Tuning

CALOHEE

Tuning Educational Structures in Europe

Guidelines and Reference Points for the Design and Delivery of Degree Programmes in **International Relations**

Edition 2024

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Guidelines and Reference Points
for
the Design and Delivery of
Degree Programmes in
INTERNATIONAL RELATIONS

Edition 2024

Daniela Nascimento and
Lina Strupinskienė, eds.

Tuning Educational Structures in Europe

TUNING reflects the idea that universities do not look for uniformity in their degree programmes or any sort of unified, prescriptive or definitive European curricula, but simply for points of reference, convergence and common understanding. The protection of the rich diversity of European education has been paramount in TUNING from the very start and it in no way seeks to restrict the independence of academic and subject specific specialists, or undermine local and national academic authority.

This edition of the *Tuning Guidelines and Reference Points for the Design and Delivery of Degree Programmes in International Relations* is published in the framework of the *CALOHEE Extension Project* 2020-2023 (Agreement number: 2019-612874).

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General introduction

This *Tuning Guidelines and Reference Points 2024 for the Design and Delivery of Degree Programmes in International Relations* serves as an international reference point for an academic discipline in the European Higher Education Area (EHEA) framework. It represents the current state of affairs in a fast-changing societal environment.

This publication defines degree profiles and the tasks and societal roles graduates will take on, but also shows how different degrees fit into the wider context of overarching general and subject specific / discipline qualifications frameworks. In other words, what are the essential elements that constitute a particular subject area in higher education? Among other aspects, these Guidelines include general descriptors for the first and the second cycle, the bachelor and master/ long cycle, presented in easy-to-read tables, and are meant to be used as reference points for the design and delivery of individual degree programmes. According to the Tuning philosophy, each degree programme has its own unique profile, based on the mission of the institution and taking into account its social-cultural setting, its student body, and the strengths of its academic staff.

The *Guidelines and Reference Points* are the outcome of a long and intense collaboration, starting in 2001, in conjunction with the early phases of the Bologna Process, which has now come to include 49 European countries. They are a result of the grassroots university-driven initiative called Tuning Educational Structures in Europe, or simply 'Tuning', that aims to offer a universally useful approach to the modernisation of higher education at the level of institutions and subject areas. The Tuning initiative has developed a methodology to (re-) design, develop, implement and evaluate study programmes for each of the Bologna cycles. These were validated in 2007-2008 by groups of respected academics from numerous disciplines. Since, developments have continued as reflected in several iterations, the latest being the *Measuring and Comparing Achievements of Learning Outcomes in Higher Education in Europe* (CALOHEE) projects (2018-2023). As all Tuning projects, the CALOHEE developments have been co-financed and strongly supported by the European Commission as part of its Erasmus+ Action programme.

The Tuning methodology is based on the student-centred and active learning approaches it has promoted since its very launch. Tuning's mission is to offer a platform for debate and reflection which leads to higher education models able to ensure that graduates are well prepared for their societal role, both in terms of employability and as citizens. Graduates need to have obtained as the outcome of their learning process the optimum set of competences required to execute their future tasks and take on their expected roles. As part of their education graduates should have developed levels of critical thinking and awareness that foster civic, social, environmental and cultural engagement. Recognition is given to current and possible future developments and issues.

Using the Tuning reference points makes study programmes comparable, compatible and transparent. They are expressed in terms of learning outcomes and competences. Learning outcomes are statements of what a learner is expected to know, understand and be able to demonstrate after completion of a learning experience. According to Tuning, learning outcomes are expressed in terms of the *level of competence* to be obtained by the learner.

Competences represent a dynamic combination of cognitive and meta-cognitive skills, knowledge and understanding, interpersonal, intellectual and practical skills, and ethical values. Fostering these competences is the object of all educational programmes. Competences are developed in all course units and assessed at all different stages of a programme. Some competences are subject area related (specific to a subject area), others are generic (relevant for many or all in degree programmes). According to the Tuning philosophy, subject specific competences and generic competences or general academic skills should be developed together. Normally competence development proceeds in an integrated and cyclical manner throughout a programme.

The initial core competences of the subject area were identified in a consultation process involving four stakeholder groups - academics, graduates, students and employers over time. Consultation processes have been organised in many other parts of the world: these have been taken into consideration in developing this publication.

This edition has been elaborated as part of the CALOHEE projects, which aim to develop an infrastructure allowing for comparing and measuring learning in a (trans)national perspective. Besides developing state of the art general and subject specific qualifications reference frameworks, it has also developed Learning Outcomes / Assessment Frameworks which offer even more detailed descriptors. The Assessment Reference Frameworks are included as an annex.

To make levels of learning measurable, comparable and compatible across Europe academics from the single subject areas have developed cycle (level) descriptors expressed in terms of learning outcomes statements organised in qualifications reference frameworks tables. These are backed by Tuning-CALOHEE General Qualifications Reference Frameworks, which are based on a bridging of the two overarching European qualifications frameworks, the 'Bologna' Qualifications Framework for the EHEA (QF for the EHEA) and the EU European Qualifications Framework for Lifelong Learning (EQF for LLL). Paying reference to both by combining 'the best of two worlds'. While the EQF for LLL is focused on the application of knowledge and skills in society, the focus of the FQ for the EHEA is more related to the learning process itself: it applies descriptors which cover different areas or 'dimensions' of learning: knowledge and understanding, application of knowledge and understanding in relation to problem solving, making judgments, communicating information and conclusions, and finally, knowing how to learn.

In developing the Tuning-CALOHEE model, it has been realised that 'dimensions' are an indispensable tool, because they make it possible to distinguish the principal aspects that constitute the subject area. Dimensions help give structure to a particular sector or subject area and also make its basic characteristics more transparent. Furthermore, the 'dimension approach' is complementary to the categories included in the EQF for LLL, which uses the categories of 'knowledge', 'skills' and 'autonomy and responsibility' (wider competences) to structure its descriptors. Thus, in CALOHEE terms, the three columns correspond to a 'knowledge reference framework', a 'skills reference framework' and a 'autonomy and responsibility reference framework', linked by level. The last column, the 'autonomy and responsibility reference framework', refers to the wider world of work and society and identifies the competences required to operate successfully in the work place and as a citizen. It builds on the first two elements: knowledge and understanding and the skills necessary to develop and apply this knowledge.

In addition to addressing cycle-level descriptors, Tuning has given attention to the Europe-wide use of the student workload based *European Credit Transfer and Accumulation System* (ECTS) to ensure the feasibility of student-centred degree programmes and other credentials. Some 20 years ago it transformed the original credit transfer system into a transfer and accumulation system. According to Tuning, ECTS not only allows student mobility across Europe and in other countries as well; it can also facilitate programme design and development, particularly with respect to coordinating and rationalising the demands made on students by concurrent course units. In other words, ECTS permits us to plan how best to use students' time to achieve the aims of the educational process, rather than considering teachers' time as the primary constraint and students' time as basically limitless.

The use of the learning outcomes and competences approach implies changes regarding the teaching, learning and assessment methods. Tuning has identified approaches and best practices to form the key generic and subject specific competences. Some examples of good practice are included in this brochure. More detailed examples can be found in the subject area-based Learning Outcomes / Assessment Reference Frameworks.

Finally, Tuning has drawn attention to the role of quality in the process of (re-)designing, developing and implementing study programmes. It has developed an approach for quality enhancement which involves all elements of the learning chain. It has also developed a number of tools and identified examples of good practice which can help institutions to improve the quality of their degree programmes.

This brochure reflects the outcomes of the work done by the Subject Area Group (SAG) in International Relations. The outcomes are presented in a template to facilitate readability and rapid comparison across the subject areas. The summary aims to provide, in a very succinct manner, the basic elements for a quick introduction into the subject area. It shows in synthesis the consensus reached by a subject area group after intense and lively discussions in the group.

We hope that this publication will be of interest to many, and look forward to receiving comments and suggestions from the stakeholders, in view of further improvement.

Tuning-CALOHEE Project Team

TUNING Guidelines and Reference points for the Design and Delivery of Degree Programmes in INTERNATIONAL RELATIONS

2024

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Executive Summary

The 2024 edition of the *Tuning Guidelines and Reference Points for the Design and Delivery of Degree Programmes in International Relations* (IR), aims to provide educators, administrators, students and quality assurance experts with tools for understanding how International Relations degree programmes can not only be more effectively organised, improved, and evaluated, but also better implemented and taught.

This edition contains information of the Subject Area in general, explaining why International Relation studies are particularly important in today's globalized and rapidly changing world (Chapter 1). Chapters 2, 3 and 4 describe the main types of degree programmes implemented across European Universities, discussing both the typical occupations and actual tasks graduates are likely to be called on to perform, and provide as well an overview of typical subject-specific and generic competencies of International Relations study programmes.

The following Chapters delve into how IR today is learned, taught and assessed, and how current practices can be shared, compared and improved using the tools elaborated over the past decades by Tuning and, most recently, by the CALOHEE Extension project. This section begins by showing how the key competences that any IR graduate should possess after completing a first or a second cycle programme can be defined and developed (Chapter 4).

It then proceeds with investigating the various ways in which those competences can be developed, trained and assessed. In particular, it emphasizes the importance of a careful alignment of the required competences, the methodologies that are most suited to develop them and the ways through which one can confirm if these have been achieved (Chapter 5, 6, 7 and 8). The new General Qualifications Reference Frameworks (Chapters 5 and 6) for first and second cycle degree programmes presented here are a major and fundamental contribution to approaching these key issues. The Frameworks are specifically designed to give general guidance as to the essential elements in any European country or institution delivering a study programme in the field of IR, regardless of the level of specialization. They are organised in a way compatible both with the European Qualifications Framework for Lifelong Learning (EQF) and the Qualifications Framework for the European Higher Education Area (QF for the EHEA). They contain level descriptors arranged according to dimensions of knowledge, skills and wider competencies (responsibility and autonomy).

Chapter 9 concludes the brochure with observations on the use of the Tuning tools in programme design, delivery, monitoring and enhancement by applying the European Standards and Guidelines as well as frameworks presented in this publication.

The Tuning-CALOHEX International Relations Subject Area Group

Preface

We are pleased to present the 2024 edition of the *Guidelines and Reference Points for the Design and Delivery of Degree Programmes in International Relations*. This publication results from the International Relations Subject Area Group's collaborative work within the CALOHEx project. We drew upon the knowledge accumulated through the CALOHEE project and various Tuning activities spanning over two decades dedicated to refining qualification reference frameworks across different subject area groups.

The Subject Area Group included academic professionals from various European universities with extensive experience in designing, implementing, evaluating and teaching International Relations and related study programmes. Their involvement has extended beyond mere contribution, as they have actively engaged with their respective faculties and peers from other institutions within their home countries. This engagement has been crucial to better inform as well as to deliberate, trial, and refine the outcomes that resulted from this intense collaborative work.

This inclusive and participative approach has fostered the direct involvement of the academic community, including students, from at least 14 European countries, making this collaborative effort truly representative and comprehensive. Furthermore, by including an Outer Circle, the project has allowed the participation from additional universities, thus contributing to the enrichment not only of the discussion but also of the outcomes. Amidst the diversity of International Relations programmes proliferating across Europe, it was an illuminating discovery for the group members to unearth the shared threads and reach a consensus on the essential facets of our graduates' growth.

