



Pearson BTEC Level 3 Award in the Delivery of Conflict Management Training

Specification

BTEC Specialist qualification

For first teaching December 2010

Issue 2

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

This qualification was previously known as:

Edexcel BTEC Level 3 Award in the Delivery of Conflict Management Training (QCF)

The QN remains the same.

References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

All information in this specification is correct at time of publication.

ISBN 9781446952764

All the material in this publication is copyright
© Pearson Education Limited 2017

Summary of Pearson BTEC Level 3 Award in the Delivery of Conflict Management Training specification Issue 2 changes

Summary of changes made between previous Issue 1 and this current Issue 2	Page/section number
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	1
TQT value added	2
QCF references removed from unit titles and unit levels in all units	13-29
Guided learning definition updated	8

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

BTEC Specialist qualification title covered by this specification

Pearson BTEC Level 3 Award in the Delivery of Conflict Management Training

The qualification and unit codes will appear on learners' final certification documentation.

The Qualification Number (QN) for the qualification in this publication is:

Pearson BTEC Level 3 Award in the Delivery of Conflict Management Training 600/0008/9

This qualification title will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

Welcome to the BTEC in the Delivery of Conflict Management Training

The BTEC Level 3 Award in the Delivery of Conflict Management Training

This qualification is designed to provide training for people who wish to teach conflict management skills. It is aimed at tutors who have already completed some generic training qualification, such as Preparing to Teach in the Lifelong Learning Sector, and who now require a more specialist qualification, for example to teach conflict management skills to door supervisors, security guards or other customer-facing roles.

Engaging for everyone

Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject. BTEC qualifications make explicit the link between theoretical learning and the workplace by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical BTEC approaches give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

Recognition

BTECs are understood and recognised by a large number of organisations in a wide range of sectors. BTEC qualifications are developed with key industry representatives and Sector Skills Councils (SSC) to ensure that they meet employer and learner needs — in this case **Skills for Security**, the standards setting body for the security business sector. Many industry and professional bodies offer successful BTEC learners exemptions for their own accredited qualifications.

All you need to get started

To help you off to a flying start, we've developed an enhanced specification that gives you all the information you need to start teaching BTEC. This includes:

- a framework of equivalencies, so you can see how this qualification compares with other Pearson vocational qualifications
- information on rules of combination, structures and quality assurance, so you can deliver the qualification with confidence
- explanations of the content's relationship with the learning outcomes
- guidance on assessment, and what the learner must produce to achieve the unit.

Contents

What are BTEC Specialist qualifications?	1
About this qualification	2
Qualification structure	2
Assessment	3
Quality assurance of centres	4
Approval	4
Quality Assurance Guidance	4
Programme design and delivery	5
Mode of delivery	5
Resources	5
Delivery approach	6
Access and recruitment	6
Restrictions on learner entry	6
Access arrangements and special considerations	7
Recognition of Prior Learning	7
Unit format	8
Unit title	8
Unit reference number	8
Level	8
Credit value	8
Guided learning hours	8
Unit aim	8
Unit introduction	8
Learning outcomes	8
Assessment criteria	9
Unit content	9
Essential guidance for tutors	10

Units	11
Unit 1: Managing Conflict in the Workplace when Dealing with Customers, Service Users or the Public	13
Unit 2: Delivering Scenario-based Conflict Management Training	21
Further information and useful publications	30
Professional development and training	31
Annexe A	34
The Pearson qualification framework for teaching and assessment	34
Annexe B	36
Glossary of accreditation terminology	36
Annexe C	38
BTEC Specialist and Professional qualifications	38
Annexe D	40
Session plan template	40
Annexe E	42
Scenario plan template	42
Annexe F	44
Participant brief template	44
Annexe G	46
Observation record template	46
Annexe H	48
Self-evaluation template	48

What are BTEC Specialist qualifications?

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Sizes of Specialist qualifications

For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Specialist qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

About this qualification

This qualification is for people who wish to teach conflict management skills. It is aimed at tutors who have already completed some generic training qualification, such as Preparing to Teach in the Lifelong Learning Sector, and who now require a more specialist qualification, for example to teach conflict management skills.

For trainers delivering licence-linked qualifications in the private security industry, it meets the requirements laid down by the Security Industry Authority. It is also relevant to trainers working in other areas where there is direct contact with customers, service users or the general public.

Qualification structure

The Pearson BTEC Level 3 Award in the Delivery of Conflict Management Training is a 5-credit and 36-guided-learning-hour (GLH) qualification that consists of two mandatory units, one at Level 2 and one at Level 3.

The Total Qualification Time (TQT) for this qualification is 50.

