

# Unit Outline (Higher Education)

**Institute / School:** Institute of Education, Arts & Community

**Unit Title:** CONFLICT MANAGEMENT

**Unit ID:** GCSCS6004

**Credit Points:** 15.00

**Prerequisite(s):** Nil

**Co-requisite(s):** Nil

**Exclusion(s):** Nil

**ASCED:** 090599

**Description of the Unit:**

Conflict management and mediation have gained increased importance in the past three decades due to congestion in the Courts and Tribunals, delays in litigation and rising legal costs. In Australia, since the mid-1990's government policies at both the state and federal level have endorsed and actively encouraged the use of mediation and other conciliatory approaches to conflict management in preference to litigation. Furthermore, in March 2016, the Royal Commission into Family Violence (Royal Commission) handed down its report with 227 recommendations to combat family violence in Victoria. The Victorian Government committed to implementing all 227 recommendations. Recommendation 209 of the Royal Commission requires family violence practitioners to hold a social work or equivalent degree. The intent is for a minimum qualification threshold that will ensure that all new specialist family violence practitioners have a consistent baseline of knowledge, skills and competencies. This unit addresses these expectations by familiarizing students with theories, concepts and skills for managing conflict and resolving disputes. Students will engage in class discussions, role-plays, experiential learning as well as reading and independent research. In class there will be opportunities for discussion and skill development in conflict management and mediation.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

**Work Experience:**

No work experience: Student is not undertaking work experience in industry.

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final

mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

**CourseLevel:**

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>

**Learning Outcomes:**
**Knowledge:**

- K1.** Identify ethical issues that can arise when working with victim survivors and perpetrators of family violence including recognising and managing personal values, prejudices, discrimination and biases, and understanding how they can affect inclusive service provision.
- K2.** Develop understanding of the social, political, legal, historical, cultural and organisational contexts/systems impacts on people and communities; human behaviour and development; and life cycle stages in a family violence context (EP3).
- K3.** Demonstrate the ability to apply knowledge and principles of self-determination and cultural safety in professional practice, informed by an understanding of Aboriginal culture and the injustices experienced by Aboriginal people due to colonisation, and the impact this has on service experience (EP4).
- K4.** Analyse values, ideologies and discourses that underpin professional practice in conflict management and mediation work.
- K5.** Recognise the value of evidence-based domestic and international research to practice (EP6).

**Skills:**

- S1.** Identify and apply theoretical frameworks and practice models to case scenarios and role plays using advanced, independent research skills.
- S2.** Demonstrate the development of critical skills for practice through written and oral assessments.
- S3.** Develop self-knowledge through critical reflection of personal and professional values that underpin conflict management and mediation.
- S4.** Analyse and evaluate knowledge and information to inform practice approaches (EP7).

**Application of knowledge and skills:**

- A1.** Apply knowledge of theoretical frameworks and practice models to a range of conflict situations and social issues.
- A2.** Develop critical skills for practice by integrating knowledge of practice models to case studies based on social issues.
- A3.** Apply critical and reflective thinking to practice, to examine the power dynamics between client-practitioner and victim survivor-perpetrator (EP2).
- A4.** Demonstrate the ability to transmit knowledge and skills to others, and to engage in a respectful, professional and culturally safe manner that builds rapport and trust with victim-survivors to work towards recovery and healing, using a trauma-informed approach that demonstrates belief, respect, and valuing of knowledge, culture and lived experience (EP5).

**Unit Content:**

Topics may include:

- Conflict theory
- Communication, difficult behaviours
- WIN/WIN and power
- Arbitration, negotiation and mediation
- Attitudes and values
- Listening and assertiveness
- Empathy and Emotions
- Reframing
- Problem defining and problem solving
- Conflict mapping, interests analysis and selecting options
- Agreement preparation, review and evaluation
- Ethics and standards

### Graduate Attributes

The Federation University Federation graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni Courses. Graduate attribute attainment typically follows an incremental development process mapped through Course progression.

**One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all attributes must be directly assessed in each Course**

Graduate attribute and descriptor		Development and acquisition of GAs in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K2, K3, K4, K5, S1, S2, S3, A1, A2	AT1, AT2
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K1, K2, K3, K4, K5, S1, S2, S3, A2	AT1, AT2
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K1, K2, K3, K4, K5, S1, S2, S3, A3	AT1, AT2
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K1, K2, K3, K4, K5, S1, S2, S3	AT1, AT2
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K1, K2, K3, K4, K5, S1, S2, S3, A3	AT1, AT2

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, S1, S2, S3, S4, A1, A2, A3, A4	Examination questions have been designed to assess all learning outcomes.	Take home exam	40-60%
K1, K2, K4, S1, S2, S3, A1, A2, A3	A written review of a mediation or conciliation event (real or simulated) with critical reflection on practitioner skills.	Role-play reflection	40-60%

### Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

**MICS Mapping has been undertaken for this Unit** No

Date:

### Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)