The concept of Tuning is a dynamic process, an ongoing journey that has spanned several years and is poised to continue its evolution for years to come. Thus, the current edition of the Guidelines should not be perceived as a static and closed document. It is a dynamic compendium of tools and methodologies deemed most valuable in elevating the quality of existing International Relations degree programmes and (re)designing new ones. The Guidelines presented herein are also not intended to be seen as prescriptive mandates; instead, they embody aspirations and serve as a wellspring of inspiration for the entire International Relations community, including educators, administrators, students and quality assurance experts. We ardently believe that they will prove to be invaluable.

This collaborative journey underscores the spirit of academic camaraderie and advancement, propelling us toward a more refined and effective landscape for International Relations education. With a sense of accomplishment, we take pride in unveiling our outcomes, eager to receive feedback, comments, and suggestions from the expansive network of current and future International Relations experts.

We do hope it can be truly inspirational for all those who will use it and read it.

Subject Area Coordinators
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1. Introduction of the Subject Area

International Relations (IR) stands as a cornerstone in our modern interconnected world, offering insights into the interactions, conflicts, collaborations, and dynamics that shape the global arena. This field delves into the study of how nations, international organizations, non-state actors, and transnational networks navigate the complexities of international politics, economics, security, and culture. Through the lens of International Relations, scholars and practitioners seek to understand the ever-evolving relationships between states and explore the myriad forces that influence global affairs.

The conceptualization of International Relations is not uniform across all European countries, leading to variations in its emphasis and interpretation. While the fundamental ideas remain consistent, local contexts, historical experiences, and cultural perspectives can shape how the subject is approached and studied. This diversity enriches the field, encouraging a multiplicity of viewpoints that contribute to a more comprehensive understanding of global dynamics.

The evolution of International Relations is characterized by both continuity and transformation. While diplomacy and interstate relations have existed for centuries, the formalization of International Relations as an academic discipline is relatively new. It gained significant prominence after the events of September 11, 2001, which underscored the urgency of comprehending transnational threats, terrorism, and the need for enhanced global cooperation. This event catalysed an increased demand for experts who could analyse, interpret, and predict international developments.

The interdisciplinary nature of International Relations sets it apart as a unique and essential field of study. Global issues do not adhere to the boundaries of a single discipline, demanding insights from various realms like political science, economics, sociology, history, anthropology, law, and more. The interdisciplinary approach enables researchers to capture the multifaceted nature of international interactions, drawing from different methodologies to provide holistic analyses.

Within International Relations, distinct sub-fields have emerged to address and respond to specialized aspects of global affairs. These include, for example, international security, international political economy, global governance, environmental politics, human rights, among others. These sub-fields allow scholars to delve deeper into specific topics while contributing to a broader understanding of the interconnectedness of global challenges.

International Relations has garnered recognition as an autonomous discipline with its own theoretical frameworks, methodologies, and research paradigms. This recognition has led to the establishment of autonomous degree programmes at various educational institutions worldwide. These programmes provide students with a structured curriculum that equips them with analytical skills, critical thinking abilities, and a comprehensive understanding of global dynamics. At the undergraduate level, programmes often provide a broad foundation in International Relations theory and practice. At the master's level, students can delve into specialized areas of interest, combining core courses with elective concentrations that align with their career aspirations.

In terms of career prospects, International Relations graduates are equipped with a diverse skill set that has extended increasingly beyond traditional diplomatic roles. While the

diplomatic service remains an option, the emphasis has shifted towards cultivating global citizenship and problem-solving competencies. Graduates often find opportunities in international and regional organizations, non-governmental organizations, think tanks, multinational corporations, financial institutions, and academia. The focus on complex problem-solving and understanding the nuances of global interactions makes International Relations graduates valuable contributors to a wide array of professional contexts.

In conclusion, International Relations offers a comprehensive exploration of the intricate web of global interactions, politics, economics, security, and culture. While its interpretation may vary across European countries, its significance as a field that facilitates cross-disciplinary analysis is indisputable. The evolution of International Relations as a formal academic discipline underscores its relevance, particularly in the wake of significant global events. With its autonomy as a discipline, the multifaceted nature of its sub-fields, and its focus on fostering global citizenship, International Relations continues to shape the minds and careers of individuals prepared to navigate the complexities of our interconnected world.

2. Map of Typical Degrees Offered in the Subject Area of International Relations

Bachelor's level

Bachelor's degree programmes in International Relations typically touch upon a wide range of themes and topics ranging from diplomacy, security, international organisations, international political order, social justice or global financial flows. These themes and topics can be organised as questions related to actors, structures, and processes of global politics and international relations. These questions are addressed in a multidisciplinary and interdisciplinary way, combining perspectives from international law, international political economy, political science, global history, and cultural studies.

While the organisation of the curricula often depends on the specific national contexts and academic cultures of the programmes, here are some typical BA degree programmes in International Relations:

International Relations is typically either integrated in political science programmes or is taught as an interdisciplinary field combining Political Science, Economics, Sociology, History and Law. Most programmes have a strong foundation in theories of international relations and introduce students to the main issues in world politics. Programmes vary from minimalist/traditionalist understandings of world politics (focused mainly on interstate politics) to more inclusive understandings focusing on multiple actors and levels of analysis. Programmes vary from more traditional academic programmes based on readings taught (almost) exclusively by university faculty to programmes actively seeking integration with foreign and security policy practice and including practitioners (although still with a strong grounding in the International Relations discipline). Some programmes explicitly aim at providing students with knowledge of foreign policy and international challenges and opportunities of their state.

These are examples of the most typical BA degree programmes:

Bachelor of Science in International Relations: This is the most common programme in international relations that covers a broad range of topics including global governance, international politics, international organisations, international law, diplomacy, conflict resolution, and regional studies. This programme often provides a strong foundation in political science alongside the study of international relations. Students explore topics such as comparative politics, political theory, international political economy, and global governance.

Bachelor of Science in International Relations and Diplomacy: This degree programme combines the study of international relations with a focus on the theory and practice of diplomacy in different contexts and skills such as negotiations, conflict resolution and interculturalism.

Bachelor of Arts in International Relations: This programme focuses on the interconnections of global issues and international relations. It combines elements of political science, international political economy, history, law, anthropology, sociology, and cultural studies to provide a comprehensive understanding of global dynamics.

Bachelor of Arts in Peace and Conflict Studies: This interdisciplinary programme focuses on understanding the causes of conflicts, methods of conflict resolution, peacebuilding, and reconciliation. It incorporates subjects like international security, conflict analysis, humanitarian intervention, and post-conflict reconciliation and development.

Bachelor of Arts in Area Studies: This programme concentrates on different regional areas and combines social science and humanities-based approaches to study integration and disintegration dynamics in these given areas. Students study regional institutions, policies, history, and regional integration.

Master's level

MA degree programmes in International Relations offer students the opportunity to specialise in e.g., peace and conflict studies, security studies, international development, or foreign policy analysis. Some institutions have a degree programme in International Relations, whereas other institutions offer specialisations within e.g., Political Science programmes. Typically, there is a focus on offering students the opportunity to deepen and expand their theoretical and conceptual knowledge and methodological skills in analyses of world politics in combination with and integration into practice through e.g., internships. Additionally, MA programmes offer closer connections to the professional field(s) through an internship or other forms of "professionalisation"-based training such as providing students with the skills necessary to work and take up leadership positions in diplomacy, international organisations, NGOs, or international business.

These are examples of the most typical MA degree programmes:

Master of Arts/Science in International Relations: This general programme provides a broad understanding of international relations theory and practice, global politics, diplomacy, and foreign policy analysis. It also explores the structures and processes of global governance, including international organisations, global governance institutions, and global policymaking.

Master of Arts/Science in International Security: This programme focuses on issues related to international security, strategic studies, conflict resolution, terrorism, arms control, and national security policies.

Master of Arts/Science in International Development: This programme examines issues related to economic and social development, humanitarian action, and global equality and justice.

Master of Arts/Science in Diplomacy: This programme focuses on diplomatic theory, practice, and negotiations, preparing students for careers in diplomacy, international organisations, and foreign service.

Master of Science in International Economics: This programme combines international relations with international political economy, covering topics such as global trade, macro, and microeconomic policies, or international finance.

3. Map of Typical Occupations of Graduates and Typical Tasks Applied in the Work Field

In the dynamic field of international relations across Europe, graduates find themselves engaging in a diverse range of tasks that span from foundational advisory roles to strategic policy formulation. Both Bachelor's and Master's level graduates contribute significantly, with the latter often occupying higher echelons of administration and decision-making.

Bachelor's graduates commonly assume roles such as advisors, analysts, drafters, planners, managers and implementers. These roles involve tasks like political analysis, case-specific research, and preparation of documents. Their adeptness in organizing events, excellent oral and written communication and strong administrative skills contributes to the smooth functioning of various organizations.

Moving up in the career and academic training ladder, Master's graduates assume more comprehensive responsibilities such as higher-level administration, policy formulation, and decision-making. They engage in activities such as negotiating agreements and treaties, developing public programmes, and providing evidence-based advice to shape policies. Additionally, their involvement in political activities, like proposing and supporting laws, aligns with their more pronounced impact on governance.

Graduates across Europe share a common set of tasks that reflect the multi-faceted nature of international relations. In Belgium, Denmark, and the Netherlands, for example, graduates tend to excel in policy and media analysis, policy brief writing, project development, and risk assessment. In Estonia and Poland, they tend to actively engage in policy design, project development, and administrative tasks that ensure effective decision-making. Greece, on the other hand, highlights graduates' capabilities in writing memos, brief analyses, and press releases while also emphasizing their role in event organization and customer service.

In countries like Italy, Lithuania, and Spain, graduates usually contribute and get to engage professionally in a variety of domains, such as resource management, project planning and oversight, and are also often at the forefront of policy implementation. Their research, analysis, and advocacy skills resonate across these roles, as they work to represent their countries' interests, inform policy-making, and contribute to international networks.

Ultimately, the distinction between tasks performed by Bachelor's and Master's graduates lies in the scope of impact. While Bachelor's graduates contribute actively to the analytical and operational aspects of international relations, Master's graduates operate at a strategic level, engaging in high-level administration, policy formulation, and decision-making. Together, they create a synergistic force that drives the advancement of international relations across Europe, enabling nations to collaborate effectively in an increasingly interconnected world.

Graduates of IR study programmes most typically find employment in public administration, international organizations, NGOs, media, research institutions or the private sector (see table below).

Typical employment sectors

Sector	Examples of Employers
Public Administration (including diplomatic service)	Ministry of Foreign Affairs, Ministry of Defence, other ministries and government bodies, municipality administration
International organizations	European Union (EP, EC), UN, UNHCR, World Bank, NATO; OSCE; CPLP
Non-governmental organizations	Red Cross, Amnesty International, Freedom House, various local and regional NGOs
Media	National Radio and Television, The Economist
Multi-national corporations	Google, Amazon, Coca-Cola, Apple, Nike
Private sector (finances, banking, consultancy)	Nasdaq, Delloite, Accenture, start-ups, banks (Santander, BNP Paribas)
Research (universities, think-tanks, research institutes)	Konrad Adenauer Foundation, Chatham House, Centre for European Policy Studies, various Universities

4. Overview of typical field related Generic and Subject-specific Competences

In the dynamic field of International Relations (IR), the quest for defining the competences and learning outcomes expected from graduates is an evolving process. These competences serve as the cornerstone for ensuring that IR graduates are well-prepared to navigate the complex global landscape, contribute to society, and excel in their chosen careers. Within the field of International Relations, competences for graduates can be broadly divided into two overarching categories: generic competences and IR-specific competences. While it is true that across Europe, there exists a multitude of IR programmes, each with its distinct structures and contents, a significant consensus has emerged regarding the essential learning outcomes and competences that an IR graduate should possess.

