No. 1450   **17 December 2004**

Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In accordance with regulation 24(c) of the National Standards Bodies Regulations of **28** March 1998, the Standards Generating Body **(SGB)** for

Democracy, Human Rights, Peace and Elections

Registered by NSB 07, Human and Social Studies, publishes the following qualification and unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualification and unit standards upon which qualifications are based. The qualification and unit standards can be accessed via the SAQA web-site at **www.saqa.org.za**. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, Hatfield Forum West, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the unit standards should reach SAQA at the address *below and no later than 76 January 2005.* All correspondence should be marked **Standards Setting ▬ SGB Democracy, Human Rights, Peace and Elections** and addressed to

The Director: Standards Setting and Development
SAQA
Attention: Mr. D Mphufhing
Postnet Suite 248
Private Bag X06
Waterkloof
0145
or faxed to 012 ▬**431-5144**
e-mail dmphuthing@saqa.co.za

EDDIE BROWN
ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate: Conflict Prevention and Resolution

SAQA QUAL ID	QUALIFICATION TITLE		
49257	National Certificate: Conflict Prevention and Resolution		
SGB NAME	SGB Democracy, Human Rights, Peace and Elections		

ABET BAND	PROVIDER NAME	
Undefined		

QUALIFICATION CODE	QUAL TYPE	SUBFIELD
HUM-5-National Certificate	National Certificate	Public Policy, Politics and Democratic Citizenship

MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
124	Level 5	Regular-Unit Stds Based

SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

PURPOSE OF THE QUALIFICATION

This qualification is designed to meet the needs of those people who deal with preventing and resolving conflict in a variety of situations. The qualification will be useful for community based development practitioners, peace workers, social workers, NGO practitioners, advisors, monitors, shop stewards, human resource practitioners, educators, para-legal practitioners, legal-practitioners (e.g. magistrates, family advocates), managers, supervisors, and local government councillors.

Specifically, this qualification will be useful to:
> Educators who need to handle conflict in classrooms at community level;
> Trainers who train inmates to resolve conflict in prisons;
> Community-based practitioners/development workers, working in the areas of land, HIV&AIDS, to resolve community-based conflict;
> Practitioners involved in divorce mediation;
> Senior government officials who deal with inter-state and intra-state conflict; and

The qualification will be also be useful for people who work for NGOs, para-legals, faith based organisations, labour unions, companies, the public sector as well as in a range of other contexts where conflict prevention and resolution is necessary.

Learners who achieve this qualification will be capable of:
> Identifying, understanding and analysing conflict situations, including parties, issues involved, social context (cultural, political, economic), and trends;
> Facilitating the bringing together of parties, especially in cases of unwillingness, hostility, difficult situations, *as* well as *complex* multi-party situations;
> Designing systems and processes for dealing with conflict (such as preventing, managing, resolving or transforming conflict);
> Facilitating the development of plans and processes to resolve conflict (this could include facilitation in non-formal and formal ways · includes arbitration):
> Implementing processes using various, appropriate conflict management/resolution methods / approaches / techniques / styles e.g. negotiation, mediation, arbitration;
> Guiding parties in reaching a conclusion to the process;
> Monitoring implementation of agreements and processes;
> Evaluating the whole process;
> Promoting and brokering initiatives and *mobilising* resources to deal *with* conflict (*includes* informing, educating, lobbying, linking to resources, informing debates).

Rationale for the qualification

This qualification will help to provide credibility for the work people do in preventing and resolving conflict situations and it will open access to other opportunities. In particular, there is a need to formally recognise competent practitioners within the ever-growing field of practice in conflict prevention and resolution. Many of the people who currently deal with conflicts are not formally recognised, yet fulfil a very valuable role. This qualification will address the issue of recognition for such people.

The qualification will also serve to provide **a** career path and access for practitioners, and will give credibility to the conflict resolution area, which has often been marginalised. It will also assist with dealing **with** transformation issues in the South African society.

There are many learners who will want recognition for some of the standards related to this qualification, but who would not want or need the whole qualification. For example, learners working in another field such as social development require some competence in conflict prevention and resolution. The unit standards, when taken individually or in relevant clusters will meet the needs of such learners. In particular, the qualification is needed by those learners who focus on conflict prevention and resolution.

RECOGNIZE PREVIOUS LEARNING?

