Mapping Work-based Learning in Peace and Security Studies

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The integration of practical experiences into university curricula has become a standard across various disciplines and study programmes. However, there is often still a gap between theory and the training of analytical skills on the one hand and practical experiences, which students gain at workplaces and during internships, on the other hand. Peace, Conflict and Security Studies are no exception in this regard, even though scholars and employers have stressed the necessity for a closer integration of theory and practice. This is of particular importance for programmes that aim to qualify for a career in the field of peacebuilding, foreign and security policy, or conflict resolution. INCOPS proposes a more comprehensive and systematic approach to overcome existing limitations. INCOPS develops and apply a tailored concept of the Work-based Learning approach to systematically integrate theory and practice in university teaching and curriculum development with a particular focus on the role of internships and voluntary work.

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University of Marburg (DE), Center for Conflict Studies [coordinating institution]
Babeș-Bolyai University (RO), Centre for International Cooperation
University of Coimbra (PT), Faculty of Economics
University of Coventry (GB), Centre for Trust, Peace, and Social Relations
University of Kent (GB), School of Politics and International Relations
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Executive Summary

In recent years, the incorporation of practical experiences into university curricula increasingly became a standard across various disciplines and study programmes. Likewise, in the field of Peace, Conflict and Security Studies (PCS) both scholars and employers have stressed the necessity for a closer integration of academic skills with practical experience.

The project 'Integration of Work-based Learning in Conflict, Peace and Security Studies' primarily aims to strengthen the structural integration of practical skill development in MA level curricula of higher education institutions in Europe.

Therefore, this report lays grounds for the project by analysing potential benefits of Work-based Learning (WBL) for the field, by providing a conceptual base and by both quantitatively and qualitatively investigating forms of WBL within Europe that have been used in PCS so far.

For the research, we scrutinised the six project members' programmes in PCS and collected insights from eight additional institutes engaged in peace, conflict and security education. The Qualitative Survey and the analysis of its results mainly focused on the diversity of WBL activities, the operationalisation and integration of WBL experience into the curriculum, as well as the (institutional) assistance and assessment of WBL modules.

The project's **'working definition' of WBL** summarises common points extracted from the inspected academic literature and debates within the project's consortium to align all project partners' understanding of the WBL practices. WBL is defined as:

> An approach in higher education, which aims to merge theory and practice. It entails students working in or with organisations in the field, gaining practical experience, while utilising and reflecting on their academic skills. Secondly, it yields an increase in educational

resources, new impressions, networks, innovative ideas and critical reflection on the applicability of learnt theories. In addition, WBL brings together different stakeholders such as teachers, students and professional organisations.

Key Findings

One of the most significant discoveries that the Qualitative Survey process brought was the frequency with which the scrutinised programmes **associated WBL with internships,** although the programmes offered concurrently other forms of practical experience that could be conceptualised under WBL. It is the concept 'internship', which is loaded with a multitude of meanings and understandings, making it an umbrella term, which arches over vastly diverse practices.

Moreover, various **contextual factors influence the explicit WBL design** as they accentuate the particular course of the study and certain learning outcomes. Among those factors are, for instance, the **duration** of the programme, the specific **character** of the higher education institution, the integration of WBL in **thesis requirements,** or the integration of **mature students** as well.

Furthermore, with regard to integration of WBL in PCS, another main emphasis in both the academic literature and the Qualitative Survey is placed on **assistance** and **assessment**. The former determines the type and depth of **guidance** provided by the university regarding WBL activities dispensed to students prior, during and/or after the WBL module. The variety in regulations impacts for example the extent of **supervision** and mentoring or the possible material support like **funding,** but also other forms of support like **information** about and **contacts** to possible hosting organisations. The latter emphasis ranges between a great **flexibility** in formally recognising and **accrediting** WBL experiences on the one hand, and a **challenge of standardisation** concerning learning outcomes that likewise raises issues around **fairness** on the other hand.

At later stages of the project, already existing practices explored in the report that relate to

WBL activities and the institutional framework available in PCS will be further substantiated, just like a coherent overview of a shared understanding of WBL as well as existing models for integrating WBL.

1. Introduction

The incorporation of practical experiences into university curricula became a standard across various disciplines and study programmes. Peace, Conflict and Security Studies (PCS) are no exception in this respect. Scholars and employers have stressed the necessity for a closer integration of academic skills with experience in organisations that work in the field of peacebuilding, foreign and security policy or conflict resolution.