The process of defining these competences involved a comprehensive and collaborative approach, drawing insights from institutions across Europe. The initial phase involved the dissemination of questionnaires to gather insights from individual study programmes dedicated to International Relations, spanning universities all over Europe. This step provided a comprehensive overview of the existing landscape and the diverse range of competences being imparted. Subsequently, the process advanced to the first meeting, held in Pisa, Italy, which focused on qualifications reference frameworks. It was here that the decision was made to concentrate on the Bachelor's (BA) and Master's (MA) levels, as opposed to the Doctorate (PhD) level. This choice was driven by the recognition that many universities offered more generalized PhD programmes encompassing political science, with IR topics included. The following phase involved collaborative work conducted online, fostering active engagement with faculty members and colleagues from various institutions. This online platform served as a dynamic space for sharing ideas, receiving feedback, and incorporating valuable insights into the evolving competences framework. Building upon the progress made in the previous phases, the second meeting convened in Coimbra, Portugal, further advancing the Qualifications Reference Frameworks (QRF) and Learning, Teaching and Assessment (LTA). The culmination of this comprehensive process took place during the third meeting in Madrid, Spain. At this juncture, the team meticulously incorporated feedback, refined competences, and brought the framework to its final form.

The tables presented below serve as a visual representation of the competences jointly developed together with corresponding learning outcomes of IR programmes at Bachelor and Master levels. They are organized to align with the Dublin descriptors, which encompass knowledge, skills, autonomy, and responsibility. Vertically, they refer to the identified European Higher Education Area (EHEA) cycle descriptors and subdimensions. This organization ensures a comprehensive and systematic delineation of the competences that IR graduates are expected to embody.

At the BA-level:

Competences	Learning outcomes
Knowledge and understanding of IR theories and concepts: power, governance, institutions, norms, values, identities and cultures	
1. Knowledge and understanding of the IR discipline and its complexity and ability to use, share and apply this knowledge in the context of international relations and global politics developing arguments regarding local and global challenges.	● Knowledge and understanding of the history of the discipline and its development, core concepts (e.g., power, identity, state, sovereignty, violence, norms and values, security, interdependence, governance, etc.), theories (e.g., realism, constructivism, critical theory, liberalism, green theory, queer theory, feminism, post-structuralism, etc.), main actors (e.g., states, international organizations, multi-national companies, epistemic communities, trans-national movements, international NGOs, individuals, media, bureaucracies, etc.), and processes (e.g., conflict, cooperation, integration, globalization, regionalization, etc.) of international relations. ● Awareness of IR complexity, related disciplines (e.g., history, political science, security studies, international political economy, sociology, law, etc.) and the interconnections between the international environment and developments on the personal, local, regional, national, and global levels. ● Identify and engage with the relevant concepts and theories and appropriately apply them in the context of international relations and global politics. ● Identify and critically reflect on the multiple inter-disciplinary ways of approaching international relations and global politics. ● Use, share and contribute to IR-related knowledge and understanding in professional and societal settings (e.g., diplomacy, advocacy, governmental, military, corporate, media, NGOs, etc.); ● Draw on interdisciplinary perspectives when developing arguments regarding local and global challenges.
Application of knowledge addressing global problems in a critical, creative, principled, and engaged way	
2. Ability to apply IR-relevant knowledge and skills to address global and local challenges in a critical, creative, principled, and engaged way.	● Identify complex challenges in global politics and IR; ● Participate in broader discussions surrounding the deontology of the IR discipline; ● Critically assess the broader social, economic, political, and ethical consequences of global challenges; ● Describe digitalization processes (e.g., digital rights, digital communication, digital literacy, digital access, cyber-security, etc.) and explain how it affects the field of IR. ● Analyse concrete policy cases, challenges and solutions related to international relations, e.g., sustainable development, international security, and global governance as well as wider contexts and conundrums;

	- Apply IR-relevant concepts (e.g., power, identity, state, sovereignty, violence, norms and values, security, interdependence, governance, etc.) and theories (e.g., realism, constructivism, critical theory, liberalism, green theory, queer theory, feminism, post-structuralism, etc.) in an integrative and critical manner; - Identify possible solutions for global challenges informed by theoretical knowledge and critical thinking; - Identify and analyse how digital technologies influence both the study and conduct of international relations. - Identify opportunities for policy interventions and propose policy-making options; - Apply principles of strategic thinking in policy-making, negotiations, crisis management, project development, etc. - Develop and assess different scenarios to promote responsible citizenship and commitment to human rights, peace, equality, social and global justice, and sustainability; - Apply digital skills to identify and propose responsible actions (e.g., tackling disinformation, assessing risks, contributing to managing cyber security threats).
Ability to gather and interpret relevant data to inform judgements that include reflection on relevant social, scientific or ethical issues	
3. Be able to collect and critically process large amounts of information and conduct ethical, empirically-grounded and methodologically-sound academic research as well as contribute to public debates to identify and implement individual and collaborative ways to either move forward and/or solve complex global challenges within a given timeframe.	- Knowledge and understanding of qualitative and quantitative research methodology, research ethics, basics of philosophy of social science, data collection, and assessment techniques; - Basic knowledge and understanding of IR-related disciplines (e.g., political science, economics, international law, sociology, history, geography, etc.). - Independently formulate an IR-related research problem and develop it into a research design, organize and critically assess often incomplete information in terms of reliability and quality; - Analyse complex IR-related problems (e.g., peace and conflict, climate change, migration, inequality, international cooperation, etc.) in given situated contexts, develop critical interpretations and empirically-grounded judgements, taking inputs from different disciplines in an ever-changing global environment. - Acquire and process large amounts of information (e.g., collect, systematize, critically reflect, organize, compare, disseminate, etc.) in effective and efficient ways, conduct research in an ethical manner, demonstrate respect and appreciation for professional standards; - Participate individually or in a team in the public debates related to complex global challenges in a critical, intellectually flexible, constructive, and ethical manner.
Communication and inter-cultural competences	

Competences	Learning outcomes
4. Ability to effectively develop and communicate convincing and evidence-based arguments orally and in writing, preferably in different languages, in a clear and precise manner to a variety of audiences, by adapting to diversity, demonstrating empathy, tolerance and active listening.	● Knowledge and understanding of the main means, skills, strategies, attitudes, tools and techniques of effective communication preferably in different languages; ● Knowledge and understanding of respectful and culturally-sensitive communication (e.g., avoiding stereotype thinking, understanding diversity, intersectionality, importance of inclusiveness, etc.) ● Ability to draft, prepare and effectively communicate evidence-based reports, proposals, political speeches and briefings; develop small-scale projects proposals (also in foreign languages); ● Ability to listen and understand different viewpoints, discuss ideas, problems, and solutions to global challenges with diverse audiences, be ethical and open.
Professional development	
5. Ability to use the acquired knowledge and learning skills that are necessary for continuing further study with a high degree of autonomy.	● Knowledge and understanding of the intellectual basis of IR as a discipline and orientation within the relevant sources of information for self-directed further updating; ● Insights into the sources, tools, mechanisms, and main trends for personal and professional learning and development in the field of IR (including networking, designing career path, adaptability, teamwork, etc.). ● Apply different learning tools and techniques for self-development and development of others, stay up to date in an ever-changing environment. ● Ability to work autonomously and in a (intercultural) team, take responsibility and initiative, manage time and adapt to changing environment and learning techniques in order to perform complex tasks.

At the MA level:

Competences	Learning outcomes
Knowledge and understanding of IR theories and concepts: power, governance, institutions, norms, values, identities and cultures	
1. Advanced and systematic knowledge and understanding of the IR discipline and its complexity, its subfields and interdisciplinary nature as well as of the interplay between the local, the national, and	● Advanced and systematic knowledge and understanding of the history of the discipline and its development, core concepts (e.g., power, identity, state, sovereignty, violence, norms and values, security, interdependence, governance, etc.), theories (e.g., realism, constructivism, critical theory, liberalism, green theory, queer theory, feminism, post-structuralism, etc.), main actors (e.g., states, international organizations, multi-national companies, epistemic communities, trans-national movements, international NGOs, individuals, media, bureaucracies, etc.),

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the international levels. Ability to use, share and apply this knowledge in order to address complex challenges, and contribute to professional knowledge, policy formulation, decision making and other practices.

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and processes (e.g., conflict, cooperation, integration, globalization, regionalization, etc.) of international relations.
- Ability to navigate IR complexity, related disciplines (e.g., history, political science, security studies, international political economy, sociology, law, etc.) and the interconnections between the international environment and developments on the personal, local, regional, national, and global levels.
- Identify and engage with the relevant concepts and theories and critically apply them in the context of international relations and global politics.
- Integrate multiple inter-disciplinary ways of approaching international relations and global politics with a level of originality, to critically reflect on the impact of the international environment on local, regional, national, transnational and global politics
  - Use, share and contribute to IR-related knowledge and understanding in professional and societal settings (e.g., diplomacy, advocacy, governmental, military, corporate, media, NGOs, etc.);
  - Draw on interdisciplinary perspectives when developing arguments regarding and/or addressing local and global challenges, bearing in mind social and ethical responsibilities.

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Application of knowledge addressing global problems in a critical, creative, principled, and engaged way

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2. Advanced ability to apply IR-relevant knowledge and skills to address global and local challenges in a critical, creative, principled, and engaged way.