Pearson BTEC Level 3 Award in the Delivery of Conflict Management Training			
Unit	Mandatory units	Credit	Level
1	Managing Conflict in the Workplace when Dealing with Customers, Service Users or the Public	2	2
2	Delivering Scenario-based Conflict Management Training	3	3

Assessment

All units within this qualification are internally assessed. The qualification is criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' a learner must have successfully passed **all** the assessment criteria.

Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria and
- achieve the learning outcomes.

All the assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres must follow the guidance provided within the units.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment criteria must be clearly indicated in the assignments briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignments briefs, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current, ie to reflect the most recent developments and issues
- local, ie to reflect the employment context of the delivering centre
- flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

Qualification grade

Learners who achieve the required units will achieve the qualification at pass grade.

Quality assurance of centres

Pearson BTEC qualifications provide a flexible structure for learners, enabling programmes of varying credits and combining different levels. For the purposes of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering the Pearson BTEC must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Pearson.

The Pearson quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- approval for the qualification
- quality review of the centre verification practice
- centre risk assessment by Pearson of overarching processes and quality standards
- remedial training and/or assessment sampling for centres identified through standardisation or risk assessment activities as having inadequate quality, assessment or internal verification processes.

Approval

Centres are required to declare their commitment to ensuring the quality of the programme of learning and providing appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes.

Centres already holding BTEC approval are able to gain qualification approval online. New centres must complete a centre approval application.

Quality Assurance Guidance

Details of quality assurance for the Pearson BTEC Specialist qualifications are set out in centre guidance which is published on our website (qualifications.pearson.com).

Programme design and delivery

Mode of delivery

Pearson does not normally define the mode of delivery for Pearson BTEC Entry to Level 3 qualifications. Centres are free to offer the qualification using any mode of delivery (such as full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

Pearson BTEC Specialist qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Pearson.

Where specific resources are required, these have been indicated in individual units in the *Essential resources* sections.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Pearson BTEC Specialist qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

Access and recruitment

Pearson's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualification and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

Restrictions on learner entry

The Pearson BTEC Level 3 Award in the Delivery of Conflict Management Training is accredited for learners aged 18 and above.

Access arrangements and special considerations

Pearson's policy on access arrangements and special considerations for BTEC and Pearson NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 2010 Equality Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Pearson NVQ Qualifications*, which can be found on the Pearson website (qualifications.pearson.com). This policy replaces the previous Pearson policy (Assessment of Vocationally Related Qualifications: Regulations and Guidance Relating to Learners with Special Requirements, 2002) concerning learners with particular requirements.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences whether in our outside work, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Unit format

Each unit has the following sections.

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Unit aim

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

Content structure and terminology

The information below shows how the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content which must be covered in the delivery of the unit.
- 'eg' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- Delivery – explains the content's relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- Assessment – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- Essential resources – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Pearson to offer the qualification.
- Indicative *resource materials* – gives a list of learner resource material that benchmarks the level of study.

Units

Unit 1: Managing Conflict in the Workplace when Dealing with Customers, Service Users or the Public	13
Unit 2: Delivering Scenario-based Conflict Management Training	21

Unit 1:

Managing Conflict in the Workplace when Dealing with Customers, Service Users or the Public

Unit reference number: M/602/5439

Level: 2

Credit value: 2

Guided learning hours: 14

Unit aim

This unit is intended for people who need a knowledge of conflict management when dealing with conflict with customers, service users or the public.

Unit introduction

This unit covers how to avoid and manage conflict situations. It is applicable in a range of roles where there is direct contact with customers, service users and the general public.

The unit includes how communication skills can be used both to avoid conflict and to resolve problems once conflict has been defused. It then considers the factors that influence human responses in a conflict situation, for example triggers and inhibitors, and moves on to ways in which to assess and reduce risks in conflict situations.

The unit also covers how communication skills can be used to de-escalate conflict and post-incident issues, such as support and the importance of sharing good practice.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
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

Learning outcomes	Assessment criteria
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 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 content

