



QUALITY-ASSURED ASSESSMENT DOCUMENTATION

ASSESSOR GUIDE

Conflict Management

SAQA ID	NQF Level / Credits
SP-210409	Level 5 · 8 Credits

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Prepared in accordance with Quality Council for Trades and Occupations (QCTO) assessment quality assurance requirements

PART A

Programme Overview

Qualification / Curriculum Title	Conflict Management
SAQA ID	SP-210409
NQF Level	5
Credits	8
Curriculum Code	SP-210409

1. Purpose

To identify and manage the resolution of conflict between persons or parties in the workplace.

2. Exit Level Outcomes

A qualified learner will be able to:

ELO 1	Identify and describe the main sources of conflict.
ELO 2	Analyse and evaluate conflict submission by affected parties
ELO 3	Distinguish types of conflicts
ELO 4	Apply appropriate strategies to manage conflict.
ELO 5	Resolve conflict using appropriate techniques in the workplace.
ELO 6	Develop and implement follow up plans
ELO 7	Compile conflict resolution reports
ELO 8	Communicate effectively with an employer and employees with regard to conflict issues.

3. Content Structure

3.1 Knowledge Component

Topic Number	Topic Title
Topic 1	Sources of conflict.
Topic 2	Types of conflicts
Topic 3	Strategies for conflict management.

Topic Number	Topic Title
Topic 4	Techniques in conflict management.
Topic 5	Conflict consequences analysis
Topic 6	Emotional intelligence in conflict resolution
Topic 7	Components of Conflict Resolution Report

3.2 Application (Practical) Component

Topic Number	Application Topic
Topic 1	Apply teamwork in conflict resolution process.
Topic 2	Profile a conflict at a workplace.
Topic 3	Analyse a conflict profile and determine the causes of conflict
Topic 4	Determine and implement appropriate conflict management strategies
Topic 5	Select and apply conflict resolution techniques
Topic 6	Analyse and profile conflict consequences
Topic 7	Apply emotional intelligence in conflict resolution engagement
Topic 8	Compile and implement conflict resolution follow up plan
Topic 9	Compile conflict resolution report

4. Assessment Structure

Assessment Type	Description / Weighting
Continuous Assessment	Ongoing evaluation of learning — 30% of final mark
Written Test	Knowledge test under supervised conditions — 30% of final mark
Portfolio of Evidence (PoE)	Assembled learner evidence — 40% of final mark
Practical Assessment	Continuously evaluated during delivery — pass/fail gate
Supervised Examination	Written examination under exam conditions — pass/fail gate
Final Mark Calculation	(Written Test × 30%) + (PoE × 40%) + (Continuous Assessment × 30%)

The curriculum does not specify assessment weightings. The weightings above follow standard QCTO sector norms for this qualification type. Providers may adjust to match their own QMS.

5. Types of Activities You Can Expect

Type of Activity	Description	Purpose
Knowledge Topics	You are required to complete these activities on your own.	These activities test your understanding and ability to apply the information.
Skills Application Activities	You need to complete these activities in the workplace.	These activities require you to apply the knowledge and skills gained in the workplace.
Applied Knowledge	You need to collect information and samples of documents from the workplace.	These activities ensure you get the opportunity to learn from experts in the industry. Collecting examples demonstrates how to implement knowledge and skills in a practical way.

1. Notional Hours and Delivery Schedule

This qualification carries **8 credits**, equivalent to **80 notional hours** of learning (1 credit = 10 notional hours).

The suggested split — **30% contact / 70% practical and workplace** — is a planning default. Providers may compress or extend the delivery schedule as long as **every outcome is taught, practised, and assessed** before summative assessment. **Content is fixed; the schedule is flexible.**

Component	Hours	Days (8 hr/day)
Contact with facilitator	24	3.0
Practical, workplace, and POE	56	7.0
Total	80	10.0

Delivery principle: Every curriculum outcome must be learnt and understood by the learner before any summative assessment.

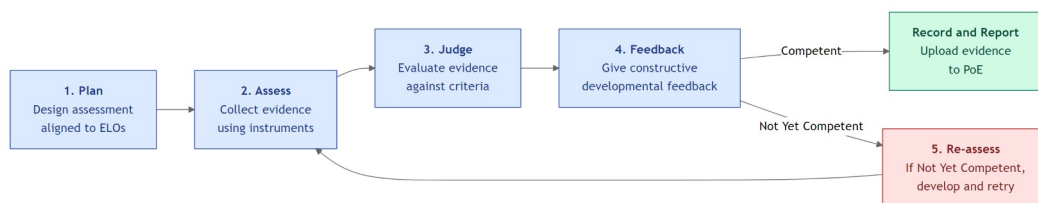
Formative activities — case studies, role plays, anecdotes, models, simulations — prepare the learner by letting them experience the outcome in class or contact before they demonstrate it in the workplace or POE.