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- Identify complex challenges in global politics
- Critically assess the broader social, economic, political, and ethical consequences of global challenges;
- Knowledge and understanding of the skills required to address complex challenges in global politics and IR
- Knowledge and understanding of the broader discussions surrounding the deontology of the discipline
- Ability to assess the broader social, economic, political, and ethical consequences of how knowledge is applied
- Participate in or initiate broader discussions surrounding the deontology of the IR discipline;
- Awareness of digitalization processes (e.g., digital rights, digital communication, digital literacy, digital access, cyber-security, etc.) and of their consequences on the field and the practice of IR.
- Apply major concepts and theories of IR in a critical, multidisciplinary and integrative manner to concrete policy cases, challenges, and solutions related to global governance, global justice, global peace and security, sustainable development as well as to related wider contexts and issues;
- Analyse concrete policy cases, challenges and solutions related to international relations, e.g., sustainable development,

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	international security, and global governance as well as wider contexts and conundrums; ● Identify possible solutions for global challenges informed by theoretical knowledge and critical thinking; ● Identify and analyse how digital technologies influence both the study and conduct of international relations. ● Use digital technologies to improve both the study and conduct of international relations in a responsible way (e.g., tackling disinformation, assessing risks, contributing to managing cyber security threats, understanding of digital diplomatic processes, i.e., digital negotiations etc). ● Prepare analytical models and propose policy-making options, develop scenarios, identify opportunities for policy interventions and manage complex projects and initiatives in different professional and social contexts; ● Apply principles of strategic thinking (especially in policy-making) and show leadership skill in developing and assessing different scenarios to promote responsible citizenship and commitment to human rights, peace, equality, social and global justice, and sustainability.
Ability to gather and interpret relevant data to inform judgements that include reflection on relevant social, scientific or ethical issues	
3. Be able to collect and critically process large amounts of information and conduct ethical, empirically-grounded and methodologically-sound academic research as well as contribute to efforts to identify and implement individual and collaborative ways to either move forward and/or solve complex global challenges within a given timeframe.	● Advanced knowledge and understanding of qualitative and quantitative research methodology, research ethics, philosophy of social science, data collection, and assessment techniques; ● Advanced knowledge and understanding of the IR discipline and related fields (e.g., political science, economics, international law, sociology, history, geography, etc.) at a level which allows for comparing and integrating them as foundation for research and critical analysis of complex global challenges; ● Ability to engage in critical reflections and develop perspectives on the use of scientific models, theories, methods, and data collection techniques to argue independently and systematically at an advanced academic level in the dialogue on academic problems within the field of international relations; ● Independently formulate an IR-related research problem and develop it into a research design, organize and critically assess often incomplete information in terms of reliability and quality; ● Ability to integrate complex data with the intention to identify rational, empirically-based and sustainable solutions to complex IR-related problems (e.g., peace and conflict, climate change, migration, inequality, international cooperation, etc.) in given situated contexts ● Ability to develop critical interpretations and empirically-grounded judgements, taking inputs from different disciplines in an ever-changing global environment. ● Acquire and process large amounts of information (e.g., collect, systematize, critically reflect, organize, compare, disseminate,

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<tr><td colspan="2">etc.) in effective and efficient ways, conduct research in an ethical manner, demonstrate respect and appreciation for professional standards;
● Identify, analyse and seek solutions to complex global challenges individually or in a team.</td></tr>
<tr><td colspan="2" align="center">Communication and inter-cultural competences</td></tr>
<tr><td>4. Ability to effectively develop and communicate convincing and evidence-based arguments regarding complex information and multi-dimensional challenges orally and in writing, preferably in different languages, in a clear and precise manner to a variety of audiences, by adapting to diversity, demonstrating empathy, tolerance and active listening.</td><td>● Develop and demonstrate a variety of communication skills related to presenting research, major conclusions, rationales, arguments, and research limitations in a clear, precise, and effective manner to specialist and non-specialist scholarly and policy-maker audiences in the field of international relations
● Knowledge and understanding of the main means, strategies, attitudes, tools and techniques of effective communication preferably in different languages;
● Knowledge and understanding of respectful and culturally-sensitive communication (e.g., avoiding stereotype thinking, understanding diversity, intersectionality, importance of inclusiveness, etc.)
● Make convincing and evidence-based arguments, draft, prepare and present reports, proposals, briefings, conference papers, speeches; to argue ideas orally in public, participate in debates, negotiations, organize activities either individually or in a team and lead them (also in different languages);
● Ability to develop further skills, competencies and attitudes, intercultural awareness, conflict management, an attitude of open-mindedness, academic integrity and critical (self)reflection which enable to operate in practice in diverse fields of international relations.</td></tr>
<tr><td colspan="2" align="center">Professional development</td></tr>
<tr><td>5. Ability to use the acquired knowledge and learning skills that are necessary for trends for personal and professional learning and development with a high degree of autonomy.</td><td>● Consolidated knowledge and understanding of the intellectual basis of IR as a discipline and orientation within the relevant sources of information for self-directed further updating;
● Consolidated understanding of the sources, tools, mechanisms, and main trends for personal and professional learning and development (including networking, designing career path, adaptability, teamwork, etc.).
● Independently integrate consolidated and new knowledge and understanding from the field of IR into existing expertise in an effort to continue learning
● Ability to develop life-long learning skills of one's own and that of others; demonstrate the autonomy of thought, self-directed research as well as a critical assessment of one's strengths, weaknesses and paths towards improvement and continuous learning.
● Ability to design and implement a career path, conduct independent work of academic quality within the appropriate working environment and to function in a</td></tr>
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| | group in different types of organisational structures (e.g., hierarchical, horizontal, relaxed) |
| | ● Ability to obtain new skills and update knowledge, to lead and/or work in a (multicultural) team, take responsibility and initiative, manage time, adapt to new and changing settings and techniques in order to perform complex tasks to meet professional and societal goals. |

5. Developing Qualifications Reference Frameworks

The elaboration of the Qualifications Reference Frameworks for both the BA and MA in International Relations followed the same procedural steps as described in Chapter 4. It was a challenging endeavour due to the diversity of approaches, specializations and programmes within the field and within the SGA itself. It was, nevertheless, a very enriching process of discussion and consensus-seeking, aiming at putting aside specificities and particularities and rather focusing on what were considered to be the main commonalities when it comes to Knowledge, Skills and Autonomy competences any IR student should have at the end of a BA or MA programme.

The focus was, firstly, on defining the dimensions and sub-dimensions that could better reflect the given Dublin descriptors as applied to IR and, secondly, on identifying the various layers of Knowledge, Skills and Autonomy that could be linked to the various sub-dimensions. The result is reflected in the following QRF tables which we believe describe and reflect well what is expected from a training in International Relations regardless of institutional, regional or national particularities.

In terms of knowledge of IR graduates, the Subject Area Group had unanimous agreement on the importance of providing students with a deep understanding of the fundamental theories, concepts, history, main actors and processes within the field of International Relations. This knowledge serves as the bedrock upon which graduates build their expertise. In addition, we agreed that interdisciplinarity is one of the distinguishing features of IR programmes and that Universities have the flexibility to incorporate different knowledge from selected disciplines, enabling students to tailor their education. This could encompass areas like sustainable development, security studies, peace and conflict, political economy, and more, aligning with the unique focus of each institution. In addition, we stressed the importance of methodological knowledge. All graduates should have a strong foundation in the methodologies of social sciences, including a solid grasp of the philosophy of social sciences, research methods (qualitative and quantitative), research design, research ethics, and data collection tools and techniques. These skills enable them to engage in rigorous analysis and contribute meaningfully to the field. What's new in contemporary IR education is the explicit inclusion of "soft-skills" knowledge components. This encompasses culturally sensitive communication strategies, the ability to engage in lifelong learning, and staying attuned to professional development trends. These skills enhance graduates' adaptability and readiness for an ever-evolving global landscape.

When it comes to application of knowledge in IR, education has evolved to meet the demands of a rapidly changing global landscape. While the foundational knowledge of theories, concepts, history, main actors, and processes remains the bedrock upon which graduates build their expertise, the contemporary focus on practical application, critical thinking, adaptability, and interdisciplinary collaboration equips them to navigate the complexities of the modern world. Moreover, in the age of AI, the bar has been raised, necessitating graduates to excel in higher-level analysis and innovative problem-solving. International Relations programmes that emphasize these facets ensure that graduates are well-prepared to address the multifaceted challenges of the global arena. First, the SAG stressed the importance of critical engagement and real-life application of knowledge. Graduates are

expected to develop the skills necessary to analyse complex global issues, create project proposals, craft policy papers, construct scenarios, and employ problem-solving techniques in dynamic and constantly changing environments. Second, IR programmes should emphasize the cultivation of skills to deal with complexity effectively. Graduates should be adept at synthesizing information from diverse sources, understanding intricate global challenges, and proposing innovative solutions that take into account the multifaceted nature of international affairs. Third, Communication skills, teamwork, adaptability, and the ability to learn from peers are deemed essential. Graduates are expected not only to communicate effectively but also to collaborate across disciplines, leading when necessary and adapting to various contexts. Learning from one another is a key facet of this dynamic educational process. Finally, while IR programmes have historically emphasized the application of knowledge in terms of analysing real-life cases, contemporary demands highlight the need for graduates to be even more creative, critical, and adaptable in their application of knowledge. The complexities of the modern world require graduates to employ innovative approaches and engage in interdisciplinary teamwork to tackle multifaceted global challenges.

Regarding Autonomy and Responsibility, once implicit in IR programmes, they are now highlighted as essential learning outcomes. Graduates are expected to not only know and understand the discipline and be able to apply it for real-life situations, but should understand their roles in the process of knowledge production and application, including political consequences, ethical considerations, and societal impact. They are expected to be advocates for their profession and field, actively contribute to societal betterment, engage in problem-solving, and address global challenges. Moreover, graduates are expected to recognize that leadership can be developed and should be willing to take initiative and assume responsibility for outcomes. All of these dimensions – knowledge, application of knowledge, autonomy and responsibility are reflected in the Qualifications Reference Frameworks presented below. Together, they allow addressing the demands of the modern world and demonstrate the importance of producing well-rounded, socially conscious, and capable IR professionals.

6. Tables of Qualifications Reference Frameworks

General Descriptors of a Bachelor Programme in the Subject Area of International Relations (LEVEL 6)

QF EHEA 1st cycle descriptors	SQF domain dimensions Level 6 (BACHELOR)	EQF descriptor Knowledge Level 6 *Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles*	EQF descriptor Skills Level 6 *Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study*	EQF descriptor Autonomy and Responsibility (Wider Competences) Level 6 *- Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts - Take responsibility for managing professional development of individuals and groups*
I. *Have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study*	**Theories and concepts: power, governance, institutions, norms, values, identities & cultures**	Demonstrate knowledge and understanding of the discipline of IR (history, concepts, theories, main actors and processes), and its complexity (related disciplines, interconnections between the international environment and developments on the personal, local, regional, national, and global levels).	Evidence the ability to identify and engage with the relevant concepts and theories and apply them in the context of international relations and global politics, acknowledging the multiple inter-disciplinary ways of approaching these subjects.	Manifest the ability to use, share, and contribute to IR-related knowledge and understanding including relevant inter-disciplinary perspectives when developing arguments regarding local and global challenges in professional and societal settings.
II. *Can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study*	**Addressing global problems in a critical, creative, principled, and engaged way**	Demonstrate knowledge and understanding of skills required to address complex challenges in global politics and IR & assess their broader context and consequences.	Evidence the ability to apply relevant concepts and theories in an integrative and critical manner to concrete policy cases, challenges and solutions related to international relations.	Show initiative and responsibility in proposing policy interventions, developing scenarios, identifying opportunities by applying principles of strategic thinking and digital skills to promote responsible actions.
III. *Have the ability to gather and interpret relevant data (usually within their field of study) to inform*	**Dealing with complexity (cognitive load management);**	Demonstrate current knowledge and understanding of relevant methodologies and data collection	Evidence the ability to plan strategically and to effectively apply appropriate research methodologies and	Manifest the ability to evaluate and reflect on large amounts of information and conduct rigorous academic research as well as

judgements that include reflection on relevant social, scientific or ethical issues	Methodology-driven research, interdisciplinarity	techniques to gather, evaluate and interpret information. This includes ethical awareness as well as understanding a broader context of IR-related fields.	techniques to analyse complex problems and make empirically-grounded judgments while considering relevant social, cultural, scientific and ethical issues and challenges as well as inputs from different disciplines.	contribute to public debates to identify and implement individual and collaborative ways to either move forward and/or solve complex global challenges within a given timeframe.
IV. *Can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences*	**Communication and intercultural competences**	Demonstrate knowledge and understanding of the means, skills, and attitudes of effective and respectful communication, preferably in multiple languages.	Evidence the ability to effectively communicate arguments orally and in writing, preferably in multiple languages, in a clear and precise manner to different audiences, by adapting to diversity, demonstrating empathy, tolerance and active listening.	Manifest the ability to communicate effectively by listening to others and developing convincing and evidence-based arguments regarding global challenges orally and in writing considering different contexts, viewpoints, audiences, and ethical criteria in order to reach a common understanding.
V. *Have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy*	**Professional development**	Demonstrate knowledge and understanding of the intellectual basis of IR as a discipline and of the proper sources, tools, mechanisms, and main trends for personal and professional learning and development.	Evidence the ability to continuously apply acquired knowledge and understanding of learning tools and techniques in IR for self-development and development of others in different fields of work and study in an ever-changing environment.	Design a career path grounded in up-to-date skills and knowledge, work responsibly and autonomously in a (intercultural) team and perform tasks towards professional and societal goals.