- 1 Know how communication skills can be used to solve problems and reduce the likelihood of conflict**
 - 1.1 *Importance of positive communication to avoid conflict*: the importance of constructive communication; the need to communicate in a way that is clear, professional, polite and fair
 - 1.2 *Managing customer expectations to reduce the risk of conflict*: how difficulties can be caused if customers have unrealistic expectations; how providing information can help manage customer expectations, eg how long they may need to wait, explanations of company policy, stating own expectations
 - 1.3 *Differences between assertiveness and aggression*: characteristics of assertive behaviour (being firm but fair, remaining calm, appearing confident, politeness); how to recognise aggressive behaviour (words, tone, gestures, attitude)
 - 1.4 *Importance of viewing the situation from the customer's perspective*: the value of empathy (preventing conflict, helping to defuse conflict, understanding a conflict situation better); ways of showing empathy
 - 1.5 *Strategies for solving problems*: a problem-solving model to resolve situations (building rapport, finding common ground, agreeing a way forward); negotiation strategies that can be used to help solve problems (stating expectations, giving reasons, offering alternatives, applying pressure, offering incentives, compromising); concept and benefit of win-win approach
- 2 Know the factors that influence human responses in conflict situations**
 - 2.1 *Human responses to emotional and threatening situations*: common responses (fear, anger, aggression); the fight, flight or freeze response; physical effects of adrenalin on the body
 - 2.2 *Factors that can trigger an angry response*: common triggers, eg embarrassment, not being taken seriously, not being listened to, feeling threatened, frustration, physical discomfort; factors that can increase likelihood of triggering an angry response, eg drink, drugs, personality, medical conditions
 - 2.3 *Factors that can inhibit an angry response*: personal values; cultural values; peer pressure; previous experience; fear of confrontations, retaliation or other consequences, eg legal action, loss of job

3 Know how to assess and reduce risks in conflict situations

- 3.1 *Stages of escalation in conflict situations:* the attitude-behaviour cycle; how threat levels can escalate in a confrontation (frustration → anger → aggression → violence); how own actions can lead to escalation in a situation, eg an unsympathetic or rude response
- 3.2 *How to apply dynamic risk assessment in conflict situations:* cycle of dynamic risk assessment (assess the threat posed by persons, places and objects, evaluate available options, respond with best option, continuously monitor for changes to situation); the reactionary gap; early warning signs of potential aggression (breathing, non-verbal signals); danger signs of imminent anger and aggression (language, non-verbal signals, personal space, actual and potential weapons); the need to be ready to adapt response depending on risk (respond verbally, take action, retreat, seek help)
- 3.3 *Importance of employer policies, guidance and procedures:* value as a way of reducing risk of litigation and harm to self/others; value as source of information about own responsibilities and courses of action
- 3.4 *Measures that can reduce risks:* conflict management training; proactive service delivery; positive communication; access controls; personal protective equipment; CCTV; alarms

4 Know how to communicate effectively and de-escalate conflict in emotive situations

- 4.1 *How to use non-verbal communication in emotive situations:* how to signal non-aggression through non-verbal communication (posture, positioning, movements, hand gestures, voice tone); spatial awareness and positioning
- 4.2 *How to overcome communication barriers:* the need to recognise that a communication barrier exists; types of communication barrier (physical, attitudinal, emotional, linguistic); use of active listening to facilitate understanding; how to overcome physical barriers, eg by moving to a quieter location; how to overcome attitudinal barriers, eg by restating message, by being assertive; how to overcome emotional barriers by defusing the situation; how to overcome linguistic barriers, eg by re-phrasing and repeating message, by slowing speech, by use of gestures, by use of intermediaries
- 4.3 *Ways of defusing emotive conflict situations:* use of non-verbal communication to signal non-aggression; maintaining self control; being positive and assertive; empathy and active listening
- 4.4 *How to work with colleagues to de-escalate conflict situations:* positioning in a confrontation when more than one staff member is present; the value in a confrontation of handing over to, or taking control from, a colleague
- 4.5 *Importance of positioning and exit routes:* importance of leaving potential aggressors with an exit route; importance of having own exit route available

5 Know good practice to follow after conflict situations

- 5.1 *Importance of accessing help and support following an incident:* short-, medium- and long-term reactions to an incident; sources of help and support (colleagues, management, employee assistance programmes, psychological and psychiatric services); value of accessing help and support (support, reassurance, dealing with shock; managing absence; help with returning to work)
- 5.2 *Benefits of reflecting on and learning from conflict situations:* value of reflecting and learning from conflict (recognising trends, being able to respond better in future, identifying preventative measures)
- 5.3 *Benefits of sharing good practice and contributing to solutions:* benefits of being able to find common approaches and influence procedures; benefits in terms of results (safer working environment for staff and customers, reduced stress, better customer experience)

Essential guidance for tutors

Delivery

This delivery guidance has been contextualised for people who are taking this unit as part of a conflict management trainers' qualification. Therefore, the term 'trainee-tutor' has been used below instead of 'learner'.

This unit is aimed at developing trainee-tutors' understanding of the knowledge and skills required to manage conflict in a workplace setting. It is best delivered by providing a 'role model' of a one-day, scenario-based conflict-management course in which the trainee-tutors act as participants. The 'workplace' chosen should reflect the workplace in which the majority of the trainee-tutors will be delivering, and appropriate allowance and discussion time must be given to meet the needs of those who are from a different sector.

It is recommended that the unit content for Unit 1 is delivered before Unit 2.