The project 'Integration of Work-based Learning in Conflict, Peace and Security Studies' (INCOPS) aims to improve our knowledge of the various types of Work-based Learning (WBL) practices in PCS programmes, in order to strengthen the structural integration of practical skill development in the BA and MA level curricula of higher education institutions in Europe. INCOPS will further develop a conceptual approach, practical tools and evidence-based recommendations to fully exploit the potential of practical experiences on teaching master's level (as most PCS programmes are offered as master study programmes). The project aims at creating communication channels and synergies between institutions and internship providers, and developing skills for employability. Next to that, INCOPS aims to establish a network of collaborating institutions in the field of PCS reaching from academic institutions to non-academic organisations. Additionally, INCOPS will investigate ethical and security issues around WBL activities in the PCS field and will make the gained knowledge accessible for different target groups

to reflect upon new strategies of integrating applied experiences.

Therefore, the INCOPS project includes six Intellectual Outputs[1] (IO) to reach theses aims. First of all, the desk study mapping WBL in PCS. Secondly, an Intellectual Output on the stakeholder perspectives on WBL exploring needs and experiences (IO2). The third Intellectual Output will address tools of WBL with particular emphasis on the e-learning platform (IO3). Then, the fourth Intellectual Output deals with models of WBL and an experience report (IO4). The fifth Intellectual Output emphasises WBL in practice with regard to ethical and security concerns (IO5). Finally, IO6 focuses on policy recommendations for the integration of WBL in academic teaching.

The first Intellectual Output of INCOPS is this report on the potential benefits of WBL for PCS and how the concept of WBL has been used in PCS so far.

The desk study of IO1 is aimed to lay grounds for the project by providing the conceptual base and by investigating forms of WBL within Europe. It entails not only an introduction to WBL as a concept for academic learning and teaching and therewith the framework INCOPS is working with, but also an investigation of the variety of approaches used in current PCS teaching in Europe that can be (if not is) conceptualised as WBL.

The IO1 consists of three parts. First, a desk study focused on the framework of WBL by structurally reviewing existing literature, developing a coherent overview of models and a shared understanding of WBL, its strengths and potential benefits for PCS mapping WBL. Secondly, IO1 examined PCS programmes in Europe to identify existing models and modules for integrating WBL in the curriculum. Thirdly, a Qualitative Survey explores different practices and experiences that relate to WBL activities and the institutional settings and guidelines that exist in PCS already. All data, thus the literature on WBL

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[1] Intellectual Outputs will be hereafter referred to as IO. The present report, which is the first IO of the INCOPS project, will be referenced throughout the document as IO1.

to define the projects framework, the module descriptions from respective PCS courses and the Survey, will be partly quantitatively and partly qualitatively analysed and evaluated in this report.[2]

1.1. Outline

Chapter 2 comprises the desk study focusing on the WBL framework, exploring and systematically mapping existing methods to integrate practical skill development in the curricula of higher education institutions. It will elaborate some insights on the terminology and forms of WBL activities. Moreover, it will address some concepts and methodologies of WBL that underline characteristics of good practice, and take levels of practice as well as different actors involved into account. Furthermore, the literature review itemises the common curricular integration of WBL and its pedagogical practices framing the WBL experiences. Additionally, the strengths of the inclusion of WBL and its added value, but likewise its challenges, will be outlined.

In Chapter 3, WBL in the field of PCS is briefly introduced. It displays an introductory overview of the PCS field and underlines some unique characteristics of the field that are particularly relevant to WBL. In the end of chapter, the INCOPS IO1 research aim will be discussed in more detail.

Chapter 4 encompasses the methodology and the description on how the empirical research was conducted with the aim of mapping existing WBL practices in the curricula of PCS programmes in the EU. It consists, among others, of information regarding the explorative phase and how the information was systematised, regarding the development of the Survey questions based on the larger trends observed in the database, and regarding the identification of the most relevant programmes to interview.

In Chapter 5, the brief 'profiles' of the specific programmes of which data was collected from will be presented. Moreover, after listing the profiles, a descriptive summary of the findings will be provided. These findings will be introduced in the same order and about the same topics as the ones touched upon in the Qualitative Survey and in the interviews.