General Descriptors of a Master Programme in the Subject Area of International Relations (LEVEL 7)

QF EHEA 2nd cycle descriptors	SQF domain dimensions Level 7 (MASTER)	EQF descriptor Knowledge Level 7 - Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research - Critical awareness of knowledge issues in a field and at the interface between different fields	EQF descriptor Skills Level 7 - Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	EQF descriptor Autonomy and Responsibility (Wider Competences) Level 7 - Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches - Take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
I. Have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with Bachelor's level, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context	Theories and concepts: power, governance, institutions, norms, values, identities & cultures	Demonstrate advanced and systematic knowledge and understanding of the discipline of IR (disciplinary developments, concepts, theories, main actors, and processes of IR) and its complexity (selected subfields: e.g., security, foreign policy analysis, peace and conflict studies, sustainable development, international political economy, etc. and the interconnections between the international environment and developments on the personal, local, regional, national, and global levels).	Evidence the ability to systematically and creatively address the relevant concepts and theories in the context of IR and global politics, integrating specialized knowledge from selected sub-fields of IR (e.g., security, foreign policy analysis, peace and conflict studies, sustainable development, international political economy, etc.) and multiple inter-disciplinary ways of approaching IR and global politics to advance thinking and ideas, critically reflecting on the impact of the international environment on local, regional, national, transnational and global politics.	Manifest the ability to use and share the knowledge of IR and its sub-fields as well as related disciplines in order to contribute to professional knowledge, policy formulation, decision-making and other practices when addressing complex global challenges and communicating IR relevance to different audiences, bearing in mind social and ethical responsibilities.
II. Can apply their knowledge and understanding, and problem-solving abilities in new or unfamiliar environments within broader (or	Addressing global problems in a critical, creative, principled, and engaged way	Demonstrate advanced knowledge and understanding of skills required to address complex challenges in global politics and IR &	Evidence the ability to apply major concepts and theories in a critical, multidisciplinary and integrative manner to concrete policy cases, challenges	Propose policy interventions, develop scenarios, identify opportunities and manage complex projects by applying principles of strategic thinking and digital skills to promote

multidisciplinary) contexts related to their field of study		assess their broader context and consequences.	and solutions related to international relations.	responsible actions in different professional and social contexts.
III. *Have the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements*	**Dealing with complexity (cognitive load management);** **Methodology-driven research, interdisciplinarity**	Demonstrate advanced knowledge and understanding of different research methodologies and data collection and assessment techniques at a level which allows for comparing and integrating these, to serve as a foundation for research and critical analysis of complex global challenges.	Identify and critically analyse, synthesize and compare scientific models, theories, methods, and data collection techniques to organise often incomplete complex information, to make empirically-grounded judgements, and to solve complex problems in research related or innovative contexts.	Manifest the ability to analyse and critically reflect on new and specialized knowledge and skills, conduct rigorous, ethical research to suggest solutions to complex IR challenges individually or in a team.
IV. *Can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously*	**Communication and intercultural competences**	Demonstrate advanced knowledge and understanding of the means, skills, and attitudes of effective, culturally-sensitive and respectful communication of complex information and multi-dimensional problems.	Evidence the effective application of a variety of sophisticated communication strategies to convey different types of information involving multi-dimensional problems, challenges and ideas to different audiences, adapting to diversity, demonstrating empathy, tolerance and active listening.	Manifest the ability to develop convincing and evidence-based arguments regarding the global challenges orally and in writing, individually or in a team, considering different viewpoints, specific audiences, and ethics.
V. *Have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous*	**Professional development**	Demonstrate consolidated knowledge and advanced understanding of the intellectual basis of IR discipline, relevant sources of information, tools and techniques for largely self-directed personal and professional learning and development.	Evidence the ability to integrate consolidated and new knowledge from the field of IR to continue learning, as well as ability to further develop life-long learning skills of one's own and that of others, demonstrated ability of autonomy of thought and critical self-reflection.	Manifest the ability to obtain new skills and update knowledge, design and implement a career path, conduct independent work of academic quality in diverse professional settings, to function in a group, taking responsibility and initiative, managing time, adapting to new and changing environments in order to perform complex tasks to meet professional and societal goals.

7. ECTS: student-workload and units of learning (including micro-credentials)

Although there is some variation in the number of ECTS and the combination of mandatory courses and electives, typically BA degree programme range from 180 ECTS to 240 ECTS, comprised by a majority of compulsory courses even though elective courses are also common.

Regarding MA programmes in IR and related areas across Europe, they tend to range from one year (60 ECTS) to two years (120 ECTS), including elective courses or specialization paths and the writing of a dissertation.

Micro-credentials in the field of IR have been discussed in several European Universities (e.g., in Estonia), however, only in the context of small-scale projects with dedicated funding and not as a comprehensive scheme for degree-awarding studies.

8. Learning, Teaching and Assessment

When it comes to learning, teaching and assessment in International Relations degree programmes, it's important to understand several things. To begin with, learning outcomes of the degree programmes and learning outcomes of specific courses/subjects are not the same. This brochure focuses on the learning outcomes of degree programmes that are wider and holistic. Here, they are structured according to the generic and subject-specific competences described in Chapter 4, detailing corresponding teaching and assessment approaches. Second, it is important to understand that several teaching and assessment strategies could be used to achieve the same learning outcome. Also, one teaching and assessment strategy could cover several learning outcomes. Third, learning outcome is a result, thus, something measurable. For example, if our goal is to teach students a specific IR theory, then a learning outcome would be their ability to use correct terminology, explain the underlying principles of the theory, its limitations, etc. Fourth, it is up to the teacher to make sure that the course explains, draws, illustrates the concrete topics or design the activities that enable students to do so. In other words, teachers should think how students can demonstrate their knowledge and skills at their best. Finally, every move that students make to demonstrate or evidence their knowledge and skills should be assessed accordingly by appropriate assessment method with clear assessment criteria. Naturally, everything that is being assessed should be also taught in the programme.

Despite different approaches to teaching and learning in different European universities there are some common patterns and methods that follow up to date educational standards and meet the expectations of students. For example, experts agree that traditional teaching and learning methods (e.g., one-direction lectures) should be complemented with more student-centred, participatory modalities drawing on the use of new technologies and experiential learning. A sample of teaching and learning formats in use in IR-related study programmes are the following:

- Lectures. In this modality, the teacher speaks *ex cathedra* to groups of students, so the relationship is basically unidirectional. This group of students can be small or sometimes very large. The size of the class affects the effectiveness of *ex cathedra* lecturing. In some contexts, the lectures are very formal and consist of reading a text or notes to the students, while in others they are more informal and discussion with the students is encouraged. Overall, this traditional method is still useful for providing basic knowledge, giving students an overview of the subject (theories, concepts, debates and issues) and introducing the main academic literature. However, the *ex-cathedra* method is more effective when supported by more participatory approaches, e.g., asking questions to students to stimulate their reflection or using computer tools or smartphone applications to promote their participation.
- Hence, the panel of experts believe active-learning teaching methods need to complement the *ex-cathedra* one, in order to allow a direct involvement of students in their learning.
- Seminars. These include a wide variety of formats and are usually complementary to lectures, but differ from lectures in that they involve a limited number of students and are more informal and require more proactive student participation. They often consist of sessions in which certain students present a specific topic, and guide

ensuing class discussions and debates. In other cases, it is the teacher who makes a presentation, followed by a discussion with the students. The evaluation of students usually takes into account their participation in these discussions.

- Workshops. These are spaces that provide students with informal and practical learning through different methods. For example, the teacher can provide certain materials (maps, documents, videos...) so that the students, in small groups, can discuss certain questions, elaborate a report or make a verbal presentation to the rest. Activities such as role games or simulation of decision situations can also be carried out. Another format can be based on presentations by invited experts and practitioners from different sectors relevant to IR, followed by Q&A sessions.

- Tutorials. Refers to certain hours in which the teacher is available on a regular basis for different activities with small groups or individual students. Such activities may consist, for example, in the supervision of essays or works in progress by the students, the correction of oral or written presentations already made in the classroom, or personalised explanations of aspects addressed in the lectures. This is a tool especially common at the Master's level.

- Team work. It can consist of different activities carried out by small groups of students, such as problem-solving projects, presentations, essays on case studies, etc. It is a useful tool to implement problem-based or task-based learning methodologies, and to promote many key competences. This method also serves the purpose to help students develop and foster the ability to work effectively in a team with a commitment to supporting the community of learners. The topic of the work is sometimes defined by the students themselves, which gives them more autonomy and develops their self-reliance; but sometimes it is formulated and organized by the teacher, which can guarantee a more accurate treatment of relevant problems in IR. The work process usually takes place outside class hours and requires regular supervision by the teacher in tutorial sessions. Ensuring both the balanced participation of all members of each group and fair grading requires assessment techniques that mix group and individual criteria.

- E-learning teaching methods. They are suitable for different types of learning mentioned above, e.g., for lectures to large groups of students, but also for seminars and discussion group activities. The pandemic has expanded the use of these tools at all levels of education, often incorporating them into face-to-face teaching or blended e-learning courses. It offers important advantages in terms of flexibility, with the incorporation of students and teachers in different locations.

- Study trips and visits to institutions. Some programmes include trips and visits to places or institutions relevant to international relations. However, these are usually occasional activities that require resources and affect the time schedule of the course.

- Internships. The realization of work periods in an organization offers a practical experience and allows to gain real-life experience in fields linked to IR (ministries, international institutions, NGOs, etc.). This can provide them with certain key skills in their training and useful for their professional future. Some programmes, mainly Master's programmes, incorporate them on a voluntary or mandatory basis. Internships in other countries and in languages other than the student's mother tongue can be particularly enriching, contributing intercultural skills and values. However, internships in other countries are bounded to national-specific regulations and are not always an option.

Assessment is equally important to foster student growth and the development of required knowledge, skills and attitudes. As such it should be regarded as an integral component of student-centered learning. The structure of all assignments and the criteria in use for assessing them should be explained in the syllabus of each course. In this way, various BA and MA programmes can foster clarity on expectations and transparency of criteria of assessment. Assessment criteria should be designed on the basis of the desired learning outcomes. Systematically embedding learning outcomes into the courses and designing the most pertinent assignments for each course allows various BA and MA Programmes to make sure that the learning outcomes are effectively met. Explicit *grading rubrics*, grading criteria and formative feedback, developed throughout the grading scale, effectively ensure that students understand the rationale behind the grading and guarantee that grading is transparent, consistent and reliable. **Adequate formative feedback** further helps making sure that students learn from their own mistake and sustain the development of life-long learning skills and attitudes. Explicit rubrics and grading criteria also help reduce grade inflation.

