

## MODULE SPECIFICATION

Part 1: Information					
Module Title	Navigating Conflict: Theory and Practice				
Module Code	UZSRUJ-30-M	Level	M	Version	2
UWE Credit Rating	30	ECTS Credit Rating	15		
Faculty	Health and Applied Sciences	Field	Sociology and Criminology		
Department	Health and Social Sciences				
Contributes towards	Programmes within the Professional Development Framework				
Module type:	Project				
Pre-requisites	None				
Excluded Combinations	UZSN5K-30-M UZSN5R-30-M				
Co- requisites	None				
Module Entry requirements	None				

Part 2: Learning and Teaching	
Learning outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate a critical understanding of the dynamics and the role of conflict in everyday relationships at work, home or in the public sphere, including the significance of individual communication and conflict styles</li> <li>2. Critically reflect on their own relationship with conflict, including the impact of culturally informed responses</li> <li>3. Critically appraise the scope and variety of conflict transformation approaches and their contributions and limitations in relationship, team and community building</li> <li>4. Critically evaluate the significance of individual, cultural and social contexts in managing relationships, including identifying structural barriers to change and growth</li> </ol> <p>All learning outcomes will be assessed in Component A</p>
Syllabus outline	<p><b>Understanding the dynamics of community and group relationships</b></p> <ul style="list-style-type: none"> <li>• Theories of conflict - dynamics of conflict, conflict drivers</li> <li>• Inter-personal communication, response and strategy, personal conflict styles</li> <li>• Internal and external barriers to cohesive work and social communities, for example, language, communication styles, narratives and the impact of discourse</li> <li>• 'Out of sight' psycho-social aspects to relationship, team and community building, including culture, group identity, emotions and power</li> <li>• Conflict mapping and analysis techniques</li> </ul> <p><b>Relevant international theory and practice</b></p> <ul style="list-style-type: none"> <li>• Background and development of international conflict approaches relevant to social change and transformation</li> <li>• Contemporary theoretical underpinnings, drawing on complexity, systems and network thinking</li> <li>• Related communication, management and international development models</li> </ul> <p><b>Applying learning to UK settings</b></p> <ul style="list-style-type: none"> <li>• Use of real life examples to apply theoretical and practical models</li> <li>• Using peer support groups to build and develop appropriate action plans for specific settings</li> </ul>

	<ul style="list-style-type: none"> <li>Exploring issues of mobilisation, participation and engagement with grassroots initiatives</li> </ul> <p><b>Personal Development Planning</b></p> <ul style="list-style-type: none"> <li>Models of reflection and reflexive practice</li> <li>Individual learning Logs and Personal Development Plans</li> </ul>
Contact hours	<p>Over a period of four months, students will have access to the following resources:</p> <p>Contact time with staff:  16 hours (2 days) face to face teaching  4 hours group tutorials  4 hours individual tutorials</p> <p>Online sessions:</p> <p>Up to 30 hours online learning, included related exercises</p>
Teaching and Learning Methods	<p>This blended learning module will be delivered in the form of one two-day workshop and a series of related online sessions and support tutorials. The highly interactive face-to-face teaching sessions will use a variety of methods, including lecture input, experiential exercises and group discussions. The online sessions consist of lectures supported with power point presentations, case study exercises and materials, film and project work. Students are required to use their work experience and personal insights on the module, and peer learning will be encouraged through small group work, student presentations and projects. A course journal will encourage personal reflection on the material presented and its relevance to the work of students beyond the course.</p> <p>There is a strong emphasis on reflexive practice on this module, which requires ongoing self-reflection at all points of the learning experience.</p> <p>For assessment, students will be required to produce a learning portfolio, comprising evidence of reflexive learning (such as a journal) and an inquiry project. Students will have ongoing access to an online tutor to discuss their assessment.</p>
Reading Strategy and indicative Reading List	<p><b>Core readings</b></p> <p>Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print study pack or be referred to texts that are available electronically or in the Library. Module guides will also reflect the range of reading to be carried out.</p> <p><b>Further readings</b></p> <p>Further reading will be required to supplement the set text and other printed readings. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.</p> <p><b>Access and skills</b></p> <p>The development of literature searching skills is supported by a Library seminar provided within the first semester. Students will be presented with further opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library.</p> <p><b>Indicative reading list</b></p> <p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, current advice on readings will be available via the module guide:</p>