N

LEARNING ASSUMED TO BE IN PLACE
Communication skills at NQF level **4** or equivalent.

It is also recommended that learners are competent in the unit standard Identify and explain appropriate ways of interacting ethically in multicultural contexts, NQF level 3, ID **116492.**

Recognition of Prior Learning

This qualification can be achieved wholly or in part through recognition of prior learning in terms of the defined exit level outcomes and/or individual unit standards.

Evidence can be presented in various ways, including international qualifications, reports, testimonials mentioning functions performed, work records, portfolios, videos of practice and performance records. All such evidence will be judged in accordance with the general principles of assessment and the requirements for integrated assessment.

The approach to the RPL process is decided with the learner and assessments can be conducted in a similar way to the learner who is accessing the qualification.

QUALIFICATION RULES
Fundamental
> Communication: All the unit standards in the fundamental section totalling 10 credits are compulsory.

Core
> All 78 credits in the Core category are compulsory.

Electives
> Learners must take a minimum of 36 credits from the possible 139 Elective credits identified. Other unit standards can **be** chosen as electives from other areas across the NQF as agreed with the relevant ETQA. In particular, unit standards may be selected in the areas of Divorce Mediation, Democracy, Human Rights, Elections, and Peace Education.

EXIT LEVEL OUTCOMES

Exit Level Outcomes:

1. Communicate in a variety of ways when dealing with conflict.
2. Analyse and plan ways of dealing with conflict.
3. Deal with conflict using prevention and resolution processes.
4. Apply ethical principles and practices when dealing with social and conflict issues.
5. Facilitate and apply development principles and practice.
6. Provide lay counselling support to deal with conflict.
7. Develop and conduct workplace-based disciplinary processes.

Critical Cross-Field Outcomes:

This qualification addresses the following critical cross-field outcomes, as detailed in the associated unit standards:
> Identifying and solving problems in which responses indicate that responsible decisions using critical and creative thinking have been made.
> Working effectively with others as a member of a team, group, organisation or community.
> Organising and managing oneself and one's activities responsibly and effectively.
> Collecting, analysing, organising and critically evaluating information.
> Communicating effectively using visual, mathematical andlor language skills in the modes of oral/written persuasion.
> Using science and technology effectively and critically, showing responsibility towards the environment and health of others.
> Demonstrating and understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

Learning programmes directed towards this qualification will also contribute to the full personal development of each learner and the social and economic development of the society at large, by making individuals aware of the importance of:
> Reflecting on and exploring a variety of strategies to learn more effectively.
> Participating as responsible citizens in the life of local, national and global communities.
> Being culturally and aesthetically sensitive across a range of social contexts.
> Exploring education and career opportunities; and developing entrepreneurial opportunities.

ASSOCIATED ASSESSMENT CRITERIA

1.
> Oral and written communication is engaged with internal and external clients that is clear, understandable, effective and contributes to dealing with conflict.
> Records and reports are compiled which are accurate, comprehensive and suitable for maintaining records of conflict resolution interventions.

2.
> Information related to conflict is gathered from appropriate sources and facilitates the in-depth analysis of the conflict.
> Conflict situations are analysed and interpreted using available information, and facilitates planning to deal with conflict.
> Plans for dealing with conflict are recorded and are appropriate to the situation, as well as have the potential to deal with the conflict effectively.

3.
> Conflict is dealt with using appropriate processes.
> Conflict is dealt with according to established principles and procedures.
> Interventions are explained and carried out in a manner that promotes conflict resolution.

4.
> An understanding of ethical practices is explained and applied when dealing with conflict situations.

5.
> Learning programmes are planned and have the potential to redress social development issues.
> Learning is facilitated in accordance with the theories and principles of development practice.

6.
> Lay counselling services are identified and explained in terms of established principles, ethics and protocols for counselling.
> Counselling services are identified and used appropriately in terms of the given need and context.
> Counselling facilitates ways of meeting needs of clients.

7
> Disciplinary interventions are identified and carried out using appropriate processes.
> Disciplinary processes are explained and carried out according to established principles and procedures.
> Interventions are identified and carried out in a manner that effectively addresses disciplinary situations.

Associated Unit Standards:

The unit standards associated with exit level outcome 2, as listed below, are achieved in line with the stipulated assessment criteria for each unit standard.
> Conduct analysis of and interpret conflict situations;
> Design and implement a plan to deal with conflict situations.

The following unit standards associated with exit level outcome 3, as listed below, are achieved in line with the stipulated assessment criteria for each unit standard.
> Conduct negotiations to deal with conflict situations;
> Facilitate meetings to deal with conflict situations;
> Conduct mediation in situations requiring advanced skills;
> Restore and build relationships in dealing with conflict;
> Manage adjudicative hearings.

The following unit standards associated with exit level outcome **4,** as selected by the learner, are achieved in line with the stipulated assessment criteria for each unit standard:
> Explain the quality of tolerance in human relations
> Describe ethical procedures and practice for social justice
> Apply ethical principles to promote the practice of non-discrimination
> Explain personal and social responsibility in independent decision-making contexts
> Explore the theoretical basis of social justice
> Justify the disclosure or non-disclosure of information within an ethical framework

The following unit standards associated with exit level outcome 5, as selected by the learner, are achieved in line with the stipulated assessment criteria for each unit standard:
> Understand and apply theories and principles of transformative development practice:
> Facilitate learning in development practice;
> Plan learning programmes that redress social development issues;
> Plan the facilitation of learning in development practice.

The following unit standards associated with exit level outcome **6,** as selected by the learner, are achieved in line with the stipulated assessment criteria for each unit standard:
> Conduct a basic community-related needs assessment
> Conduct basic lay counselling in a structured environment
> Apply basic interactional skills in a group lay counselling context

The following unit standards associated with exit level outcome 7, as selected by the learner, are achieved in line with the stipulated assessment criteria for each unit standard:
> Develop and establish a disciplinary policy and procedure
> Institute disciplinary action
> Facilitate the resolution of employee grievances
> Conduct a disciplinary hearing

Integrated assessment

Assessment is to take place according to the detailed specifications indicated in the unit standards associated with each exit level outcome. Over and above the achievement of the specified unit standards, evidence of integration will be required as per the broad assessment criteria specified above, all within the context of dealing with conflict situations, and dealing with divergent and random demands related **to** conflict prevention and resolution activities.

Assessors should note that the evidence of integration could well be presented by learners when being assessed against the unit standards - thus there should not necessarily be separate assessments for each unit standard and then further assessment for integration. Well designed assessments, including formative and summative, should make it possible **to** gain evidence against each unit standard while at the same time gaining evidence of integration.

INTERNATIONAL COMPARABILITY

In the light of the fascinating diversity of comparable courses offered in the rest of Africa and the world, no attempt was made to focus on the details of just a few examples. Note was rather taken of **the** topics and approaches used elsewhere, and especially in the rest of Africa. Material from various sources was **used to** form a representative frame of reference:

> About three hundred course outlines from the United States, Canada, the United Kingdom and Europe that were collected in the late 1980s.
> The findings of the All-Africa Conference on African Principles of Conflict Resolution and Reconciliation (Addis Ababa, 1999).
> The current (2002-2004) survey of the University for Peace of the United Nations, which was conducted throughout Africa and has thus far produced feedback from 109 universities and institutions in 33 African countries
> A very recent (2003) world-wide research project, which concentrated on best practices derived from 26 case studies and **25** feedback workshops involving **34** countries, spread over Africa, Australia, Asia, the Americas and Europe.
> Certificate in Conflict Management, Egerton University, Njoro, Kenya
> Diploma in Peace and Conflict Studies, Obafemi Awolowo University, Ile-Ife, Nigeria.

This qualification fits into the above findings and represents best practices and main themes/trends in the African context.

ARTICULATION OPTIONS

This qualification is an entry-level qualification and is thus a starting point for many learners. The qualification will serve as a possible building block for learning towards qualifications at NQF level 6 in psychology, social work, education and training, human resources, and related areas. It will also articulate horizontally with a range of qualifications at NQF level **5** in the fields such as management, lay counselling, human resources and related areas.

MODERATION OPTIONS

> Providers offering learning towards this qualification or the component unit standards must be accredited by the appropriate ETQA.
> Moderators must be registered as assessors with the relevant ETQA, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
> Moderation of assessment will be overseen by the appropriate ETQA according to moderation principles and the agreed ETQA procedures.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

> Assessors must be registered in terms of the requirements of SAQA and the appropriate ETQA.
> Registered assessors must have a relevant qualification at NQF level 6 or equivalent and/or be a subject matter expert in this learning area.

NOTES

N/A

UNIT STANDARDS
(Note: A blank space after this line means that the qualification is not based on Unit Standards.)

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
core	116493 Explain the quality of tolerance in human relations	Level 4	6	Registered
core	116491 Describe ethical procedures and practice for social justice	Level 5	6	Registered
core	117844 Present analyse and interpret information on conflict situations	Level 5	15	Draft - Prep for P Comment
Core	117845 Restore and build relationships in dealing with conflict	Level 5	8	Draft - Prep for P Comment
core	117848 Conduct mediation in situations that require advanced sklk	Level 5	12	Draft - Prep for P Comment
core	117853 Conduct negotiations to deal with conflict situations	Level 5	8	Draft - Prep for P Comment
core	117854 Facilitate meetings to deal with conflict situations	Level 5	8	Draft - Prep for P Comment
core	117855 Design and implement plans to deal with conflict situations	Level 5	15	Draft - Prep for P Comment
Elective	110052 Understand and apply theories and principles of transformative development practice	Level 4	12	Registered
Elective	110053 Conduct a basic community needs assessment	Level 4	12	Registered
Elective	110055 Facilitate learning in development practice	Level 4	14	Registered

Elective	114478 Conduct basic lay counselling in a structured environment	Level 4	15	Registered
Elective	117849 Apply basic interactional **sklk** in a group lay counselling context	Level 4	9	Draft - Prep **for P** Comment
Elective	11286 **Institute** disciplinary action	Level 5	8	Registered
Elective	11904 Develop and establish a disciplinary policy and procedure	Level 5	5	Registered
Elective	110060 Plan learning programmes that **redress social** development issues	Level 5	8	Registered
Elective	110062 Plan the facilitation of learning in development practice	Level 5	10	Registered
Elective	10985 Condud a disdplinary heating	Level 6	5	Registered
Elective	12139 Facilitate the resolution of employee grievances	Level 6	5	Registered
Elective	117842 Manage adjudicative hearings	Level 6	16	Drafl - Prep **for P** Comment
Fundamental	115789 Sustain oral interaction across a **wide** range **of** contexts and **critically** evaluate spoken **texts**	Level 5	5	Registered
Fundamental	115791 **Use** language and communication strategies for **vocational** and **occupational** learning	Level 5	5	Registered

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 1

Conduct mediation in situations that require advanced skills

SAQA US ID	UNIT STANDARD TITLE			
1 17848	Conduct mediation in situations that require advanced skills			
SGB NAME		ABET BAND	PROVIDER NAME	
SGB Democracy, Human Rights, Peace and Elections		Undefined		
FIELD DESCRIPTION		(SUBFIELD DESCRIPTION		
Human and Social Studies		Public Policy, Politics and Democratic Citizenship		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL		(CREDITS
HUM-PPP-0-SGB DHRPE	(Regular	Level 5		12

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare for mediation.

SPECIFIC OUTCOME 2

Engage in mediation.

SPECIFIC OUTCOME 3

Evaluate mediation processes.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:　　　　　　　　2

Conduct negotiations to deal with conflict situations

SAQA US ID	UNIT STANDARD TITLE		
117853	Conduct negotiations to deal with conflict situations		
SGB NAME		**ABET BAND**	**(PROVIDER NAME**
SGB Democracy, Human Rights, Peace and Elections		Undefined	
FIELD DESCRIPTION		**SUBFIELD DESCRIPTION**	
Human and Social Studies		Public Policy, Politics and Democratic Citizenship	
UNIT STANDARD CODE	**UNIT STANDARD TYPE**	**NQF LEVEL**	**CREDITS**
HUM-PPP-0-SGB DHRPE	Regular	Level 5	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare for negotiations.

SPECIFIC OUTCOME 2

Engage in negotiations.

SPECIFIC OUTCOME 3

Finalise negotiations and communicate agreements.

