Designing and Assessing Conflict Intervention Processes

Module Code: PES7039-B
Academic Year: 2018-19
Credit Rating: 20
School: School of Social Sciences
Subject Area: Peace Studies
FHEQ Level: FHEQ Level 7 (Masters)

Pre-requisites:
Co-requisites:

Contact Hours

<table>
<thead>
<tr>
<th>Type</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Lectures</td>
<td>33</td>
</tr>
<tr>
<td>Laboratory</td>
<td>8</td>
</tr>
<tr>
<td>Directed Study</td>
<td>159</td>
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</table>

Availability Periods

<table>
<thead>
<tr>
<th>Occurrence</th>
<th>Location/Period</th>
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<tbody>
<tr>
<td>BDA</td>
<td>University of Bradford / Semester 1 (Sep - Jan)</td>
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Module Aims

To promote critical insight into common conflict intervention processes, and the questions and critiques surrounding them;
To develop skills in conflict assessment and process design and planning, including analysis of ethical considerations in conflict intervention.

Outline Syllabus

The module will provide an introduction to core methods/processes for conflict intervention, and some of the key questions facing those contemplating or involved in interventions. Detailed case-studies and intervention scenarios will provide a focus for learning about the systematic design of interventions, employing key skills for conflict engagement: eliciting,
organising and analysing information relating to cases; conducting assessment of intervention options, process planning, core facilitation skills, reflection and evaluation. Cases will allow exploration of interventions at different scales, and in situations of increasing complexity. They also enable exploration of a number of cross-cutting themes, for example, relating to recognising and managing emotions within different processes, dealing with power and difference, the influence of culture on communication and conflict dynamics; and the significance of gender, etc.

Module Learning Outcomes

On successful completion of this module, students will be able to...

1. Explain the principles and features of a range of methods and processes for managing, resolving or transforming conflicts of different types, and in different contexts.

2. Justify the selection and use of relevant methods/processes for conflict intervention, drawing on analysis of needs and issues in different conflict situations and learning from past interventions.

3. Identify and evaluate relevant ethical issues and dilemmas surrounding conflict intervention, reflecting this ethical awareness in process design.

4. Create detailed process designs for different conflict scenarios, addressing different needs or issues; taking into account gender.

5. Critically evaluate past/existing intervention processes at different scales, and in different social/cultural contexts.

Learning, Teaching and Assessment Strategy

The module will involve a mixture of methods, including lectures, case-study and scenario analysis, and a thematic laboratory session encouraging reflection on intervention and the role of gender. There will be a significant emphasis on applied learning, working through key steps that conflict specialists undertake to assess conflict situations (linked to the conflict research module), identify key needs and dynamics, design interventions, and evaluate ethical and other implications of conflict intervention.

Formative assessment will include a number of tasks designed to build your ability to achieve the LOs for this module.

Summative assessment will be through a portfolio of a various types of assessment designed to evaluate your achievement of the LOs for this module. The portfolio must include

(i) an evaluation of a past/existing intervention

(ii) a process design for a case study conflict, specifically taking gender into account.

Mode of Assessment

<table>
<thead>
<tr>
<th>Type</th>
<th>Method</th>
<th>Description</th>
<th>Length</th>
<th>Weighting</th>
<th>Final Assess'</th>
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<table>
<thead>
<tr>
<th>Formative Coursework</th>
<th>Preparatory tasks and exercises carried out in class.</th>
<th>%</th>
<th>No</th>
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<tbody>
<tr>
<td>Summative Coursework</td>
<td>Portfolio of various types of assessments.</td>
<td>3800-4200 words</td>
<td>100%</td>
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<tr>
<td>Formative Coursework</td>
<td>Students will also be required to submit evidence of completed formative tasks, although the formative material itself will not contribute to the mark for the summative assessments.</td>
<td>%</td>
<td>No</td>
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**Legacy Code (if applicable)**

**Reading List**
To view Reading List, please go to rebus:list.