	<p>Augsburger, D W (1992). Conflict Mediation across Cultures, Westminster/John Knox Press</p> <p>Burns, D. (2007), Systemic Action Research: A Strategy for Whole System Change. Bristol: Policy Press.</p> <p>*Deutsch, M., Coleman, P. T., &amp; Marcus, E. (Eds.) (2006), The Handbook of Conflict Resolution: Theory and Practice, 2nd Edition. San Francisco: Jossey-Bass.</p> <p>*Fairclough, N.(2001), Language and Power, London: Longman.</p> <p>Gilchrist, A. (2009) The Well Connected Community, Bristol: Policy Press</p> <p>LeBaron M (2003), Bridging Troubled Waters: Conflict Resolution from the Heart, Wiley Inc</p> <p>Lederach, J P (1995). Preparing for Peace: Conflict Transformation Across Cultures, New York: Syracuse University Press</p> <p>Lederach, J P (2003). The Little Book of Conflict Transformation, Good Books</p> <p>Lederach JP. (2004), The Moral Imagination - The Art and Soul of Building Peace. Oxford University Press</p> <p>Ledwith, M. &amp; Springett, J. (2010) Participatory Practice: Community Based Action for Transformative Change, Bristol: Policy Press</p> <p>Lynch J and McGoldrick A, (2005), Peace Journalism. Gloucestershire: Hawthorn Press.</p> <p>Marková, I. &amp; Gillespie, A. (2011),Trust and Conflict: Representation, Culture and Dialogue, Routledge</p> <p>Oliver, B. &amp; Pitt, R. (2013) Engaging with Communities and Service Users, Context, Themes and Methods, Basingstoke: Palgrave MacMillan</p> <p>Ramsbotham, O, Woodhouse T. &amp; Miall, H, (2011) Contemporary Conflict Resolution – 3rd ed, Blackwells</p> <p>Shotter, J More than Cool Reason: 'Witness-thinking' or 'systemic thinking' and 'thinking about systems', International Journal of Collaborative Practices 3(1), 2012: 1-13,</p> <p>Somerville, P. (2011) Understanding Community, Bristol:Policy Press</p> <p>Wallensteen, P. (2006), Understanding Conflict Resolution, London: Sage</p> <p>Winslade J &amp; Monk (2001). Narrative Mediation, A New Approach to Conflict Resolution, San Francisco: Jossey-Bass</p>		
Part 3: Assessment			
Assessment strategy	<p>This course is highly interactive and draws on participants own experiences to develop a theoretical and reflexive analysis of 'real world' examples. Students will be required to present a portfolio of work comprised of a reflexive learning journal written over the course of the module that includes reflection on theory, experience and practice. Relevant extracts from this journal will be submitted as part of the assessment for the module. Linked to this is an inquiry project that includes reflection on a current example of practice as part of portfolio assessment</p> <p>In this way the learning and reflection that is engaged in throughout the module is directly incorporated into the assessment strategy for the module.</p>		
Identify final timetabled piece of assessment (component and element)		A	
% weighting between components A and B (Standard modules only)		A:	B:
		100%	
First Sit			
Component A (controlled conditions) Description of each element		Element weighting (as % of component)	
1. Portfolio of 6000 words		100%	
Resit (further attendance at taught classes is not required)			

<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
1. Portfolio of 6000 words	100%
If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.	

**FOR OFFICE USE ONLY**

First CAP Approval Date	September 2014			
Revision CAP Approval Date <i>Update this row each time a change goes to CAP</i>	31 May 2017	Version	2	<a href="#">RIA 12317</a>