The trainee-tutors should be taught in a way that applies the principles of a scenario-based learning approach. This will require the use of a range of facilitative methods including presentation, demonstration, group exercises, group discussion and scenarios. The programme need not necessarily cover the unit content in the order in which it is presented, and it is best to design it with an emphasis on the needs of the sector concerned.

It is a good idea to include at least one scenario for each of the following: dynamic risk assessment; triggers; defusing and calming. The scenarios must be run and debriefed to provide trainee-tutors with a working example of best practice. It is a good idea to teach the practical subjects, such as signalling non-aggression, positioning and spatial awareness by demonstrating the skills and then coaching the participants to experience and practise the skills being taught.

Assessment

This unit is assessed internally. Learners must meet each assessment criterion in order to pass the unit.

Centres may use any assessment method that suits the needs of their learners, but it is best to integrate several assessment criteria into a single piece of evidence. The preferred approach would be to use one or more case studies. If different case studies are used, these may be linked or separate.

Learner responses can take numerous forms, for example gap-fill exercises, short written responses to questions, extended answers to open-ended questions and oral questioning. No matter what assessment method is used, there must be a record kept of assessment documentation and learners' answers to allow internal and external verification to take place.

If centres decide to assess Unit 1 at the end of the course, it may be possible for tutors to integrate the assessment of some of the assessment criteria from this unit into the assessment of Unit 2. Thus, while learners are designing and delivering the scenarios in Unit 2, they are also, by extension, being assessed on their understanding of conflict management in Unit 1. This would allow centres to identify at the end of the course which assessment criteria from Unit 1 still needed to be demonstrated, and to tailor the assessment accordingly.

Essential resources

None.

Unit 2: Delivering Scenario-based Conflict Management Training

Unit reference number: T/602/6253

Level: 3

Credit value: 3

Guided learning hours: 22

Unit aim

This unit is intended for people who will be delivering scenario-based training in conflict management.

Unit introduction

This unit allows trainee-tutors to apply their knowledge of conflict management to allow them to teach it effectively in a scenario-based approach. They will learn about the principles and benefits of scenario-based conflict management training and about how to plan and design effective session plans and scenarios. They will then have learned about how to deliver an effective training session, including debriefing participants afterwards, which they will have to put into practice by delivering a session that they have designed.

Finally, trainee-tutors will learn about different methods of evaluating effectiveness. They will have the opportunity to put all of this into practice, being assessed on their ability to design and deliver a session plan and scenario, and afterwards to evaluate their own effectiveness.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the principles of scenario-based conflict management training	1.1 Explain the principles of scenario-based learning 1.2 Explain the benefits of scenario-based learning
2 Be able to plan and design scenario-based conflict management training	2.1 Design effective session plans that apply the principles of scenario-based learning 2.2 Design effective scenarios 2.3 Justify the design of session plans and scenarios
3 Be able to deliver scenario-based conflict management training	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 that learning has been effective
4 Know how to evaluate own performance	4.1 Evaluate effectiveness of own delivery 4.2 Evaluate effectiveness of session plans 4.3 Evaluate effectiveness of scenarios

Unit content

1 Understand the principles of scenario-based conflict management training

- 1.1 *Principles of scenario-based learning:* definition of 'scenario' as a simulation of a workplace situation in which there are problems/situations to deal with; importance of incorporating relevant scenarios into a programme of learning; the importance of using a facilitative approach that makes use of participants' existing knowledge and skills; when to stop and restart scenarios for debriefing; the need to introduce concepts incrementally
- 1.2 *Benefits of scenario-based learning:* makes use of different learning styles, eg activist, reflector, theorist, pragmatist; benefits of presenting knowledge through scenarios, (active involvement in scenarios facilitates remembering, contextualisation aids understanding, scenarios allow participants to introduce work related problems); benefits of using scenarios for practice, (allows experimentation with new concepts in safe environment, allows practice and problem-solving in relevant settings, allows participants to learn from each other); benefits of using scenarios for assessment, (it assesses application of knowledge and skills, tests participants' response to changing situations, allows assessment of observable skills such as body language/ tone)

2 Be able to plan and design scenario-based conflict management training

- 2.1 *Designing effective session plans that apply principles of scenario-based learning:* what to include in a session plan (aims/outcomes, timings, activities/exercises, scenario plan, resources, assessment); key considerations, eg who the participants are, learning needs, the environment they operate in, where session fits within overall programme of learning, learning points to cover; different ways of designing session plans:
 - (i) run and debrief scenario first to allow problem-solving, then use to teach knowledge and skills
 - (ii) teach knowledge and skills first, then run and debrief scenario to practise and/or assess knowledge and skills
- 2.2 *Designing effective scenarios:* what to include in a scenario plan (learning outcomes for scenario, outline of scenario for learner group, props, location, brief for each participant, safety points, points for debrief); importance of linking learning outcomes for scenario with learning outcomes for session; what to include in written briefs for each participant; importance of assessing safety risks in relation to conduct and environment, eg no physical contact between participants, trip hazards, stairs, moving vehicles in car parks; risk reduction measures that can be used, eg verbal warning of specific risk, high visibility clothing, cordoning off areas; importance of identifying specific outcomes related to session to be debriefed from the scenario