The table below provides a detailed overview of learning, teaching and assessment of generic and subject-specific competencies at the BA level that are very similar to the ones developed at the MA level. There is, however, a progression of competence development that is expected from year one to year three or four at the BA level, as well as throughout different semesters of the MA programmes. For example, the competence regarding knowledge and understanding of the discipline and ability to use and apply that knowledge in various contexts starts being developed as early as the first semester of studies at the BA level. Usually, students are introduced to the foundational concepts and theories of IR during such courses as "Introduction to International Relations Theory", "History of International Relations", "Fundamentals of International Relations", "International Security", "International Organizations", etc. Such introductory courses have a strong element of lecturing, where they are being taught to understand and explain relevant concepts, theories, actors and processes of IR in order to be able to use them correctly, to develop empirical arguments and participate in discussions. As studies progress, students get acquainted with more specific themes in IR and global politics, zooming in on specific geographical regions or specific challenges (e.g., migration, conflict, security, environment, etc.). In these courses, students further develop their analytical skills and learn to understand and engage with increasingly complex topics. Once the students have the necessary knowledge and skills for the analysis of various real-life cases, they are being introduced to advanced subjects teaching them how to be reflexive and critical about their own positionality and potential biases in application of knowledge. At the most advanced level (e.g., final year of the MA-studies) students are taught how to integrate knowledge from different disciplines and seek creative ways of addressing global challenges and contributing to new knowledge in the field. Although this is not universally expected in all European Universities, more often than not, this is the standard expectation at the PhD-level studies.

Competence	Knowledge and understanding of the IR discipline and its complexity and ability to use, share and apply this knowledge in the context of international relations and global politics developing arguments regarding local and global challenges.
Learning approach	Activities, group or individual, in class or online, that can be used to demonstrate and assess **remembering and understanding** may include: explaining relevant concepts, theories, actors and processes of IR, correctly

	using relevant concepts and theories to develop empirical arguments in the context of IR and global politics, describing digitalization processes and explaining how they influence both the study and conduct of IR, participating in discussions and debates, answering questions, reviewing assigned literature, providing feedback, making presentations, writing papers, analysing examples, working with visual materials, etc.
Teaching approach	Lectures, seminars, group work, discussions, debates, reviewing and analysing assigned literature (e.g., answer questions, provide feedback, critically assess, etc.), writing essays, making presentations, peer-to-peer learning, in-class activities, participating and designing small scale projects, internships and practise, courses from related disciplines and/or optional courses from other departments, practicing, remembering, emphasizing the essential, memorizing, discussion, recapitulation and recasting, reading, listening to a recording or lecture, bringing examples that indicate importance, clarification of principles, emphasizing relationships, working with visual materials (e.g., concept map, diagram, analogies, pro/contra tables, metaphors, generalizing structures), learning practical code of conduct or fist rules.
Assessment approach	Home or in-class essays or final papers, written or oral exams, quizzes, tests, presentations, summaries (including using technology), case studies, preparation of a mini-guide or mind map, assignments on the literature analysed, compilation, peer-reviewing exercises, active and high-quality participation in class discussions, internship or project reports, creation and analysis of visual material e.g., concept maps, diagrams, analogies, pro/contra tables, metaphors, visual structures. Explicit rubric, grading criteria and feedback allow students to understand whether they met the learning objectives in terms of knowledge.
Competence	**Ability to apply IR-relevant knowledge and skills to address global and local challenges in a critical, creative, principled, and engaged way.**
Learning approach	Activities (group or individual, in class or online) that can be used to demonstrate and assess **applying and analysing** skills may include: identification and contextualization of broader social, economic, political, and ethical consequences of global challenges with a reference to theories and concepts of international relations, development of critical interpretations and empirically grounded judgements, analysis of concrete policy cases, challenges and solutions related to IR, identification of possible solutions informed by theoretical knowledge and critical thinking, developing and assessing different scenarios, compiling reports, delivering presentations, participating in discussions, role-play simulations, etc.
Teaching approach	Lectures and/or presentations, case studies, creating and solving authentic situations and meaningful exercises, coordinated activities, modelling, relation of part and whole, practical exercises, internships and project based activities, role games, simulation, problem solving, scenario and strategy exercise, reflection essay or project diary, creating algorithms, creating and solving authentic situations and meaningful exercises, policy making, contextualization, working with databases, compiling digital reports, working with visual materials/visualisation using digital technologies, presentation in written or oral.

Assessment approach	Scenario and policy papers, essays and summaries, written or oral exams, quizzes, presentations, practical exercises, project and/or problem-based activity reports, peer-reviewing exercises, assessment of active and high-quality participation in class discussions, (e-)portfolio, learning diary, simulations. Explicit rubric, grading criteria and feedback allow students to understand whether they met the learning objectives in terms of knowledge, skills and attitudes.
Competence	**Be able to collect and critically process large amounts of information and conduct ethical, empirically-grounded and methodologically-sound academic research as well as contribute to public debates to identify and implement individual and collaborative ways to either move forward and/or solve complex global challenges within a given timeframe.**
Learning approach	Activities (group or individual, in class or online) that can be used to demonstrate and assess methodology skills may include: conducting case studies, creating and solving exercises in relation to methodology, pursuing research-related tasks (e.g., practicing mini surveys, focus-group discussions, data-analysis), practical exercises, reviewing and analysing academic literature, providing feedback, etc.
Teaching approach	Lectures and/or presentations on the methods of academic research (quantitative and qualitative), case studies, creating and solving meaningful exercises in relation with methodology, coordinated activities and simulations (or surveys, interviews, tests, focus groups etc.), writing boot camps, practical exercises, reflection essay or learning diary, practical exercises in the classroom, peer-to-peer lectures and feedback seminars, discussions, reviewing and analysing academic articles (identifying important elements of research design, commenting on limitations and scope of conclusions), analysis of assigned literature, compiling summaries (including digital technologies).
Assessment approach	Written or oral exams, a research proposal (design), assignments on the assigned literature (e.g., answer questions, provide feedback, critical assessments, etc.), writing exercises, peer-reviewing exercises, writing article/book review, presentations. Explicit rubric, grading criteria and feedback allow students to understand whether they met the learning objectives in terms of methodological knowledge, skills and attitudes.
Competence	**Ability to effectively develop and communicate convincing and evidence-based arguments orally and in writing, preferably in different languages, in a clear and precise manner to a variety of audiences, by adapting to diversity, demonstrating empathy, tolerance and active listening.**
Learning approach	Activities (group or individual, in class and online) that can be used to demonstrate and assess **communication** skills may include: exercises to prepare and write an academic essay/paper/briefing/report/proposal, participation in feedback sessions, discussions with peers from different backgrounds, analysis of literature, participating in language cafes, etc.
Teaching approach	Lectures and/or seminars on the basic tools for academic communication, intercultural competencies, proper vocabulary, non-discriminatory, inclusive language, good academic communication etc., exercises to prepare and write

	an academic essay/papers/briefing/report/proposal, feedback sessions to elaborate academic argumentation, meetings with peers from other disciplines, cultures, backgrounds, oral and visual presentations, discussions, analysis of assigned literature, practical exercises in the classroom, peer-to-peer learning, language cafes, language classes and tests.
Assessment approach	Written reports/proposals/briefings/essays/papers and/or oral presentations in class, articles, wiki pages, mosaics, simulations, role games, learning diary, case studies, conversations in foreign languages, readings, language tests and/or certification. Explicit rubric, grading criteria and feedback allow students to understand whether they met the learning objectives in terms of research and communication skills.
Competence	**Ability to use the acquired knowledge and learning skills that are necessary for continuing further study with a high degree of autonomy.**
Learning approach	Activities (group or individual, in class or online) that can be used to demonstrate and assess **transferrable skills** may include: keeping deadlines, contributing to group work and preventing free riding, ability to lead a small team, developing and implementing a small scale project, providing honest feedback, enabling others to learn, raising awareness for local and global challenges, taking initiative and sharing collective responsibility, digital skills, empathy and ethics.
Teaching approach	Seminars and discussions, workshops (writing, political, cultural, communication), lectures, presentations, role games, evaluation sessions, coaching sessions, reflections, hands-on exercises, group projects, analysis of assigned literature, simulations, peer-to-peer discussions, internship.
Assessment approach	In-class or online presentations, written/oral exams, research projects (design), project proposals, policy-briefs, reports, academic (e-)portfolios, learning diary, problem-solving exercise, self-reflections, notes, mosaic, mind maps, internship reports. Explicit rubric, grading criteria and feedback allow students to understand whether they met the learning objectives in terms of attitudes and work ethic.

When discussing Learning, teaching and assessment in the field of IR, the members of the SAG shared some examples of good teaching practices at their home universities. We consider these good illustrations of interactive and student-centred teaching strategies that may be inspirational for colleagues working in the field. Examples are provided in Annex No. 1.

9. Quality Enhancement

Quality enhancement in the field of International Relations education is a critical endeavour, aimed at ensuring the excellence and relevance of programmes across various institutions. This chapter delves into the principles and values that guide the development of quality frameworks, as well as the roles and responsibilities of higher education institutions (HEIs) in assuring the quality of their programmes. In crafting qualification frameworks and defining learning outcomes and competences for the two cycles of International Relations education, the Subject Area Group (SAG) underscores that these outcomes should not be perceived as prescriptive measures dictating the content and curriculum of individual universities. Instead, they serve as guiding principles to help institutions ensure the quality and standards of their programmes.

Institutions seeking to develop their internal and external quality assurance policy and processes in the field of International Relations education are encouraged to:

- Promote student-centred approaches to learning, teaching, and assessment.
- Cultivate a quality culture for excellence and its continuous enhancement.
- Guarantee the equivalence of minimum threshold standards for all academic qualifications offered in the European Higher Education Area (EHEA), while at the same time respecting the diverse national and regional needs and priorities of different countries.
- Continually enhance the student learning experience to achieve the highest standards.
- Operate a review methodology based on peer review, involving students, relevant professional bodies, and employers as stakeholders.
- Support staff research and encourage the transfer of knowledge gained through research back into teaching and the curriculum.
- Instil trust and confidence in the processes of quality assurance and enhancement.
- Build institutional capacity for high-quality internal review and enhancement.
- Ensure that all activities are underpinned by explicit criteria and transparent processes.
- Make sure that all processes are open to external scrutiny.
- Establish a range of formally verified external and international reference points and criteria, primarily guided by the 2015 European Standards and Guidelines (ESG).
- Ensure that the outcomes of accreditation and assessment processes have formal status, are decided independently, and are publicly available.

By adhering to these principles and recommendations, institutions can uphold the highest standards of quality in International Relations education and contribute to the continuous enhancement of the field as well as improve the effectiveness of the learning experience of students.

Annex 1: Examples of good teaching practices in the field of International Relations

Teaching International Relations can be a very challenging task, especially when it comes to convincing students that political theories and concepts are concrete tools, crucial to understand current international events and dynamics. Active learning tools, like games, role playing, and films are more and more used by professors to involve students in expanding their knowledge and make them understand that war, peace and other international political phenomena are daily problems for individuals around the world and that they have to be trained and able to help solve them.