The sixth and last chapter contains a more analytic discussion of the findings outlined in the previous chapter addressing among others the internship paradigm in WBL activities and contextual factors of WBL design. Additionally, specific examples from our collected data on the diversity of WBL activities, their operationalisation and curricular integration as well as the assessment and evaluation of WBL experiences will be highlighted.

2. Literature Review

In the IO1 of the INCOPS project, one of the three levels comprises of a desk study focusing on the conceptual base by structurally reviewing existing literature with regard to the WBL framework. The literature review is the first step to explore and systematically map existing methods to integrate practical skill development in the curricula of higher education institutions. It will elaborate some insights on concepts and models of WBL, the importance of the inclusion of WBL and its added value, as well as on WBL practices implemented within and outside the field of PCS.

The recent topicality of WBL is based on considerations and aspirations, for instance, by the European Training Foundation (ETF), the European Commission via the Bologna Process, or the New Skill Agenda for Europe (2016) which is closely related to the Erasmus+ programmes. Moreover, the UNESCO Recommendations concerning Technical and Vocational Training (TVET) (2015) and others are likewise to consider and include for the up-to-date nature of WBL.

2.1. Terminology

WBL is a very adaptable – and therefore quite vague – term that is frequently used in various

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[2] For further information on data collection and quantitative and qualitative analysis, see Chapter 3.

concepts, contexts and programmes (cf. Sattler, 2011). The term WBL overlaps with, but is not the same as, work-integrated learning (cf. Orrell, 2011; Banwell et al., 2016), experiential learning (cf. Blank et al., 2012; Katula & Threnhauser, 2009), and what is sometimes referred to as informal or non-formal learning or even learning in non-academic settings, among others. The terms are sometimes used interchangeably, but most often reflect some focus that is dependent on the primacy of personal experience, reflection, knowledge transformation or work activities.

According to Costley and Lester (2010), WBL refers to diverse forms of either learning, situated in the workplace – often driven by employers' interests – or arising directly out of workplace concerns. It also integrates a broader understanding driven by individual and societal needs (cf. ibid.; Devins, 2013). In other words, WBL includes "**learning for work, learning at work and learning through work**" (Bahl & Dietzen, 2019, p. 14). It comprises of learning that takes place at work as a regular part of development and problem solving, responding to specific work issues or to further work-related, aspirations and interests (cf. Costley & Lester, 2010). Thus, WBL takes place in, and interdependently connects, different fields of application, for instance the educational, economic and social spheres. With regard to the forms of work in WBL, work "can be any form of work or purposive activity that gives rise to learning" (Costley & Lester, 2010, p. 563), so that WBL is not reduced to paid work alone.

According to Armsby and Costley (2006), WBL can be **conceptualised as a field of study or as a mode of study**. The two approaches differ significantly in terms of role the university plays them; those works that regard WBL as a field of study emphasise the role of the university as a knowledge provider in it, via providing courses and assessment frameworks. In contrast, the more common approach to WBL is to treat it as a mode of study where the university only acts as a support to students, in other words, as a knowledge catalyst in the students' otherwise quite independent WBL journey (cf. Armsby & Costley, 2006, p. 24).

There are different **forms** of WBL activities ranging from internships and study field trips to curricular integrated WBL courses and voluntary community work. More detailed information of the WBL activities in the field of PCS will be elaborated in Chapters 3 and 5.

In general, some **approaches** strictly differentiate between different forms of engagement, e.g. between an intern and a volunteer (e.g. Banwell et al., 2016; Rhode Islands' Colleges and Universities) as it stimulates different role profiles, expectations and responsibilities not only of the students but likewise of their host organisations. Additionally, these strict differentiations occur due to practical considerations which comprise of – but are not limited to – the specific field of work, administrative advantages and legal regulations. In contrast, other approaches embrace the enriching potential of WBL activities in all the workplace, community and civic arena (e.g. Orrell, 2011; Blank et al., 2012; Bringel & Hatcher, 1996). These approaches do not differentiate in a particular manner, but rather combine forms of engagement for their purpose considering all of them equally valuable for their research, thereby often addressing rather overall-approaches that encourage e.g. the development of socially responsible citizens, or meeting societal and community needs.

