

FX17 04 (GC10) Manage Conflict

Elements of competence

- GC10.1 Apply conflict management skills and techniques
- GC10.2 Use personal safety skills and equipment

About this Unit

This Unit covers managing conflict, ie recognising and dealing with a range of behaviours and actions. The first Element is about responding in ways that do not provoke conflict, and seeking to defuse situations where such behaviour is present. The second Element is about the appropriate use of personal safety skills and equipment. Personal safety skills include self defence and restraint.

This Unit has been developed primarily for use within the policing and law enforcement sector.

This Unit applies to trained personnel whose role and/or designation includes managing conflict and/or the use of personal safety skills and equipment.

Evidence Requirements for the Unit

It is essential that you adhere to the Evidence Requirements for this Unit — please see details overleaf.

SPECIFIC EVIDENCE REQUIREMENTS FOR THIS UNIT
<p>Simulation:</p> <ul style="list-style-type: none"> ◆ Simulation is permitted for this Unit to demonstrate knowledge of conflict management skills and techniques and the use of personal safety skills and equipment where evidence cannot be gained from real work practice. This would usually be around recognising and dealing with a range of behaviours and actions and/or the appropriate use of personal safety skills and equipment including self defence and restraint.
<p>The following forms of evidence ARE mandatory:</p> <ul style="list-style-type: none"> ◆ Direct observation: Your assessor or expert witness must observe you in real work activities that provide a significant amount of the Performance Criteria for most of the Elements in this Unit. ◆ Reflective account/Professional discussion: These will be an explanation or a description of your practice in particular situations based on current working practices. For example an account of your practice in particular situations and reflecting on the reason (s) for you practicing in that way. This will probably be in relation to the individuals you work with and their day to day lives. How you promote equality, diversity and rights should be evident.
<p>Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:</p> <ul style="list-style-type: none"> ◆ Questioning/Professional discussion: May be used to provide evidence of knowledge, legislation, policies and procedures that cannot be fully evidenced through direct observation or reflective accounts. In addition the assessor/expert witness may also ask questions to clarify aspects of your practice. ◆ Expert witness: A designated expert witness may provide direct observation of practice, questioning, undertaking a professional discussion or providing feedback on a reflective account. Working with offending behaviour can pose a number of challenges for direct observation of practice by assessors not based in the Workplace and it is vital that expert witnesses are identified at the planning stage as they will be require to work closely with your assessor in the evidence gathering process. ◆ Witness testimony: Can be a confirmation or authentication of the activities described in your evidence that your assessor has not seen. A work colleague or another key person could provide this. It is NOT appropriate to use witness testimony from any offenders/member of their family or circle of friends. ◆ Products: These can be risk assessments, incident records, intervention plans, behaviour contracts, and/or any other agency approved forms and records. ◆ Due to the nature of this Unit considerable care should be given to the inclusion of any anonymised records in your portfolio. They should remain where they are normally stored and checked for their authenticity by your assessor as well as occasionally by your verifier. Where records are included great care should be taken to ensure they are anonymised to ensure confidentiality.

GENERAL GUIDANCE

- ◆ Prior to commencing this Unit you should agree and complete an assessment plan with your assessor which details the assessment methods (including potential products) and the tasks you will be undertaking to demonstrate your competence.
- ◆ Evidence must be provided for ALL of the Performance Criteria ALL of the knowledge and parts of the range/scope that are relevant to your job.
- ◆ Candidates and assessors should ensure that knowledge evidence should be **integrated** into the reflective accounts, direct observations and if appropriate in professional discussions. Care should be taken to **avoid** assessment of knowledge through set or banks of questions as they generally do not reflect real work practice.
- ◆ The evidence must reflect the policies and procedures of your workplace and be linked to the current legislation, values and principles of best practice within the Community Justice sector and in particular those staff working with offenders.
- ◆ ALL evidence must relate to your own work practice

KNOWLEDGE SPECIFICATION FOR THIS UNIT

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this Unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to provide evidence for ALL knowledge points listed below. There are a variety of ways this can be achieved so it is essential that you read the ‘knowledge evidence’ section of the Assessment Guidance.