- 2.3 *Justifying design of session plans and scenarios:* in terms of appropriateness for participants, eg realism in context of the participants' work environment, location and props; in terms of relevance of scenario to the session learning outcomes; in terms of effectiveness of the scenario in creating learning, practice and assessment opportunities

3 Be able to deliver scenario-based conflict management training

- 3.1 *Delivering an effective session that applies the principles of scenario-based learning:* how to follow a session and scenario plan ensuring learning outcomes are met; how to utilise the participants' experience throughout the session; how to use a range of learning methods to stimulate learning
- 3.2 *Maintaining a positive and safe learning environment which promotes interactive learning:* importance of having a learning agreement; the need to ensure contributions from all participants are positive and constructive; the need to discourage participants from becoming judgemental or critical of others
- 3.3 *Facilitating interactive and participative learning involving the whole group:* how to provide small group exercises to encourage individual participation; how to use open questions to draw information from participants; how to lead discussions
- 3.4 *Debriefing participants to provide maximum learning for the whole group:* appropriate times to stop the scenario, eg when a learning point needs to be brought out and discussed, when you need to ask a participant what they are thinking, when the scenario is not progressing; the use of open questions to bring out the learning outcome for the scenario; the order of scenario debriefing model to follow:
- (i) allow the conflict manager participant to explain what they are doing and thinking
 - (ii) allow the other scenario participants to comment
 - (iii) ask for comments from the other group members
- 3.5 *Different methods that can be used to verify learning has been effective:* the use of the scenario debriefing model; questioning participants using open-ended questions; use of quizzes and tests; asking participants to summarise or paraphrase what has been learned; asking participants to relate learning to their own workplace; formative assessment in which participants apply learning to a new context

4 Know how to evaluate own performance

- 4.1 *Evaluating effectiveness of delivery:* how to evaluate effectiveness during delivery, eg monitoring responses of group, monitoring group energy and levels of interaction, asking questions to check understanding; how to evaluate effectiveness after delivery, eg discussion with group/individuals, feedback from peer observation, post-delivery questionnaire or other written feedback
- 4.2 *Evaluating effectiveness of session plans:* formative assessment to check whether learning has been effective; monitoring of, and feedback from, group during or after delivery; comparison of actual timings with session-plan timings; analysis of session plans after delivery to ensure that all learning outcomes have been covered
- 4.3 *Evaluating effectiveness of scenarios:* formative assessment to check whether learning has been effective; monitoring of, and feedback from, group during or after delivery; analysis of scenario after delivery to assess its effectiveness in covering intended learning outcomes

Essential guidance for tutors

Delivery

This delivery guidance has been contextualised for people who are taking this unit as part of a conflict management trainers' qualification. Therefore, the term 'trainee-tutor' has been used below instead of 'learner'. They will develop the skills in delivery of the knowledge and skills that they have learned in Unit 1.

Learning outcome 1 requires the trainee-tutors to understand the principles which underpin the use of scenario-based learning in delivering conflict management training. Trainee-tutors must have an understanding of what a scenario is and how it differs from a demonstration and a traditional role play in the way that it is set up, delivered and debriefed. They must learn the importance of selecting relevant scenarios and how to incorporate the scenarios appropriately into a programme of learning about conflict management. They should be taught that it is a good idea to include about three scenarios each day in a conflict management programme in order to provide sufficient range and variety. The scenarios work well in the sessions that cover risk assessment in conflict situations, factors that influence human responses and de-escalation in emotive situations.

Trainee-tutors need to understand how to facilitate learning using and building on the existing knowledge and skills of the participants. Scenarios are helpful in this process and trainee-tutors need to learn when to intervene during a scenario to bring out the learning points and contributions from participants using the scenario debriefing model.

Trainee-tutors must understand how the scenario-based approach appeals to the different styles of learning, for example activist, reflector, theorist and pragmatist (following the taxonomy developed by Honey and Mumford) and that it therefore provides a balanced learning process. Activists like to learn by doing, and scenarios provide lots of opportunity for this. Reflectors like to learn in ways which allow them to think about their learning, and debriefing interventions allows participants to reflect on how the scenario is progressing. Theorists need a clear explanation of the knowledge, and the theory input associated with the scenario meets their needs. Pragmatists learn best when the learning makes sense in the context of their workplace, and so are well suited to use of work-based scenarios. Scenarios improve presentation by involving the participants and allowing them to explore their specific issues around work-related conflict. Scenarios are also very important in allowing participants to try out and practise new ideas and skills in a learning environment which emulates the workplace, but where they are safe from negative criticism and consequences if things go wrong. Finally, scenarios can be a very effective assessment tool as they require participants to apply their learning in a workplace setting. This could be useful at the initial, formative and summative stages of assessment the assessment process.