2.2. Operationalisation Work-based Learning

To begin with, for the operationalisation of WBL there are different aspects to thoroughly consider. Costley and Lester (2010) elaborate on the need for WBL activities to be accompanied by appropriate **methodologies** and practices for organising individual programmes of learning, in order to avoid WBL to be unplanned, informal, retrospective and serendipitous. The activities should be planned and organised jointly by the individual learner, the employer, or a third party such as an educational institution, professional or trade body, in a way that recognises existing skills and understanding, and supports and assesses learners. In addition, Blackwell et al. (2001) argue that the potential of WBL is more likely to be reached where work experience placements have **six characteristics of good**

practice and where the higher education curriculum consistently encourages students to reflect well on their own learning. The key characteristics are the following:[3]

- Purposefulness
- Quality Monitoring
- Accreditation
- Assessment
- Work experience portfolio for integrated working experience
- Reflection and Articulation

In addition to the above characteristics, Orrell (2011) highlights the importance of conducting WBL with the inclusion of all relevant stakeholder levels: (1) the university institute, (2) the educational level, and (3) the partnership level. Each of these levels hold essential elements for a successful WBL experience.

On the **institute's level**, the key criteria to be fulfilled are:

"clearly articulated, shared vision of [WBL] within the university, … [as well as] a realistic recognition of [WBL] in institutional systems and infrastructure together with the provision of adequate resources; recognition and legitimation within disciplinary communities of the practice-generated knowledge, … [and] engaging and utilising existing institutionally-provided enabling services such as career services in the [WBL] process" (Orrell, 2011, p. 3).

Secondly, an **educational level** plays a crucial role in the quality of the WBL experience, through an

"adequate induction and preparation of students prior to their practice-based experiences; providing structured, critically reflective, self and peer learning processes during and after [WBL] experiences; … [and] investing in the development, trialling and up-scaling of technology-based tools to provide alternative or supplementary [WBL] experiences, and their integration in curriculum development and institutional strategic plans" (Orrell, 2011, p. 3f.).

Finally, the **level of partnership** must be realised, via

"ensuring supervisory staff familiarity with students' prior university learning; identifying and including all stakeholders in development, innovation and communication regarding [WBL]; … [and] robust and mature relationships with placement providers (host organisations) underpinned by a commitment to mutual benefit" (Orrell, 2011, p. 4).

To sum up, a diverse group of **actors and stakeholders** are involved in WBL who do not only profit from WBL in actor-specific manner, but naturally also face different challenges influenced by their position and aims. As Banwell et al. (2016) point out the worksite benefits from the "[d]evelopment and maintenance of a positive reputation, application of theoretical knowledge to the workplace … [and o]pportunities for recruitment of strong 'work-ready' graduates" (Banwell et al., 2016, p. 15). Moreover, Banwell et al. (2016) focus on the academic institutions that profit e.g. due to enhanced student recruitment and increased communication with government and industry (cf. Banewell et al., 2016, p. 15). Billet (2009) and several others rather concentrate on the role of students themselves enhancing their transition into the workplace.

Costley (2006) specifies that WBL must be associated with self-direction of learning, rather than being formally taught by teachers. It shall enable students to network and work at a distance, using open learning techniques as self-managed, reflective practitioners in their work-related context, even though guidance from tutors increases the learning potential of WBL. Also, Costley and Lester (2010) as well as Cheng

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[3] These characteristics have been specified by Blackwell et al., 2000, p. 282, were took over and entered in this section.

(2012) introduce the role and importance of tutors and professional mentoring systems by both university and work organisation integrated into the higher education curricular in advancing students' personal growth and future careers. Collaborative partnerships and stakeholders within the WBL activities and their successful performance are addressed by Wall (2017), Bilsland and Nagy (2014), as well as Cooper, Orrell and Bowden (2010).

2.3. Curricular Integration and Pedagogical Practices

In order to secure the educational value of the experiences, particular curriculum and pedagogic responses are needed **prior to, during, and after students' engagement in practice-based learning experiences** in order to maximise their contributions and integrate those experiences (cf. Billet, 2009). The means to obtain purposeful WBL experiences in higher education programmes can be found in a particular **coupling of pedagogy, curriculum, and personal epistemologies**, which must go beyond just awarding credits for specific forms of work (cf. Katula & Threnhausen 2009). Hence, one of the most relevant debates about WBL revolves around how universities recognise and approach practice-based knowledge, as the formal accreditation and recognition of WBL activities holds a lot of potential.