You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
1 The importance of showing respect for people, their property and their rights, and how to do so.	
2 Behaviour or languages that may show other people you are being discriminatory or oppressive.	
3 The use of actions, gestures and body language to manage conflict.	
4 How to gather information necessary to manage conflict.	
5 How to assess signs, behaviour and actions, and identify those which may lead to conflict.	
6 The types of constructive behaviour you can take to defuse situations.	
7 Your legal responsibilities with regard to dealing with behaviour that may lead to conflict.	
8 The relevant legal and organisational requirements that apply to personal safety skills and equipment.	
9 The importance of adhering to national guidelines relating to working appropriately with children and young people.	
10 How to carry out dynamic threat assessments.	
11 How to differentiate between a ‘high’ and ‘unknown’ risk to yourself and others.	
12 Your own personal responsibilities with regards to ‘use of force’.	
13 The assistance and support that may be required for different incidents.	
14 The tactical options that are available to you, including tactical withdrawal.	
15 The use of communication skills to manage conflict.	

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You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
16 How to use personal protective equipment and communication equipment to manage conflict.	
17 The importance of ensuring that force used is reasonable, necessary and proportionate.	
18 The need to consider how others who may be observing the incident may react.	
19 The meaning of a duty of care in the context of managing conflict.	
20 The medical implications relating to the use of personal safety skills and equipment.	
21 The need to justify and account for your actions.	
22 The procedures for recording and reporting incidents involving personal safety skills and equipment.	

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GC10.1 Apply conflict management skills and techniques

Performance Criteria		DO	RA	EW	Q	P	WT
1	Gather information in order to make a threat assessment.						
2	Select a tactical option based on your threat assessment, legislation, training and organisational policy.						
3	Call for any necessary assistance, back-up and support if required.						
4	Communicate with people in a way that: <ul style="list-style-type: none"> ◆ shows respect for them, their property and their rights ◆ is appropriate to them ◆ is free from discrimination and oppressive behaviour 						
5	Where possible explain clearly what your role is and what is expected of them.						
6	Ensure that your own actions and words signal non-aggression at the appropriate times.						
7	Remain alert to verbal and non verbal communication pertaining to danger cues.						
8	Take action to defuse conflict that: <ul style="list-style-type: none"> ◆ will not make the situation worse and promotes calmness and reassurance ◆ is consistent with your organisations policies, procedures, and your legal responsibilities and training 						

DO = Direct Observation
EW = Expert Witness

RA = Reflective Account
P = Product (Work)

Q = Questions
WT = Witness Testimony

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GC10.2 Use personal safety skills and equipment

Performance Criteria		DO	RA	EW	Q	P	WT
1	Use appropriate personal safety skills at the incident.						
2	Carry and use approved equipment in line with organisational operating procedures and training.						
3	Communicate accurate and clear information during the incident to your colleagues and other specialist staff.						
4	Communicate clearly throughout the incident with the individual(s).						
5	Communicate clearly throughout the incident with the individual(s).						
6	Demonstrate a duty of care and aftercare.						
7	Promptly and accurately report on the incident and justify or evidence the action taken.						
8	Promptly inform a supervisor of the actions you took during the incident.						

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To be completed by the candidate
I SUBMIT THIS AS A COMPLETE UNIT

Candidate's name:

Candidate's signature:

Date:

To be completed by the assessor
It is a shared responsibility of both the candidate and assessor to claim evidence, however, it is the responsibility of the assessor to ensure the accuracy/validity of each evidence claim and make the final decision.

I CERTIFY THAT SUFFICIENT EVIDENCE HAS BEEN PRODUCED TO MEET ALL THE ELEMENTS, PCS AND KNOWLEDGE OF THIS UNIT.

Assessor's name:

Assessor's signature:

Date:

Assessor/Internal verifier feedback

To be completed by the internal verifier if applicable
This section only needs to be completed if the Unit is sampled by the internal verifier

Internal verifier's name:

Internal verifier's signature:

Date: