

UFS FORM 5: SHORT LEARNING PROGRAMME

SECTION A: CATALOGUE

CODE: HEQC/H06/EMS/SPDRDC

TITLE: Dispute resolution in development conflicts

NQF LEVEL: 5

CREDITS: Non-credit bearing

NOTIONAL LEARNING HOURS: 40

FORMAL CONTACT TIME: Lecturing: 24 Hours

LEARNING ASSUMED TO BE IN PLACE:

- 1) A Grade 12 Certificate.
- 2) RPL procedures will apply in cases where a Grade 12 Certificate is not available / attained.

LEARNING OUTCOMES:

Participants will be able to:

- interpret the basic theory underlying conflict;
- explain the theory of conflict dynamics;
- apply alternative dispute resolution (facilitation, mediation, arbitration) techniques to their working environment; and
- construct a conflict management plan.

BRIEF DESCRIPTION OF CONTENT:

1. Describe development conflict in relation to:
 - the laws which govern it;
 - the nature of the conflict; and
 - the intended development outcomes.
2. Theory of conflict dynamics.
3. Alternative dispute resolution theory and techniques:
 - facilitation;
 - mediation;
 - arbitration; and
 - quasi-judicial methods.

CRITICAL OUTCOMES SUPPORTED BY SHORT LEARNING PROGRAMME:

- Identify and solve problems using critical and creative thinking with regard to conflict management in development conflicts (i.e. problem-solving skills).
- Work effectively with other members of a team, group, organisation, and community to implement different tools and methods to enhance conflict resolution (i.e. cooperative skills).

- Organise and manage themselves and their activities responsibly and effectively (i.e. self-responsibility skills).
- Collect, analyse, organise, and critically evaluate information that informs certain tools and approaches for conflict management (i.e. research skills).
- Communicate effectively, using visual, symbolic, and/or language skills in various modes (i.e. communication skills).
- Use science and technology effectively and show responsibility towards the environment and the health of others through utilising tools and approaches to manage conflict (i.e. technological and environmental literacy/skills).
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation as far as the various tools and methods for managing development conflicts are concerned (i.e. develop a strategic vision).
- Reflect on and explore a variety of strategies to learn more effectively (i.e. learning skills).
- Be culturally and aesthetically sensitive across a range of social contexts, tools, and approaches for conflict management (i.e. cultural and aesthetic skills).

METHODS OF ASSESSMENT: Information about internal and/or external mechanisms for the moderation of participant achievements to ensure comparability with the achievements of other learners who attend similar courses.

Formative assessment

Self-, peer, group, and/or facilitator assessment of individual/group/class assignments.

Portfolio assessment

Portfolio assessment (development planning tools and approaches to be used in the participants' working environment).

ASSESSMENT CRITERIA:

This refers to assessment criteria in respect of the specific learning outcome of the course that has been described. These statements set the guidelines for developing particular assessment tasks.

Develop a conflict analysis and management plan. Through the development of such a plan, the participants should indicate their ability to describe the basic theories underlying conflict, apply the theories of conflict dynamics, and apply alternative dispute resolution techniques.

In addition, the assessment process must also satisfy the following criteria:

- The assessment purpose and the competences to be assessed will be clearly articulated in terms of the relevant learning outcomes and assessment criteria.
- The assessment strategy and activities selected, designed, and implemented are constructively aligned with the assessment purpose, competences, context, knowledge, skills, attitudes, learning outcomes, assessment criteria, the nature and level of students, the level, context and content of the programmes, and the learning facilitation offered.
- The assessment of learning is implemented in accordance with the chosen assessment strategy, the applicable assessment policy/policies, and the current principles of good assessment.
- Different kinds of evidence of learning are collected.

ORGANISING FIELD: 3

(1 = Agriculture and Nature Conservation)
 (2 = Culture and Arts)
 (3 = Business, Commerce and Management Studies)
 (4 = Communication Studies and Language)
 (5 = Education, Training and Development)
 (6 = Manufacturing, Engineering and Technology)

(7 = Human and Social Studies)
 (8 = Law, Military Science and Security)
 (9 = Health Sciences and Social Services)
 (10 = Physical, Mathematical, Computer and Life Sciences)
 (11 = Services)
 (12 = Physical Planning and Construction)

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DEPARTMENTAL OR PROGRAMME "HOME": Centre for Development Support

DEVELOPER/COORDINATOR: Prof. L. Marais
+27(0) 51 – 4012973
maraisL.ekw@ufs.ac.za