Orrell (2011) points out that there exists exist a rich body of literature on pedagogy and design to validate the increasing investment in WBL practice with a particular emphasis on pedagogical practices to facilitate self and peer critical reflection on knowledge created in and through practice experiences in the workplace, learning in communities of practice, professional identity and assessment of practice-based learning through monitoring, evaluation and adaptation.

Further referring to conceptualisation of WBL, Brodie and Irving (2006) additionally elaborate on the WBL pedagogical concept comprising of three interdependent and symbolic features:

(1) learning to make most of educational opportunities,

(2) developing capabilities as well as interpersonal and transferable capacities that are technical or discipline or subject specific, and

(3) critical reflection by, for instance, applying models, establishing validity, applicability and appropriateness.

Moreover, different **models of WBL concepts** have been analysed in the literature, for example the Comprehensive Action Plan for Service Learning by Bringel and Hatcher (1996) which provides a means for developing strategic plans, as well as for assessing the developmental status of a service learning programme. Another example is the Swinburne Professional Learning Model by Levin et al. (2010) that provides a variety of internal and external WBL opportunities for students with the overarching purpose to provide students with the opportunity to apply their theoretical knowledge in an authentic workplace setting.

Assessment and evaluation of WBL activities in higher education is dealt with in different contexts and contents too. Costley (2006) examines assessment standards of the Universities Association for Lifelong Learning (UK) WBL Network and underlines that WBL is subject to the same quality procedure as in any other field. In comparison, Brodie and Irving (2006) analyse the contribution of related pedagogic theory and the use of appropriate assessment approaches to support WBL and to enhance the student learning experience differing due to dependency on the epistemology and pedagogy of their 'home' disciplines. Cording et al. (2016) investigate recommendations concerning qualitative standards for internships focussing in content standards, formal standards and structural standards. Furthermore, the authors define criteria for a successful internship alongside the time planning structured in three phases of the time before the internship, the time of completion and during the internship, and the time after completing the internship.

2.4. Strengths and Challenges

Multiple studies assess the benefits of WBL. Bahl and Dietzen (2019), as well as Katula and Threnhausen (2009) draw attention to the fact that WBL supports the transfer and application of codified disciplinary knowledge into work situations that can adequately address demanding professional situations. These are important prerequisites for enhancing competitiveness after graduation and employability in specific fields (Cording et al., 2016; Blackwell et al., 2001; Cheng, 2012), as well as for identity formation and social integration strengthened by WBL as a reflective process of participating in career exposure, career engagement or career experience (cf. Altstadt et al., 2020). Eden (2014) even describes WBL concepts to approach a **'whole-person' model of employability** that is moving beyond a list of skills emphasising a more developmental, emotionally conscious approach. Also, Hoffmeister et al. (2020) address the impact by emphasising that WBL activities go **beyond the concept of problem-based learning,** as these projects contain not only carrying out apprenticeship or research, but simultaneously their transfer to other contexts for a positive impact on society and innovative economic development.

Additional values of WBL are extracted by Costley and Lester (2010), indicating that WBL of various kinds is effective in increasing adult participation in higher education and in developing the capability of individuals and organisations.

Nevertheless, challenges arise in dealing with WBL activities. Often, a permanent challenge is the lack of sufficient resources concerning finances as well as administrative capacities and personnel capabilities, e.g. trained faculty members who facilitate student comprehension of the intellectual basis and contextualise such experiences (cf. Katula & Threnhauser, 2009; Bacani, 2004). Secondly, issues of cooperation with external partners might turn out to be problematic when the university is required to become a partner to the corporate world, providing cheap labour for it and subordinating the educational needs of students to the needs of business and industry (cf. Katula & Threnhauser, 2009).

Thirdly, Cording et al. (2016), Blackwell et al. (2001) and Brodie and Irving (2006) draw attention to **challenges dealing with the didactic-curricular conceptualisation** in higher education in general, which is closely linked to questions of quality assessment, objectives, implementation and accreditation.

In addition, the balance of academic and workplace demands or the ephemeral nature of WBL engagement pose some difficulties when programmes need to be developed that meet the needs of a generation of students who favour 'doing' to 'thinking', as Costley and Lester (2010), Katula and Threnhauser (2009) and Hoffmeister et al. (2020) show. Bretherton (2007) emphasises that challenge too, with regard to the holistic and applied goals of peace education. Besides, **access** to WBL activities might be complicated due to structural reasons as Altstadt et al. (2020) point out, and which are extremely noticeable and partially even worsened with regard to the impact of the current Covid-19 pandemic.

