

Mediation, Negotiation and Peacebuilding

Section A: Headline Information							
Module title			Mediation, Negotiation and Peacebuilding				
Module NFQ level (only if an NFQ level can be demonstrated)			8				
Module number/reference			TBC				
Module Co-ordinator			Helen Maher				
Parent programme(s) the plural arises if there are embedded programmes to be validated.			BA (Honours) in Social, Political and Community Studies				
Stage of parent programme			Stage 4				
Semester (semester1/semester2 if applicable)			Semester 1				
Module credit units (FET/HET/ECTS)			ECTS				
Module credit number of units			5				
List the teaching and learning modes			Lectures, seminars.				
Entry requirements (statement of knowledge, skill and competence)			For entry onto Stage 4, successful completion of the preceding stage of the programme or equivalent is required in accordance with College regulations.				
Pre-requisite module titles			N/A				
Co-requisite module titles			None				
Is this a capstone module? (Yes or No)			No				
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)			Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in the relevant discipline or a closely cognate area.				
Maximum number of learners per module			25				
Duration of the module			1 Semester: 12 weeks				
Average (over the duration of the module) of the contact hours per week (see * below)			2 hours lectures per week				
Module-specific physical resources and support required per centre (or instance of the module)			Lecture Hall, Small Group room				
Analysis of required learning effort							
Effort while in contact with staff							
Classroom and demonstrations	Mentoring and small-group tutoring	Other (specify)	Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)

Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner				
24	1:5				1:5	50 Creation of an e-learning portfolio to document learning	51		125 hours
Allocation of marks (within the module)									
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total	
Percentage contribution				20% Participation 80% Portfolio				100%	

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	The module builds on learner’s existing knowledge and understanding of conflict resolution, concentrating on the specific practices of mediation, negotiation and peacebuilding which are core elements of the process of conflict resolution and post-conflict reconstruction. The module is relevant to the overall programme learning outcomes and the specific knowledge, skills and competencies for Stage 4 through the development of ethically framed mediation and negotiation practices. This module supports learners to develop an understanding of the concepts and practice of mediation and negotiation in the context of conflict resolution in social and political contexts at local, national and international levels. The module includes a significant focus on interpersonal and intergroup conflict; resolving disputes, problem solving, mediation and facilitation, third party intervention, practical and theoretical approaches to conflict resolution.
Module Aims and Objectives	The module aims to foster more in-depth knowledge of the theoretical and practical basis for peacebuilding, drawing on recognised international models. The development of learner capacity and skills to self-negotiate and apply mediation approaches, including intervention and negotiation to prevent, manage and resolve conflicts is also a core objective of the module. The module supports learners to relate the process of mediation to the overall focus on apply peacebuilding, reconciliation and post-conflict reconstruction relevant to community and workplace mediation alongside more complex international peace building contexts. A core aim of the module is to develop

	critically reflective and ethical practitioners with a heightened sense of self-awareness in the practice of mediation and conflict resolution.
Minimum Module Learning Outcomes	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> 1. Critically evaluate the theory and practice of peacebuilding. (MIPLO 1) 2. Identify, plan and implement appropriate mediation responses to conflicts and disputes. (MIPLO 3) 3. Demonstrate practical skills and competencies in dialogue and communication for mediation and negotiation. (MIPLO 4, 5) 4. Demonstrate critical self-awareness, the characteristics and values of an informed, ethical and reflective practitioner. (MIPLO 5, 6)
Information Provided to Learners about the Module	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>This module develops learner knowledge, skills and competencies in the theory and practice of mediation and negotiation. The module will support learners to develop skills in self-awareness, critical reflection and evaluation of their practice in the context of conflict resolution.</p> <p>Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p>
Module Content, Organisation and Structure	<ul style="list-style-type: none"> • <i>Mediation</i> Alternative dispute resolution; third party intervention/assistance; interpersonal and intergroup conflict resolution and mediation; risk analysis; ethical considerations; settlement and closure. • <i>Negotiation</i> Communication, dialogue and listening; strategies; narrative making and shaping; reframing; changing relationships; problem solving; philosophical assumptions, cultural awareness and inclusivity. • <i>Peacebuilding</i> Different elements of the peace building process, reconciliation, contrasting conflict resolution and peace building; Lederach peacebuilding pyramid; leadership. • <i>Practical Approaches to Conflict Resolution in local community settings:</i> Conflict dynamics; managing conflict; creative responses; case studies of community based conflict resolution.
Module Teaching and Learning Strategy	The module teaching and learning strategy is based on the core objectives of enabling learners to develop knowledge of conflict resolution processes while simultaneously fostering skills and competencies in mediation and negotiation. The module is also