The principles and benefits of scenario-based learning can be taught using a facilitative approach which may include direct presentation, group exercises and discussion. Trainee-tutors should be able to recognise that they are being taught by 'role modelling' the appropriate methodology and it is best to demonstrate how to run and debrief a scenario using the trainee-tutors as participants and then debriefing the experience to bring out the principles and benefits of the approach.

Learning outcome 2 deals with the planning and designing of scenario-based learning. Trainee-tutors must learn how to design effective sessions based on the principles of scenario-based learning. Sessions must be designed to be directly relevant to the workplace of the participants with clear learning outcomes, timings, exercises and activities, a scenario plan, any resources required and assessment methods to be used. Particular attention should be paid to the positioning of the scenario in relation to the theory aspects of the session. For example, if the learning is about exploring and problem-solving a situation, it may be more appropriate to run the scenario first and explore the theory – this works well with dynamic risk assessment. If the learning is about a specific model or technique, then it may be more appropriate to teach that first and then allow the participants to practice their learning afterwards.

Trainee-tutors must also learn how to design a scenario that will be safe and effective. A scenario must be designed to be directly relevant to the workplace of the participants and also to bring out the learning outcomes from the session. A scenario plan should include an outline of the scenario for the learner group, details of props and location, a written brief for each of the scenario participants, safety points and points for the debrief. The written briefs are particularly important and should contain enough information for each participant to be able to understand their particular role without being over-briefed. Generally, they need enough information to understand the situation and be able to play their part without being told how to behave during the scenario. In particular, the brief should not tell the ‘conflict manager’ participant how to behave during the scenario but could give information to help the participant decide how to play it, eg ‘You are new to the role and you remember from your induction training that no one is allowed in with an expired pass’, rather than ‘You are a real jobsworth and no one is going to get past you with an expired pass’. This holds to a lesser degree for the other participants as you may wish them to act in a particular way, eg ‘You have had a really bad morning and are late for your appointment with a senior manager. You are feeling frustrated and you know your pass is one day out of date.’

Templates are provided in *Annexes D* and *E* for designing session plans and scenario plans and it is a good idea to use these as a basis for the learning process. The design of sessions and scenarios can be learned through the use of presentation and demonstration. The trainee-tutors could work in pairs or small groups to design short scenarios and then justify their design in terms of realism and relevance by presenting to their peers and receiving feedback.

It is a good idea to provide the opportunity for trainee-tutors to practise the design and delivery of a short scenario-based session before the assessed session takes place.

Learning outcome 3 is concerned with the delivery of scenario-based learning using a facilitative and interactive approach. This involves the trainee-tutors in delivering a session that they have designed. It is a good idea to allow trainee-tutors to practise before their assessed delivery.

Assessment criterion 3.2 refers to ‘safe’ learning environment. In this assessment criterion, this should be understood as referring to emotional safety, in other words providing an environment that is non-judgemental and positive, and which encourages the participants to agree on issues such as confidentiality, appropriate humour, constructive feedback, respect for each other and how to deal with inappropriate behaviour.

Trainee-tutors need to understand how to use small-group exercises, lead discussions and questioning techniques to facilitate a participative learning approach.

Running and debriefing a scenario is important, and trainee-tutors must be able to apply the principles of briefing the scenario participants by allowing each participant to read their brief on their own and answering any questions about the brief while not elaborating on basic information given. Trainee-tutors need to learn how to run a scenario and stop it at the appropriate times to debrief learning points as they occur. They must also learn how to use the debriefing model to effectively bring out the learning points.

The best way to learn how to run and debrief scenarios is to practise by allowing each trainee-tutor to design, run and debrief a scenario. The practice session is then debriefed by the tutor and the whole group provides feedback about the way the scenario was run. In this way, learning is reinforced several times before the assessed sessions begin.

Learning outcome 4 deals with evaluating performance. Trainee-tutors need to understand how to evaluate the effectiveness of the design and delivery of their session and scenario. They must learn about the different methods by which this can be achieved and be able to gather information to provide the required feedback. This can be learned through presentation and discussion and it is a good idea to give trainee-tutors the opportunity to apply the different methods during their practice sessions.

Assessment

Most of the assessment criteria will be assessed progressively through the design delivery of a scenario-based session which will build into an assessment portfolio of evidence.