Note: Default 30/70 split (adjustable). The curriculum may specify a different contact ratio. Content coverage must NOT be reduced to fit a shorter schedule — the schedule adapts, not the outcomes.

2. Purpose of this Guide

This Assessor Guide provides structured guidance for assessors implementing formative assessments for the Conflict Management skills programme (SAQA ID SP-210409, NQF Level 5). It outlines the methodologies, administrative processes, and quality assurance standards required to ensure that formative assessment activities consistently measure learner progress against the prescribed Exit Level Outcomes (ELOs) and module specifications. By following this guide, assessors align their practices with Quality Council for Trades and Occupations (QCTO) regulations and the standards set by the relevant skills development provider.

3. Assessment Principles



Assessments conducted within this skills programme must uphold the five core QCTO assessment principles:

- **Validity:** Assessments must measure what they claim to measure. Knowledge and practical instruments must directly align with the designated curriculum specifications and the scope of SAQA ID SP-210409 without introducing irrelevant criteria.
- **Reliability:** Assessment outcomes must be consistent and reproducible. Different assessors applying the same marking memorandum to the same learner evidence must arrive at identical results.
- **Fairness:** Assessments must not create barriers to achievement for any learner. All candidates must be provided with equal opportunities, clear instructions, and reasonable accommodations where applicable, free from bias or discrimination.
- **Flexibility:** Assessment methods and instruments should accommodate varying learning styles and operational contexts where appropriate, without compromising the integrity or rigor of the NQF Level 5 standard.
- **Practicability:** Assessments must be cost-effective, manageable, and resource-efficient, utilizing readily available workplace simulations and documentation suited to an occupational training environment.

4. Roles and Responsibilities

The assessment process involves distinct roles to maintain quality and objectivity:

- **Assessor:** Registered with the relevant ETQA/QCTO, the assessor is responsible for designing (where applicable), administering, marking, and moderating formative assessments, providing constructive developmental feedback to learners, and recording results accurately.
- **Moderator:** Responsible for internal moderation to verify that assessment instruments are fair, valid, and reliable, and that assessor marking decisions are consistent and accurate.

- **Learner:** Actively participates in formative assessment activities, submits authentic evidence on time, and engages with assessor feedback to improve performance.
- **Skills Development Provider (SDP):** Ensures administrative compliance, provides necessary resources, securely stores assessment records, and facilitates external moderation and QCTO quality assurance visits.

5. Assessment Plan Overview

Instrument ID	Assessment Type	Associated Modules / ELOs	Total Marks
[K] KM-01	Knowledge Assessment	Sources of conflict, Types of conflicts, Strategies for conflict management, Techniques in conflict management, Conflict consequences analysis, Emotional intelligence in conflict resolution, Components of Conflict Resolution Report	20
[P] PM-01	Practical Assessment	Apply teamwork in conflict resolution process, Profile a conflict at a workplace, Analyse a conflict profile and determine causes, Determine and implement conflict management strategies, Select and apply conflict resolution techniques, Analyse and profile conflict consequences, Apply emotional intelligence in conflict resolution engagement, Compile and implement conflict resolution follow up plan, Compile conflict resolution report	20

6. Internal Assessment — and Why There Is No EISA

Every assessment in this Skills Programme is internal: set, conducted, marked and moderated by the Skills Development Provider, using the instruments in this package. A Skills Programme has no External Integrated Summative Assessment (EISA).

The final assessment is the FISA — the Final Integrated Supervised Assessment — conducted by the provider's registered assessor under supervised conditions (the three FISA papers in the FISA Assessment Pack). The formative work — the Learner Workbook and the activities of the Practical Skills Guide, judged with the Practical Checklists — builds and checks competence before it and is not the final judgement.

Results are recorded in the Learner Results and Certification Register and submitted to the QCTO within 21 working days of the FISA, after internal moderation.

7. Recognition of Prior Learning (RPL)

A learner with relevant prior learning or experience may be assessed through RPL against the same outcomes and criteria as every other learner — RPL changes how the evidence is gathered, not the standard.