Moreover, it is stressed in the literature that the **social sciences and humanities are** underrepresented in the studies published about WBL, despite the fact that there are a high number of programmes in the field that stem from applied and practical approaches. The field of PCS is no exception in this, where the university programmes are often practice-oriented (e.g. peacebuilding), and a holistic approach is applied (cf. Bretherton, 2007). Due to the sensitive subjects that this branch of studies revolves around, students often opt to undertake activities in practical (e.g. humanitarian) contexts that allow for ample practical learning. However, if left without adequate institutional support, they may face ethical concerns or threats to their safety (cf. Orrell, 2011; Gross, 2017). WBL challenges that arise especially for PCS programmes deal for instance with **changing realities** and the balance between peace education and direct intervention, as elaborated by Bacani (2004). This warrants a closer examination of the various methods that institutes involved in PCS education apply to safeguard the learning process, and ethical integrity, of their students.

3. WBL in the Field of Peace, Conflict and Security Studies

The INCOPS project focuses on the integration of WBL activities in PCS studies. Hence, after expounding an introductory overview of the field, this chapter will complete the general literature review of the previous chapter and address detailed literature insights on WBL with particular relevance to PCS. Eventually, the INCOPS IO1 research aim will be articulated based on the literature findings and the project's proposal, before going into detail about the methodology and explicit research design in the next chapter.

3.1. Introductory Overview of the Field of Peace, Conflict and Security Studies

Today, most programmes of PCS in Europe are offered on the consecutive master level, but they vary in their specific degree ranging from a most common Master of Arts, to Master of Philosophy or even Master of Science (cf. 9.1.; Keystone [ed.], 2021b). However, more and more institutes increasingly launch courses for bachelor students too and conduct minors in PCS studies (cf. Keystone [ed.], 2021a). Reasons for that are that the field of PCS concerns the interest of society at large in a broad sense on vertical as well as horizontal levels (cf. Cunliffe, 2017; Katz, 1989). Thus, it is designed as a multi- and transdisciplinary approach that incorporates programmes of different focus in terms of content emphasis. In the IO1 of the INCOPS project, the research examines only European master programmes in the field of PCS due to scope reasons (cf. Koppe, 2010, p. 18).

Different fields and therein a variety of disciplines emerged in the last decade that are in numerous ways related to peace, conflict and security. In Europe, the growing diversity of programmes contained in the field of PCS is a product of a development since the 1950s, and it continues to produce very different shapes in disparate programmes (cf. Koppe, 2010, p. 29ff.). Although they more or less distinguish themselves from the others in their different approaches, the fields also clearly stem from common disciplinary roots.

First, peace studies – roughly summarised – revolve around the primacy of determining the (normative) concept of peace (cf. Imbusch & Zoll [eds.], 2010, p. 179). Thereby, it covers numerous areas of applications displaying contents that roughly diverge in the aspects of Johan Galtung's negative peace – e.g. absence of physical violence – and those of positive peace – e.g. a normative social order of good governance, development, human rights and others (cf. Galtung, 1969). Among others, social anthropology of conflict and social work are central in peace studies.

Secondly, conflict studies revolve primarily around the concept of conflict and conflict theories (cf. Imbusch & Zoll [eds.], 2010, p. 180f.). Most programmes address contents of conflict analysis, conflict theories and conflict transformation, and likewise those of conflict resolution and conflict prevention.

Thirdly, security studies are geared towards policy-, security- and strategically-inclined approaches that encompass study programmes, which might predominately focus on policy analysis, comparative studies, and strategic solutions for conflict 'management' (cf. i.a. Koppe, 2010, Teil 1).

Overall, many programmes evidently blend these approaches and distance themselves from representing the extremes as these study programmes rather pursue an overall model. All three academic fields aim to respond with a problem-oriented approach to the challenges of contemporary intra-state and inter-state conflicts as well as international social changes (cf. Koppe, 2010, p. 36). Additionally, in their recent developments, the programmes in the field are not only increasingly innovative but as well practice-oriented (cf. i.a. Katz, 1989; Bonacker & Imbusch, 2010, p. 101; Gross, 2017).