SPECIFIC OUTCOME 4

Evaluate negotiation processes.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: **3**

Design and implement plans to deal with conflict situations

SAQA US ID	UNIT STANDARD TITLE			
I 17855	Design and implement plans to deal with conflict situations			
SGB NAME		**ABET BAND**	**PROVIDER NAME**	
SGB.Democracy, Human Rights, Peace and Elections		Undefined		
FIELD DESCRIPTION		**SUBFIELD DESCRIPTION**		
Human and Social Studies		(Public Policy, Politics and Democratic Citizenship		
UNIT STANDARD CODE	**UNIT STANDARD TYPE**	**NQF LEVEL**		**(CREDITS**
HUM-PPP-0-SGB DHRPE	Regular	Level 5		15

Specific Outcomes:

SPECIFIC OUTCOME 1

Gather information about conflict.

SPECIFIC OUTCOME 2

Analyse information about conflict situations.

SPECIFIC OUTCOME 3

Review and select appropriate process options to deal with conflict.

SPECIFIC OUTCOME 4

Plan a process **to** deal with conflict.

SPECIFIC OUTCOME 5

Implement a plan to deal with conflict.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: **4**

Facilitate meetings to deal with conflict situations

SAQA US ID	UNIT STANDARD TITLE		
117854	Facilitate meetings to deal with conflict situations		
SGB NAME		**ABET BAND**	**PROVIDER NAME**
SGB Democracy, Human Rights, Peace and Elections		Undefined	
FIELD DESCRIPTION		**SUBFIELD DESCRIPTION**	
Human and Social Studies		Public Policy, Politics and Democratic Citizenship	
UNIT STANDARD CODE	**UNIT STANDARD TYPE**	**NQF LEVEL**	**CREDITS**
HUM-PPP-0-SGB DHRPE	Regular	(Level 5	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare for meetings.

SPECIFIC OUTCOME 2

Conduct meetings.

SPECIFIC OUTCOME 3

Record and report meeting outcomes.

SPECIFIC OUTCOME 4

Evaluate meetings.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 5

Present, analyse and interpret information on conflict situations

SAQA US ID	UNIT STANDARD TITLE			
117844	Present, anaivse and interpret information on conflict situations			
SGB NAME		**ABET BAND**	**PROVIDER NAME**	
SGB Democracy, Human Rights, Peace and Elections		Undefined		
FIELD DESCRIPTION		**SUBFIELD DESCRIPTION**		
Human and Social Studies		Public Policy, Politics and Democratic Citizenship		
UNIT STANDARD CODE	**UNIT STANDARD TYPE**	**NQF LEVEL**		**CREDITS**
HUM-PPP-0-SGB DHRPE	Regular	Level 5		15

Specific Outcomes:

SPECIFIC OUTCOME 1

Collect information about conflict.

SPECIFIC OUTCOME 2

Present information about conflict.

SPECIFIC OUTCOME 3

Analyse conflict.

SPECIFIC OUTCOME 4

interpret conflict.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 6

Restore and build relationships in dealing with conflict

SAQA US ID	UNIT STANDARD TITLE			
117845	Restore and build relationships in dealing with conflict			
SGB NAME		**ABET BAND**	**PROVIDER NAME**	
SGB Democracy, Human Rights, Peace and Elections		Undefined		
FIELD DESCRIPTION		**SUBFIELD DESCRIPTION**		
Human and Social Studies		Public Policy, Politics and Democratic Citizenship		
UNIT STANDARD CODE	**UNIT STANDARD TYPE**	**NQF LEVEL**		**CREDITS**
HUM-PPP-0-SGB DHRPE	(Regular	Level 5		8

Specific Outcomes:

SPECIFIC OUTCOME 1

Promote an understanding and appreciation of diversity.

SPECIFIC OUTCOME 2

Promote trust and co-operation amongst parties in conflict.

SPECIFIC OUTCOME 3

Encourage prejudice reduction and attitudinal change.

SPECIFIC OUTCOME 4

Encourage parties to adopt mutual understanding, respect and tolerance.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 7

Manage adjudicative hearings

SAQA US ID	UNIT STANDARD TITLE			
117842	Manage adjudicative hearings			

SGB NAME		ABET BAND	PROVIDER NAME	
SGB Democracy, Human Rights, Peace and Elections		Undefined		

FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Human and Social Studies	Public policy, Politics and Democratic Citizenship	

UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-PPP-6-SGBDHRPE	Regular	Level 6	16

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare for adjudicative hearings.

SPECIFIC OUTCOME 2

Conduct adjudicative hearings.

SPECIFIC OUTCOME 3

Prepare and deliver adjudication decisions.

SPECIFIC OUTCOME 4

Evaluate adjudicative hearings.