Learning outcome 1 could be assessed discretely, but is best assessed by integrating it with learning outcome 2. Using such an approach, trainee-tutors would explain the principles and benefits of scenario-based learning, using a session plan and scenario that they have designed to illustrate and exemplify their explanations.

The explanations should be in writing. Different formats are acceptable, for example a single piece of prose, or annotations made to their session plan/scenario plan, or a written record made by the tutor of an oral discussion.

Learning outcome 2 is assessed through a session plan and a scenario plan designed by the trainee-tutor, which shows their ability to incorporate the principles covered in learning outcome 1.

A template for a session plan, a scenario plan and a participant brief are provided (*Annexes D, E and F*), and may be used or adapted as required.

Assessment criterion 2.3 should be combined with assessment criteria 1.1 and 1.2, so that the justification of the design is linked to the explanations of the principles and benefits.

Learning outcome 3 is assessed by the delivery of a session which will include a relevant scenario in a simulated training environment using the other trainee-tutors as participants. In order to provide sufficient evidence, each trainee-tutor's session would be expected to last at least 30 minutes, and would include the running and debriefing of the scenario. The assessor must observe the session to ensure that it meets assessment criteria 3.1–3.4. A template for the observation is provided, which may be used or adapted as required (*Annexe G*).

Assessment criterion 3.5 is best combined with learning outcome 4 and evidenced within the evaluation. However, it could be assessed discretely if required.

Learning outcome 4 is assessed by trainee-tutors providing evidence that they can evaluate the effectiveness of their session and scenario. This must include a self-evaluation, but can also make use of other methods as well. A single evaluation can cover all three assessment criteria 4.1, 4.2 and 4.3.

When judging the trainee-tutor's ability to evaluate their effectiveness, the tutor should look for evidence that they are able to make realistic judgements and to identify relevant strengths and weaknesses. A self-assessment template is provided, which can be used or adapted as required (*Annexe H*).

Essential resources

None.

Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details:
qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges:
www.pearsonschoolsandfecolleges.co.uk

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit our website.

Your Pearson support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- **Ask the Expert:** submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit our website at qualifications.pearson.com/en/support/contact-us.html

Annexe A

The Pearson qualification framework for teaching and assessment

Progression opportunities within the framework.

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC Specialist qualifications	NVQ/competence-based qualifications
5				
4				Pearson Edexcel Level 5 NVQ in Learning and Development
3			Pearson BTEC Level 4 Award in Preparing to Teach in the Lifelong Learning Sector	Pearson Edexcel Level 4 NVQ in Learning and Development Pearson Edexcel Level 4 NVQ in Management of Learning and Development Provision
2			Pearson BTEC Level 3 Award for Deliverers of Physical Intervention in the Private Security Industry Pearson BTEC Level 3 Award in Preparing to Teach in the Lifelong Learning Sector Pearson BTEC Level 3 Award in the Delivery of Conflict Management Training	Pearson Edexcel Level 3 NVQ in Direct Training and Support Pearson Edexcel Level 3 NVQ in Learning and Development

Annexe B

Glossary of accreditation terminology

The following information about this qualification can also be found on the Pearson website.

Accreditation start/end date	The first/last dates that learners can be registered for a qualification.
Certification end date	The last date on which a certificate may be issued by Pearson.
Credit value	All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.
Guided Learning Hours (GLH)	Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.
Learning Aims Database	Link to the Learning Aims Database, which features detailed funding information by specific learning aim reference.
Learning Aim Reference	Unique reference number given to the qualification by the funding authorities on accreditation.
Level	All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.
Qualifications Number (QN)	Unique reference number given to the qualification by the regulatory authorities on accreditation.
Register of Regulated Qualifications	Link to the entry on the Register of Regulated Qualifications for a particular qualification. This database features detailed accreditation information for the particular qualification.

Section 96	Section 96 is a section of the Learning and Skills Act 2000. This shows for which age ranges the qualification is publicly funded for under-19 learners.
Section 97	Section 97 is a section of the Learning and Skills Act 2000. This shows whether the qualification is publicly funded for learners aged 19 and over.
Title	The accredited title of the qualification.