Hence, depending on its specific orientation, the programmes in the field of PCS address different shapes of the micro to macro levels in conflict and peace related subjects, from the individual, group, and state level to the regional,

transnational and international level. Consequently, a multicultural exposure, multinational character and distinctive interdisciplinarity usually results for the study programmes in the fields and often designate a special place in academic institutes.

3.1.1 Disciplines

To begin with, PCS is not a discipline in and of itself, but interdisciplinary by default as it draws on theories within institutionalised disciplines of social sciences, economics, law and others (cf. Koppe, 2010, p. 18). Depending on its chosen orientation, the field, and respectively programmes in the EU are at the junction between anthropology, sociology, political theory, philosophy, applied economics, social work, regional studies, history and several more. Quite frequently, the field is imbedded in an International Relations framework.

In general, the thematic emphasis determines the study programme's accentuation in its profile. The specific disciplinary orientation in each programme influences the apprenticeship, curricular design and learning outcomes (cf. i.a. Imbusch & Zoll [eds.], 2010, pp. 179 – 220).

The most significant determinant of disciplinary orientation is the methodological approaches chosen for the specific programme design. While the field offers an advanced branch in peace and conflict research on the one hand, what is most characteristic about the field on the other hand is its practice-oriented disposition. The integration of both theory and practice is of enormous importance in the field which is not only fulfilled by educating researchers, but also future practitioners, as well as enrolling already active practitioners for academically conceptualising their work experiences (cf. Gross, 2017). In order to specify this unique phenomenon, the next section will elaborate further on the disciplines and on the diverse student cohorts of PCS, whereas later the potential for integrated WBL experience in the field and hence the IO1 research aim will be explained in more detail.

3.1.2 Student Cohorts

Due to their interdisciplinary character, PCS are unique among academic fields with regard to their student audience (cf. also Chapter 5.1.).

First of all, related PCS programmes themselves often attract students from a great variety of different disciplines. But not only individual students of all kinds of academic backgrounds show interest in the field. Their enrolment is specifically encouraged by programmes and institutes for setting up student cohorts that create a learning environment of global understanding, by sharing diverging academic perspectives and cooperating with students educated in fields foreign to one's own (cf. Chapter 5.1.).

Moreover, it is quite common that multiple students have already acquired several years of practical experience in the international humanitarian or peacebuilding sector and who are inclined to start studying in the field as well (cf. Chapter 5.1.). This phenomenon of 'mature students' is again very unique and characterising the field of study. Many students enrol in these degree programmes who have already worked and/or lived in conflict-affected areas, and wish to expand their theoretical and conceptual cognitive repertoire to frame their prior empirical experiences in conflict settings. With those 'mature students' comes a very enriching potential for the academically dominated teaching atmosphere that creates a mutually benefitting study experience for research- as well as practice-oriented students.

This factor results again in diverse cohorts not only in background and expertise, but also in terms of age and experience. This has another impact on the curricular design that is not to underestimate. For instance, it often stimulates more flexibility and adaptability in forms of e.g. blended learning, or waivers for ECTS in turn for practical experience among others, as specific needs of the cohorts have to be met (cf. i.a. Chapter 6.1.2 f.).

The interdisciplinarity, diversity and internationality does not only apply to the student's cohort but similarly to the lecturers in PCS programmes. Particularly relevant for the field is the integration not only of academics but practition-

ers and diverse actors into the academic learning experience as well (cf. Chapter 5.1.). Often, practitioners share their knowledge and practical insights in specific classes either on a regular or on a once-only basis. Thereby, a mutually profiting learning and teaching atmosphere is created, not restricted to among the students but also between lecturers and students. This particularity of the field develops a certain impact on the hierarchical structures in the programme and encourages communicative exchange on increasingly equal terms.

3.2. WBL in Peace, Conflict and Security Studies

While WBL can be part of non-disciplinary and multi-disciplinary projects (cf. Orrell, 2011), it is often integrated in a broad variety of specific disciplines. Due to its interdisciplinary character, PCS offers a **variety of perspectives to be addressed by WBL activities**, including sociological, historical, philosophical, psychological, cultural, religious, political, anthropological, gender and linguistic perspectives (cf. Gross, 2017).