	<p>focused on the development of learner capacity to acquire self-awareness, to engage in critical reflection and to demonstrate a commitment to inclusion and ethical practice in a political, social and community context. Consequently, the teaching and learning strategy adheres to the philosophy and practice of transformative, collaborative and critically reflective learning approaches, inclusive of the following methods:</p> <p>Lectures, peer learning achieved through face-to-face classroom discussion, role play and participation in classroom exercises, case study analysis, video.</p>
Work-Based Learning and Practice-Placement	N/A
E-Learning	<p>Use of virtual learning platform, access to weekly online reading material and power point presentations and a range of online learning materials.</p> <p>Creating an e-learning portfolio.</p>
Specifications for Module Staffing Requirements	<p>One lecturer/ The staff / learner ratio is typical of the overall programme approach with a maximum of 1:25.</p>
Module Summative and Formative Assessment Strategy	<p>Emphasis on summative assessment is balanced with the attention to group discussion and peer learning in the classroom environment through interactive dialogue and discussions, role play and mediation and negotiation exercises supporting formative knowledge.</p> <p>Formative Assessment (20%): Participation in classroom activities. Summative Assessment (80%): E-portfolio.</p>
Sample Assessment Materials	<p>Formative Assessment (20%), Learning outcomes 3, 4: Participation in classroom activities in particular simulated role-play exercises and problem solving activities in relation to the mediation and resolution of given conflict situations.</p> <p>E-Portfolio (80%), Learning outcomes 1, 2,4: The portfolio is based on the development of a series of artefacts which will be held in the online portfolio, responding to the module aims and content. Learners will demonstrate their knowledge, skills and competencies through completing specific online tasks inclusive of the following:</p> <ul style="list-style-type: none"> • Online quiz • Case studies: Analysis and Reflection • Annotated bibliography • Hosting of relevant video and articles
Reading Lists and Other Information Resources	<p><u>Essential Reading:</u> Fisher, R. and Ury, W. (2012). <i>Getting to Yes: Negotiating an Argument without giving in</i>. London: Random House.</p> <p>Mayer, B. (2012). <i>The Dynamics of Conflict: A Guide to Engagement and Intervention</i>. San Francisco: Jossey-Bass.</p> <p>McCorkle, S. and Reese, M. (2014). <i>Mediation Theory and Practice</i>. London: Sage Publications.</p>

	<p>Smith, A. and Smock, D. (2012). <i>Managing a Mediation Process</i>. Washington: United States Institute of Peace.</p> <p>United Nations (2012). <i>Guidance for Effective Mediation</i>, New York: United Nations.</p> <p><u>Other Reading:</u> Beer, J. and Packard, C. (2012). <i>The Mediator’s Handbook</i>, (4th edition). Gabriola Island: New Society Publishers.</p> <p>Council of the European Union (2009). <i>Concept on Strengthening EU Mediation and Dialogue Capacities</i>, Brussels.</p> <p>Lederach, J.P. and Moomaw Jenner, J. (2002). <i>A Handbook of International Peacebuilding: Into the Eye of the Storm</i>. San Francisco: Jossey-Bass.</p> <p>Whatling, T. (2012). <i>Mediation Skills and Strategies: A Practical Guide</i>. London: Jessica Kingsley Publishers.</p> <p><u>Essential viewing:</u> <i>TED Talks:</i> Ury: Getting to Yes; Hutchison: Restorative Practices to resolve conflict; Ashton: Community through Trans-formative conflict resolution;</p>
<p>Module Physical Resource Requirements</p>	<p>Lecture hall / seminar room equipped with internet, projector and speakers.</p>