Subject-specific competence: Knowledge and understanding of the IR discipline and its complexity and ability to use, share and apply this knowledge in the context of international relations and global politics developing arguments regarding local and global challenges (BA-level) // Advanced and systematic knowledge and understanding of the IR discipline and its complexity, its subfields and interdisciplinary nature as well as of the interplay between the local, the national, and the international levels. Ability to use, share and apply this knowledge in order to address complex challenges, and contribute to professional knowledge, policy formulation, decision making and other practices (MA-level)

Examples of a good teaching practices

No. 1. Role-play exercise (University of Coimbra, Portugal, BA-level): This exercise consists of a more hands-on type of evaluation element in which a role-play exercise involving students working in groups is organised. They have to develop a plan of action to respond to a specific humanitarian crisis. Two humanitarian crises are selected – they may vary depending on the existing ones – and groups are defined based on potential organisations working on those crises. For example, in the past two years, we've been working with the crisis in Yemen and the crisis in Madagascar, which also refer to two different crises in terms of their nature – man-made/conflict vs climate-change related. Once the groups are formed (they may include Oxfam, ICRC, MSF, ECHO, Government, World Food Program) and crises allocated, students have to develop a plan of action that must include a contextualization of the crisis, a needs assessment, a plan of action/aid to be provided in accordance to each organisation's principles of action and rules of engagement and the needs assessment made; coordination mechanisms to be adopted in relation to other actors working on the ground; goals to be attained and expected results. All the work takes place in class, so that all groups working on the same crisis can discuss, plan and articulate. The various plans of action are then presented at the end of the semester and all participants in the groups must present. After the presentations, there is a discussion and debate with all the students to identify gaps, shortcomings, underline potential, etc. the aim of the exercise is to have students engage in real-life scenarios and be able to think as if they were responsible for responding to these situations. It is challenging having students from backgrounds that are not IR-related, but overall, everyone enjoys and learns a lot from the work.

No. 2. Movies as empirical cases for conflict analysis (Charles University Prague, Czech Republic, MA-level): In the context of the course "Approaches to Conflict and Violence," films have been effectively employed as empirical case studies for the midterm examination. In

anticipation of the exam, students are granted access to a chosen movie, without specific directives, but with the understanding that it will serve as empirical material for the assessment. During the online written examination, students are presented with a set of tasks pertaining to the conceptualization of conflict, conflict prevention, and conflict management. These tasks are directly related to the empirical information presented in the designated movie. Based on the feedback and evaluations provided by the students enrolled in the course, it is evident that the utilization of a movie, rather than a conventional empirical source, significantly enhances student engagement and contributes to the overall enjoyment of the course. The appeal of this approach is further heightened by the selection of movies that do not explicitly revolve around conflict; as opposed to opting for war-themed films, the course incorporates classical westerns, thereby adding a layer of intrigue and depth to the learning experience.

Reaction papers on the weekly readings in a class of Theory of International Relations (Vesalius College, Brussels School of Governance, Belgium, MA Level)

In order to deepen the students' understanding on the required readings and to facilitate in-class discussions, each week before class students submit a very short but specific paper, highlighting: 1) Strength of the paper(s) (e.g., novel theory, interesting empirical findings, research design). 2) Weakness of the paper(s). The primary objective of this assignment is to make sure that students read and understand the material. Beyond summarizing, students are asked to evaluate the readings in view of in-class discussions. During class discussions, students defend or criticize the required readings, based on their reaction papers.

Subject-specific competence: Ability to apply IR-relevant knowledge and skills to address global and local challenges in a critical, creative, principled, and engaged way.

Examples of a good teaching practices

No. 1. Young Diplomats @ the British Embassy (University of Macedonia, Greece, BA-level): Fourth-year International Relations and European Studies students come to grips with the world of real practitioners. The aim of this project is to familiarise our students with modern diplomatic practices, develop their critical and analytical skills, improve their ability to cooperate with each other, and communicate their ideas in public. Cooperation with the British Embassy provides the springboard for this project and allows students to learn about contemporary issues of British Foreign Policy, and enhance their knowledge of British politics and policies and of the British Diplomatic Service. Students are entrusted with the task to advise the British Ambassador on British Priorities in the region, internationally and regarding bilateral relations with Greece as well as on special issues. Students are divided into 5 working groups, consisting of 4-5 persons each. Each priority topic will be assigned to a group which will prepare a presentation for the class and debate their proposals in front of their fellow students, teaching staff, the Ambassador, and members of the Embassy's staff. Students are briefed on the different priorities by Members of Staff of the British Embassy. 3 weeks after the assignment is given, progress is assessed midway, to see how initial ideas are evolving, and respond to students' queries with regard to the project. Each group has to deliver a presentation and a 1000 words policy proposals piece. They are assessed for the final presentation and the written piece. The final deliverable of the project is a brochure with students' recommendations which they had in the British Ambassador.

No. 2. Discourse in wars. Case study of discourse wars surrounding the NATO Kosovo Air Campaign (March-June 1999) (Vilnius University, Lithuania, MA-level). In March 1999 NATO launched an air campaign, Operation Allied Force, to halt the humanitarian catastrophe that was then unfolding in Kosovo. The decision to intervene followed more than a year of fighting within the province and the failure of international efforts to resolve the conflict by diplomatic means. The campaign involved 78 days of air strikes aimed at military targets in Kosovo and Federal Republic of Yugoslavia (Serbia). Because this humanitarian intervention occurred without authorization from the UN Security Council, all parties involved also invested into massive communication and public information campaigns surrounding the overall legality and purpose of the bombing. Students analyse the discourse of 4 major actors involved in the campaign – US, UK, Serbia and Kosovo. The class is divided into 4 large groups and asked to review the examples of country-specific discourses and answer the following questions: a) What are the main characteristics of the discourse used (main message, vocabulary, dualisms "us" vs. "them", "conformity" vs. "dissent"? b) What is the main function of the discourse used (who does it serve, who does it legitimize, who it blames); c) Is this discourse dominant in the country? Are there any alternative discourses? Why? Students get about 30 minutes to review the material (divide amongst themselves who reads what excerpts, mainly media clippings) and then the discussion follows, aiming to identify the correct answers and discuss about the tools and techniques used to win the discourse war and its broader implications on the development of the conflict and even current realities (e.g., current Serbian foreign policy).

No. 3. Photo assignment (University of Groningen, The Netherlands, MA-level): Students are asked to find anywhere in their surroundings an item (event, public space, architecture, infrastructure, political or cultural practice) that best represents "crisis" both to them personally and to their local community. They should take a photo of the item and submit it with a short explanation of 150 words (combined with the photo into a single document). They are asked to briefly motivate their reasons for opting for the particular item; consider questions such as: What is a "crisis" to you and your local community? How do you and your community experience "crisis"? How is your local community affected and transformed (or not transformed) by the "crisis" at hand? How does the "crisis" represented by the item of your choice manifested in international politics? Note that no restrictions are being provided; this is an "out of the box" assignment, it aims to strengthen students' ability to creatively and critically address local-level challenges.

No. 4. Digital Field Visit to a Museum (University of Groningen, The Netherlands, MA-level): The European Parliament's House of European History (HEH) has been an ambitious project with an ambiguous task of uniting a multiplicity of different interpretations of the past and collective memories of many groups within and outside of geographical Europe and the EU. Although – due to not only mobility restrictions – we are not able to visit Brussels and the House of European History directly, we can explore it via the virtual tours through the permanent exhibition (https://historiaeuropa.ep.eu/en/permanent-exhibition/shaping-europe#252). Students are asked to in a group opt for and explore a visual and audio guide of one of the permanent exhibitions – "Shaping Europe", "Europe: a Global Power", "Europe in Ruins", "Rebuilding a Divided Continent", "Shattered Certainties", "Accolades and Criticism." Rather than conducting a detailed inquiry into one of the exhibitions, it is enough to skim through it to get a more general sense of what is being shown, represented and what kind of story about Europe and European past is the exhibition trying to construct. While researching

the material, students are asked to write in groups of 3 a short (2 pages) reflection essay on a) to what extent is the website of the HEH able to articulate/represent your own personal experiences of global history? Is the knowledge that you have acquired in your previous studies or during your high-school history classes comparable to the stories represented in the exhibition snapshots on the website? Are there any controversies? Is there anything that you find unexpected/peculiar? To what extent are colonial and global histories present in the HEH's permanent exhibition website? How is the website negotiating the encounter between national histories of EU member states and non-EU countries and the European dimension of these histories? To what extent and how is the website linking late imperialism, decolonization or postcolonial legacies to stories about the EU's origins and contemporary politics? How is the website representation of the permanent exhibitions engaging peoples of migrant backgrounds from non-EU member states? How is the website imagining/representing Europe and European societies – whose stories and experiences are included and whose stories, experiences and voices are absent?

A policy paper and a Mediation and Negotiation Simulation in a MA course on Mediation, Negotiation and Conflict Resolution in Theory and Practice (Vesalius College, Brussels School of Governance, Belgium, MA Level)

In this simulation exercise designed in 2020 the students apply the theoretical concepts studied throughout the course to the Syrian Civil War. The students were divided in five groups, negotiating four different positions (Groups 1, 2, 3 and 4) under the mediation of Group 5. 1) The first group represented Russia on the basis of some negotiating instructions (e.g. maintaining the territorial integrity of Syria, requesting the withdrawal of armed forces which lack an invitation from the Syrian government and demanding the disarmament of the armed opposition groups). 2) The second group represented Turkey based on the following negotiating instructions: demanding a political change, requesting the establishment of safe zones in Northern Syria and the elimination of PYD which has links to PKK. 3) The third group represented PYD/YPG and was given the following instructions: demanding the establishment of an autonomous entity in north-eastern Syria. 4) The fourth group represented the EU which has demanded Assad's removal from power and tried to prevent undesired effects of the Syrian conflict. Finally, 5) The fifth Group played the role of the UN and acted as a mediator and was mandated to propose a roadmap and get an endorsement from the negotiating sides, drawing on the mediation cycle and a combination of mediation approaches (facilitative, formulative, directive or manipulative). By the end of the simulation exercise, students were tasked to draft an **after-action report,** in which they could reflexively assess the results of the peace talks and draw lessons learned for future negotiations or mediations.

To prepare the negotiations, students were asked to write a **policy paper on the Syrian conflict**, linking theories of conflict resolution to the real-life Syrian situations. Drawing on the example of the Lebanese Civil war (1975-1990) – that was explained in class by the instructor – the student wrote a **policy paper** which included: an analysis of the critical elements and dimensions of the policy problem, to explain the origin and the development of the conflict using a theory of their choice (e.g. the Conflict Dynamics theory – Galtung's Conflict Triangle, the Basic Needs theory and the theory of Rational Calculation). 2) a presentation of the current situation done with an Excel dashboard with at least three pivot tables. 3) a presentation of the policy options and a comparison of the available alternatives drawing on the seven methods of transcending a conflict (shifting priorities, division, horse-trading,

sharing control, leaving control to an external actor, using conflict resolution mechanisms, leaving to oblivion).

