can contribute to learners' understanding of spiritual, moral, ethical, social and cultural issues in the following manner:

**Spiritual/Moral/Ethical:** Appreciating individual's religious beliefs and gender issues when delivering Conflict Management Training can lead to discussion on moral/ethical issues. Spiritual issues can be raised when learning how to communicate and develop effective relationships with candidates. For example, **Outcome 12: Recognise Equality and Diversity in the Workplace** leads to discussing various Acts including Race relations, Sex discrimination and Race Relations Act.

**Social/Cultural:** There is an emphasis throughout this qualification for learners to interact with others, their peers, assessors/trainers, supervisors, work colleagues and customers. Social and cultural issues can arise through requirements for search procedure, customer care, equality and diversity.

### **Environment/Health and Safety/European**

The Level 3 Certificate for Deliverers of Conflict Management Training also provides awareness of environmental issues, health and safety considerations and European development through **Outcome 7: Identify the Requirements of the Health & Safety at Work Act.**

### Relationship to NVQ units

The City & Guilds Level 3 Certificate for Deliverers of Conflict Management Training Unit contributes some of the knowledge and understanding of the following units within the national occupational standards in Managing Work Related Violence.

<b>National Occupational Standards in Managing Work Related Violence</b>	<b>City &amp; Guilds Level 3 Certificate For Deliverers of Conflict Management Training Unit 1</b>
Assess the risk of violence to workers	X
Develop effective policy and procedures for minimising the risk of violence to your workers	
Implement policy and procedures to reduce the risk of violence at work	
Develop and maintain an effective management information system	
Promote a safe and positive working environment	
Ensure your actions contribute to a positive and safe working environment	X
Protect yourself from the risk of violence at work	X
Respond to work-related violent incidents	X
Support individuals involved in violent incidents at work	X
Investigate and evaluate incidents of violence at work	
Ensure effective communications following an incident of violence at work.	X

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## Further information

Further information regarding centre/scheme approval or any aspect of assessment of our qualifications should be referred to the relevant City & Guilds regional/national office:

<b>Region</b>	<b>Telephone</b>	<b>Facsimile</b>
City & Guilds Scotland	0131 226 1556	0131 226 1558
City & Guilds North East	0191 402 5100	0191 402 5101
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**1 Giltspur Street**

**London**

**EC1A 9DD**

**T +44 (0)20 7294 2800**

**F +44 (0)20 7294 2400**

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