Annexe C

BTEC Specialist and Professional qualifications

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional qualifications	BTEC qualification suites
BTEC Level 7 Advanced Professional qualifications BTEC Advanced Professional Award, Certificate and Diploma	7	BTEC Level 7 Professional qualifications BTEC Level 7 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 6 Professional qualifications BTEC Professional Award, Certificate and Diploma	6	BTEC Level 6 Professional qualifications BTEC Level 6 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 5 Professional qualifications BTEC Professional Award, Certificate and Diploma	5	BTEC Level 5 Professional qualifications BTEC Level 5 Award, Certificate, Extended Certificate and Diploma	BTEC Level 5 Higher Nationals BTEC Level 5 HND Diploma
BTEC Level 4 Professional qualifications BTEC Professional Award, Certificate and Diploma	4	BTEC Level 4 Professional qualifications BTEC Level 4 Award, Certificate, Extended Certificate and Diploma	BTEC Level 4 Higher Nationals BTEC Level 4 HNC Diploma
BTEC Level 3 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	3	BTEC Level 3 Specialist qualifications BTEC Level 3 Award, Certificate, Extended Certificate and Diploma	BTEC Level 3 Nationals BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional qualifications	BTEC qualification suites
BTEC Level 2 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	2	BTEC Level 2 Specialist qualifications BTEC Level 2 Award, Certificate, Extended Certificate and Diploma	BTEC Level 2 Firsts BTEC Level 2 Certificate, Extended Certificate and Diploma
BTEC Level 1 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	1	BTEC Level 1 Specialist qualifications BTEC Level 1 Award, Certificate, Extended Certificate and Diploma	BTEC Level 1 qualifications BTEC Level 1 Award, Certificate and Diploma (vocational component of Foundation Learning)
	E	BTEC Entry-level Specialist qualifications BTEC Entry Level Award, Certificate, Extended Certificate and Diploma	BTEC Entry-level qualifications (E3) BTEC Entry Level 3 Award, Certificate and Diploma (vocational component of Foundation Learning)

NQF = National Qualifications Framework

Qualification sizes	
Award	1–12 credits
Certificate	13–36 credits
Diploma	37+ credits

Annexe D

Session plan template

Name:	Date:
-------	-------

Tutor comments:

Tutor signature:

Date:

Annexe E

Scenario plan template

Name:	Date:
Session title:	Scenario title:
Learning outcomes from this scenario:	
Brief description of scenario (information for participants):	
Participants involved in scenario (participant briefs must be attached):	
Location in which scenario will be delivered:	
Props required:	
Risk assessment - specific safety points:	
Points to extract (to be related to learning outcomes):	

Tutor comments:

Tutor signature:

Date:

Annexe F

Participant brief template

Participant number:

Role:

Brief:

Participant number:

Role:

Brief:

Additional roles (if appropriate)

Participant number:

Role:

Brief:

Participant number:

Role:

Brief:

Tutor comments:

Tutor signature:

Date:

Annexe G

Observation record template

Name of trainee-tutor:	Date:
Title of session:	Length of session:

Assessment criteria	
4.1 Deliver an effective session that follows the principles of scenario-based learning	
<ul style="list-style-type: none">• The session and scenario plan are followed, including:<ul style="list-style-type: none">- appropriate time management- clear instructions and information are provided to participants- the trainee-tutor ensures that briefs are understood and followed• The trainee-tutor checks that learning outcomes are met• Participants' experience is utilised where appropriate• An appropriate range of methods is used	✓ / X
Overall, does the trainee-tutor meet assessment criterion 4.1?	
Tutor comments:	
4.2 Maintain a positive and safe learning environment which promotes interactive learning	
<ul style="list-style-type: none">• The trainee-tutor ensures that participants' contributions are positive and constructive• Judgemental and critical behaviour is discouraged where it arises	✓ / X
Overall, does the trainee-tutor meet the assessment criterion 4.2?	
Tutor comments:	

4.3 Facilitate interactive and participative learning involving the whole group

<ul style="list-style-type: none">• Small-group exercises are provided to encourage individual participation• Open questions are used to draw out information from participants, where appropriate• The tutor leads discussion effectively	✓ / X
Overall, does the trainee-tutor meet assessment criterion 4.3?	
Tutor comments:	

4.4 Debrief participants to provide maximum learning for the whole group

<ul style="list-style-type: none">• The scenario is stopped at appropriate times• Open questions are used to draw out learning outcomes• An appropriate debriefing model is used effectively	✓ / X
Overall, does the trainee-tutor meet assessment criterion 4.4?	
Tutor comments:	

Overall tutor comments:

Tutor signature:

Date:

Trainee-tutor comments:

Trainee-tutor signature:

Date:

Annexe H

Self-evaluation template

Session date:	Delivered by:
Title of session:	Length of session:
<p>Strengths in relation to:</p> <ul style="list-style-type: none">- Delivery- Session plan- Scenarios	
<p>Areas in which improvements can be made in relation to:</p> <ul style="list-style-type: none">- Delivery- Session plan- Scenarios	
<p>Trainee-tutor signature:</p>	
<p>Date:</p>	

Tutor comments:

Tutor signature:

Date:

September 2017

**For information about Edexcel, BTEC or LCCI qualifications visit
qualifications.pearson.com**

BTEC is a registered trademark of Pearson Education Limited

**Pearson Education Limited. Registered in England and Wales No. 872828
Registered Office: 80 Strand, London WC2R 0RL.
VAT Reg No GB 278 537121**