## Module Details

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| Module Title | Introduction to Conflict Transformation Skills |
| Module Code | PES5037-B |
| Academic Year | 2024/5 |
| Credits | 20 |
| School | School of Social Sciences |
| FHEQ Level | FHEQ Level 5 |

## Contact Hours

| Type | Hours |
|---|---|
| Lectures | 22 |
| Practical Classes or Workshops | 12 |
| Directed Study | 164 |

## Availability

| Occurrence | Location / Period |
|---|---|
| BDA | University of Bradford / Semester 2 |

## Module Aims

This module provides an introduction to conflict transformation theory and practice. It will help students learn in an experiential way about common methods for responding to and resolving - or transforming - conflict in different cultural and conflict settings. Students will develop a good appreciation of academic theories and debates relevant to peacebuilding and conflict resolution, including through the study of realworld cases. Practical activities, including roleplay and/or simulations will support the development of relevant skills, and insights into theory gained from experiential learning.

## Outline Syllabus

* Key concepts: conflict management, conflict resolution and conflict transformation
* Approaches to conflict intervention: mediation, negotiation and dialogue
* Skills for conflict transformation
* Ethical and practical questions and issues for conflict engagement and transformation

## Learning Outcomes

| Outcome Number | Description |
|---|---|
| O1 | Explain the concepts and theory of conflict management, resolution and transformation and contemporary debates surrounding them. |
| O2 | Distinguish and explain different methods for working with conflict, including mediation, negotiation, and dialogue. |
| O3 | Evaluate, drawing on relevant theory and evidence, the success and limitations of conflict transformation and peacebuilding interventions. |
| O4 | Critically reflect on progress in the development of conflict transformation skills through participation in roleplay/simulation and other experiential learning exercises. |
| O5 | Demonstrate relevant academic skills in research, writing and reflection appropriate to the level of study. |

## Learning, Teaching and Assessment Strategy

The course will be taught through various methods, including lectures, practical workshops and role-play/simulation exercises. There will be a strong emphasis on active and applied learning and developing core competencies relevant to conflict engagement work.

The class employs a pedagogy of reflective inquiry. This pedagogy calls upon students to engage in critical reflection and inquiry to formulate and deepen their understanding and points of view based on a deep comprehension of the subject matter. The pedagogy includes four dimensions: (1) the acquisition and deepening of background knowledge. (2) Understanding a broad professional and philosophical vocabulary, including key concepts. (3) deep comprehension; and (4) application, including critical analysis.

Students will be refining their skills in small teams using a wide range of participatory techniques. Active participation and total attendance are critically important for each student and the class.

Learning is assessed through an academic essay (to test theoretical and casestudy knowledge), a reflective essay (to test skills learning and development), and evidence of continuous learning and engagement.

## Mode of Assessment

| Type | Method | Description | Weighting |
|---|---|---|---|
| Summative | Coursework - Written | Essay of 1500 - 1750 words | 40% |
| Summative | Coursework - Written | Reflective essay on skill development (1500-1600 words) | 40% |
| Summative | Coursework - Written | Evidence of engagement and continuous learning, including completed formative tasks and class assignments. | 20% |
| Formative | | Formative assessment will consist of feedback on preparatory tasks and assignments completed in class. | N/A |

## Reading List

To access the reading list for this module, please visit https://bradford.rl.talis.com/index.html

*Please note:*
*This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.*

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