A group exercise in scenario building and a policy brief using foresight tools (Vesalius College, Brussels School of Governance, Belgium, MA Level)

Students are divided in four groups, each tasked with producing one scenario, taking a 2030 horizon. The four scenarios will correspond to four possible futures, resulting from the intersection of two axes (e.g. peace/conflict; Democracy/Authoritarianism). Each axe represents the possible evolution of one dimension of change. Their intersection produces a matrix, which accounts for possible scenarios. Each scenario builds on the literature and consists of a coherent narrative about the future. Each scenario includes the following four elements: 1) Analysis of relevant megatrends and key factors/actors driving them forward; 2) Analysis of key uncertainties and potential wild cards; 3) The 'story' from the future; and 4) Implications for EU policy makers today, including recommendations to prepare for the envisaged scenario.

Relatedly, students presented individual policy briefs on a specific issue relevant for European Strategic Autonomy. The brief identifies major factors and/or megatrends and addresses the question of how changing or emerging megatrends can influence the emergence of European Strategic Autonomy. Drawing on this analysis, the student produce a set of realistic policy recommendations. The policy brief outlines a certain trend/problem, analyses its dynamics and provides policy recommendations. In their briefs, students were asked to a) use foresight tools; b) engage with current debates and policy developments c) gain knowledge about the policy sectors under study and d) draft policy-oriented texts (e.g., executive summary; introduction; critical analysis and conclusions and policy recommendations. Students autonomously select one of the countries/problems under study and carry out independent research using a wide range of sources (academic, media and policy papers).

Capstone Project – Integrative Learning, networking and policy recommendations (Vesalius College, Brussels School of Governance, Belgium, BA and MA levels)

The Aim of the ***Capstone Project*** is to allow students to synthesize and draw on their acquired knowledge and skills and apply them to a complex, real-life policy problem in international affairs. A core element of the learning process and format is the presence of an "external client" who sets the main task for the students. In 2021, for instance, the MA Capstone focused on the role international organizations in tackling climate change. Students were tasked to develop a report for the Environment & Development Resource Centre (EDRC) which detailed and provided recommendations for the role of the United Nations (UN), the European Union (EU), the North Atlantic Treaty Organization (NATO) and the Organization for the Security and Cooperation in Europe (OSCE) in meeting the security challenges of climate change. The EDRC has been the official client for the Capstone project. The "client" met with the students at the beginning of the project and instructed the students on the expect results of their project. He then met again with the students to listen to the students' group presentations and their consolidated set of policy recommendations. Based on the feedback of the "client", the students revised their policy recommendations and reworked their PR and communications strategy. The final work of the students was then handed to the EDRC. The analysis, findings and recommendations of the students were shared with the extensive membership and network of the Brussels Dialogue on Climate Diplomacy which includes

representatives of the United Nations, EU, NATO and the Organisation for Security and Cooperation in Europe (OSCE).

Subject-specific competence: Be able to collect and critically process large amounts of information and conduct ethical, empirically-grounded and methodologically-sound academic research as well as contribute to public debates to identify and implement individual and collaborative ways to either move forward and/or solve complex global challenges within a given timeframe.

Examples of good teaching practices

No 1. Article review (Vilnius University, Lithuania, BA-level): Students prepare a brief analytical essay (1200 - 1400 words) that reviews an academic argument presented in an assigned reading. For each review, students will choose 1 article from the list of articles provided in the course programme (all empirical analyses of various cases of implementation of transitional justice mechanisms). The review has to identify and comment on the following aspects of the article chosen: a) The research aim (What is the author trying to achieve?); b) The research problem (Why is this important to investigate? What drives the author to analyse this topic? What empirical or theoretical puzzle is he/she trying to solve?); c) Research design & its limitations (How is the author answering the main research question, what tools and techniques are being used, and why? Are they appropriate? What can they tell us? What can't they?); d) Conclusions: scope and limitations (What are the main conclusions drawn? What is their scope: are they applicable to the specific case analysed, or can we generalize them to other cases across time and space? What are the limitations of the conclusions: substantial weaknesses, limited trustworthiness, etc.)? This assignment helps students to understand the logics of research design, to develop their own research proposals and also teaches them to read academic literature better, learning to summarize the academic article and main points from any assigned reading. The assignment is being repeated twice, extensive feedback provided after the submission of the first review, so that they could improve doing the assignment (on a different article) for the second time.

No. 2. Game of Peace - A conflict resolution simulation (University of Catania, Italy, MA-level). It is a face-to-face, theory driven and role-based simulation, requiring participants to manage a civil conflict, identify a settlement and negotiate during a peace conference. Game of Peace is composed of several phases. Within the course, one week prior the simulation, students receive a political scenario, the assignment of specific roles, the formulation of detailed instructions and the negotiation dynamics. Conflicts are real and intractable ones (i.e. Syria, Donbass, Afghanistan, Darfur). The final outcome is a sustainable peace plan, based on power-sharing agreement and responses to side effects, like refugees' management, human rights and minorities protection. Students are split into groups, corresponding to real political actors. They are asked to study the scenario, to get familiar with their groups and, within them, to identify a policy plan, depending on their assigned role and to play accordingly. One of the groups is asked to be a diplomatic mediator, the United Nations or the European Union representative, who is expected to facilitate contacts among political actors and promote the agreement. After this preparatory period, the simulation itself last two rounds, distributed in two days. The first one is based on informal interactions among groups. Political actors are allowed to use all diplomatic tools, including secret diplomacy, whereas the mediator can use sanctions or conditionality to convince parties to identify common positions. Students are asked to be very realistic and to play their roles, referring to

real ones. The second round is a formal peace conference, chaired by the mediator, during which all political actors are invited to submit their positions. It usually lasts two hours and ideally ends with the signature of an agreement (not necessarily sustainable, but in any case, showing some kind of commitment on the part of political actors involved in the conflict). Like all simulations, Game of Peace is complemented by a debriefing session, allowing students to express their feelings, complaints and evaluations.

No. 3. Student academic conference (University of Helsinki, Finland, MA-level): Students participate in a simulated academic conference, where they are preparing an idea paper and a conference presentation in a group, which is then delivered in public. Feedback and assessment are given by both, peers and teachers. Students learn advanced research skills, academic argumentation and presentations skills, team-work, giving constructive criticism, evaluation skills, etc.

Thesis cycle and a methodological course to assist students to write their thesis (Vesalius College, BSoG, Belgium, MA Level)

To ensure that the final thesis that MA students write is a real formative experience, students attend three thesis-writing courses and a course on research methods course. The three thesis-writing courses unfold throughout the year and ensure the students manage to write high-quality research theses within this timeframe. The theses contain introduction, literature review, a section on research design and methodology, analytical sections and conclusion. Students are guided by a master thesis supervisor to discuss initial ideas for the thesis and practice the core elements of thesis writing, including the drafting of the research question, the literature review and their theoretical framework. The thesis-writing courses provide an effective way of giving the students an opportunity to pursue research topics and to receive timely and accurate feedback throughout the writing process.

Generic competence: Ability to effectively develop and communicate convincing and evidence-based arguments orally and in writing, preferably in different languages, in a clear and precise manner to a variety of audiences, by adapting to diversity, demonstrating empathy, tolerance and active listening.

Examples of good teaching practice

Critical infrastructure analysis and risk assessment (Jagiellonian University Krakow, Poland, BA-level): Groups of up to four students are provided with an overview of a proven methodology for conducting a risk management of critical infrastructure, including prioritisation. A general scenario is presented to the students that outlines the relations between two countries, along with maps that highlight critical sectors such as telecommunications, energy, and health. Additionally, the profile of each country is presented, including information on its geography, population, economy, government, communications, transportation, and military. During the exercise, students are required to work as a group with no designated roles assigned, and every member is expected to contribute to the discussion. Each group is to act as the National Security Council of Country X, which is responsible for overseeing all critical sectors of the country. The task involves considering the threats and interdependencies between individual elements of the critical infrastructure of the state, establishing priorities for securing the critical infrastructure, and identifying the impact of losing the national critical infrastructure of Country X. Furthermore, the exercise requires students to consider the impact on Country X's economy, finances,

public health and safety, and national defence. Each group is expected to present an oral briefing that should not exceed 15 minutes. The exercise aims to achieve several objectives, including comprehending the fundamental components of an accepted comprehensive approach to analysing critical infrastructure, determining priority requirements, and assessing risks. Additionally, the exercise aims to promote teamwork building among the students and provide an understanding of the broader cybersecurity domain context in which critical infrastructure protection takes place. This includes an understanding of the infrastructure's structure, the risks and threats it faces, and the measures taken to mitigate them.

A country-specific public diplomacy strategy and an exercise in speech writing in the context of a simulated diplomatic debriefing Vesalius College, Brussels School of Governance, Belgium, MA Level)

During this exercise, the students formally act as ambassadors/members of the Minister of Foreign Affairs of various countries, debriefing the President/Prime Minister on the state of the public diplomacy strategy pursued by their country (e.g. Australia, Brazil, Canada, China, France, Germany, India, Iran, Israel, Italy, Japan, the Russian Federation, Spain, South Africa, South Korea, Taiwan; the United Kingdom, and the United States). Students are instructed to prepare a national public diplomatic strategy and to present it in a formal setting. For the **national public diplomatic strategy,** student work on a paper that a) analyses the main strategies adopted by a given country and b) proposes up to five policy suggestions to advance the country's profile by means of public diplomatic activities. The introduction anticipates some background information and gives some information on the strategy (if any) that the selected country has adopted in order to perform effective public diplomacy activities. It identifies both merits and limits of the current attempts to set up a coherent and effective public diplomacy strategy. It relates back to the main components of public diplomacy (e.g. cultural diplomacy, broadcasting, social media, etc.) and pushes forwards an original proposal to strengthen a given country's public diplomacy strategy. 2) Part Two introduces the main conceptual and methodological foundations of the suggested analysis. It provides for relevant definitions; reviews the literature and explains the research design and main hypothesis. This section adequately justifies the relevance of the selection of this theories/concepts for the proposed analysis. 3) Part Three describes the main strategies that underpin the selected country's public diplomacy strategy (or a given component of it, e.g. cultural diplomacy, broadcasting). It identifies the main steps of its evolution, the general institutional and networking structure. Based on the country's strategy, it describes the areas that have been prioritized so far (e.g. bilateral relations; social media, cultural diplomacy, broadcasting, to quote but a few examples) and assesses the extent to which this choice has been effective and to what purposes. Data and sources complement the analysis. 4) Based on the strengths and weaknesses of the country's diplomatic strategy, Part Four advances up to five policy recommendations in order to strengthen a given country's international profile. Suggestions may extend to an area in which the selected country's investments are sub-optimal (for the sake of an example, cultural diplomacy) or absent (for the sake of an example, social media strategy). For the **speech**, students prepare and present a written speech, drawing on focused lectures on **rhetoric and speech writing**. The speech introduces some contextual information the assigned country's international image, advocates for the need of a new public diplomacy strategy and advances policy recommendations.

Generic competence: Ability to use the acquired knowledge and learning skills that are necessary for continuing further study with a high degree of autonomy.

Examples of good teaching practices

Practices of Peace, Development and Humanitarianism (University of Coimbra, Portugal, MA-level): It's a seminar where every week a different guest, an accomplished professional in the field of sustainable development, peace building and humanitarian aid (e.g., Red Cross, Military Brigade, Development Aid Office at the Ministry of Foreign Affairs, etc.), is invited to speak. Guests share their experiences of working in the field, provide practical career advice, organize simulations to help students understand the intricacies of professional life and different career stages as well as tools and techniques to successfully attain their professional goals.