1. Screen and advise the candidate: explain the process, the evidence needed and the right to appeal.
2. Gather evidence with the candidate — a portfolio of prior work, a structured interview, an observed demonstration or a challenge assessment.
3. Judge the evidence against the criteria in this guide: valid, authentic, current and sufficient.
4. Record the gaps and agree gap training for anything not yet demonstrated, then re-assess those parts.
5. Record the decision, have it moderated, and file it in the learner's Portfolio of Evidence.

The RPL Toolkit, a part of this Assessor Guide, holds the process, the evidence-gathering guide, the gap-analysis record and the RPL assessment decision. The provider's RPL Policy and Appeals Policy are in the QMS Policies folder.

8. Conducting Knowledge Assessments

The knowledge assessment instrument designated as KM-01 evaluates the learner's theoretical understanding of conflict management at NQF Level 5. Assessors must ensure that assessment conditions are controlled, quiet, and conducive to individual work. Learners must be briefed on the time limits, permitted reference materials (if any), and submission protocols prior to commencement. Assessors must verify learner identities and ensure academic integrity. Once completed, the assessment must be marked strictly against the accompanying memorandum to guarantee reliability and fairness.

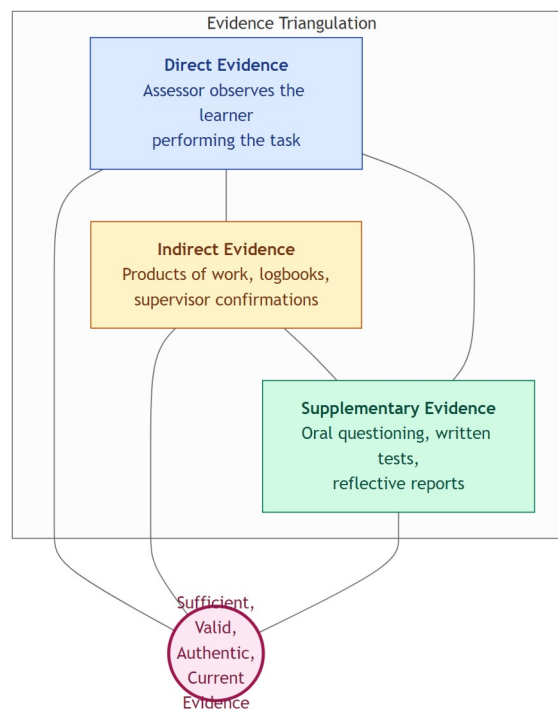
9. Conducting Practical Assessments

The practical assessment instrument designated as PM-01 evaluates applied competence through simulated workplace scenarios. Assessors must brief learners thoroughly on the scenario requirements, resource availability, and safety or confidentiality protocols. Assessors must observe the practical application of teamwork, conflict profiling, strategy selection, technique execution, consequence analysis, emotional intelligence application, and follow-up planning. Observation checklists and practical rubrics must be completed in real-time during the practical execution to ensure accurate capture of performance data.

10. Conducting Workplace Assessments

While this specific skills programme focuses on foundational knowledge (KM-01) and practical application/simulation (PM-01), any contextualized workplace integration must be managed with professional oversight. Assessors must liaise with workplace mentors where site-based observation or artifact collection is utilized, ensuring that real-world conflict management documentation respects organizational confidentiality and ethical standards. Workplace evidence must be authenticated to confirm genuine learner participation.

11. Evidence Requirements



All evidence collected during formative assessments must satisfy the VACS criteria:

- **Valid:** Evidence must directly address the specific knowledge modules and practical competencies outlined in the assessment summary.
- **Authentic:** The assessor must be able to verify that the submitted work is the learner's own creation, particularly for reports and conflict profiles.
- **Current:** Evidence must reflect current workplace practices and contemporary conflict management methodologies appropriate for NQF Level 5.
- **Sufficient:** The volume and depth of evidence must comprehensively cover all assessment criteria without gaps, proving consistent competence across the required range of topics.

12. Recording and Reporting Results

Assessors must record all formative assessment marks immediately upon completion of marking. Results must be transferred securely to the SDP's learner management system or master assessment grid. Feedback provided to learners must be written, constructive, and clearly indicate areas of strength and developmental needs. Assessment records, including completed scripts, checklists, and moderation reports, must be filed securely in line with QCTO data retention policies to facilitate internal and external moderation.