WBL in PCS programmes is often related to activities in peace education (cf. Alger, 1989; Bacani, 2004; Bing, 1989; Bretherton & Tyler, 2007; Cunliffe, 2017; Gross, 2017) and conflict resolution (cf. Katz, 1989). Not rarely, the PCS programmes' purposes are also taken into account for being **a public good** where culture, ideals and aspirations are safeguarded for civilisation that give reasons for the interest in the field throughout society, the increase in student enrolment in courses and workshops of the field, as well as the potential of greatly benefiting the individuals involved, the campus and surrounding community, and society at large (cf. Cunliffe, 2017; Katz, 1989).

The aim is to integrate theory and practice more efficiently and extract the greatest value for the field (cf. Gross, 2017, p. 4). WBL activities integrated in PCS should enable students to cross over to the field of conflict transformation and peacebuilding through **professional preparation** (cf. Cunliffe, 2017), as well as improve the **awareness of conditions of peacelessness** in

all levels of society or managing conflict in a nonviolent way (cf. Bacani, 2004). Alger (1989) underlines the importance of PCS to be intertwined with the growing array of **movements at the grass roots** and to challenge the more traditional peace-research methodologies, as PCS has to be at the crossroads of peace research, peace education, and peace action.

Therefore, the literature frequently refers to **different forms of WBL**, among others internships (cf. Bretherton & Tyler, 2007), international students' placements and community youth work (cf. McArdle & Pat, 2018), as well as curricular integrated WBL offering peace education in for example partly even mandatory undergraduate or Ph.D. programmes (cf. Bacani, 2004; Bing, 1989). Other forms of WBL in PCS embrace for example forums, roundtable discussions and celebration of certain peace dates (cf. Bacani, 2004). Most literature of WBL in PCS focus on specific fieldwork projects or initiatives, for instance the Notre Dame University's involvement in promoting peace and development in armed conflict in the Southern Philippines (cf. Bacani, 2004) by integrating peace education across its curricular offerings. In the undergraduate programme e.g., peace education is a mandatory subject for all students at the third- or fourth-year level. Other examples are the peace action in Jerusalem illustrating the experiential education in a real conflict situation (cf. Bing, 1989), internship programmes of the International Conflict Resolution Centre (cf. Bretherton & Tyler, 2007), or political and civic structures established in post-conflict situations by Community Youth Workers in Northern Ireland (cf. McArdle & Pat, 2018). In the latter, new democratic local structures and a new landscape for civic engagement are established to nurture new political and civic structures in the region emerging from a 30-year local conflict.

3.3. INCOPS IO1 Research Aim

In this chapter, we deductively positioned PCS programmes in a spectrum of design and their thematic focus in order to provide an overview of the main branches within the PCS academic field. We argued that the programmes' design is

influenced by two major factors: which discipline(s) a given programme is aligned with, and whether it places more emphasis on training practical (applied) skills or academic research skills.

While the literature review in Chapter 2 thoroughly introduced the concept of WBL, the INCOPS IO1 aims to add to how the concept is understood by exploring in depth how WBL activities and modules are designed and conducted in the field of PCS studies.

The INCOPS project's ambition to unpack the concept of WBL derives from (1) the six project members' shared view that students should start interacting with relevant organisations and projects in the PCS field already during their studies, and (2) the fact that most academic institutes in our network already facilitate programmes that allow students to do so. This report is guided by an attempt to understand the rationale behind programme coordinators' choices in designing these practice-related modules into their curricula.

By mapping already integrated practices, we intend to broaden our perspectives to the diverse methods that institutes with PCS master degree programmes facilitate WBL with, and create a discussion in our interdisciplinary field that may contribute to inter-institutional learning and knowledge-sharing. The following chapter will further disclose the details of our research methodology to collect and organise data.

4. Methodology

Following the overview of PCS programmes and the various disciplines that shape their curricular design, this section will describe how we collected data to map the existing practices that PCS programmes deploy in terms of WBL. As most programmes in the European PCS field are offered only at the MA level, the IO1 research primarily focuses on this educational level. In order to gain an accurate and heterogeneous picture of these, our core intention was to remain inclusive of all/any forms of WBL that participants in our

research (whether within the INCOPS consortium or outside) associate with the concept. Therefore, we selected methodologies that would aid us in both an explorative phase, and later in a more structured and standardised data collection stage.

We scrutinised the six INCOPS members' PCS programmes and collected insights from eight additional institutes engaged in PCS education. The questions we asked from our participants aimed to extract what types of activities they organise for their students that allows them to practice first-hand what it is like to work in or with relevant organisations in their field. In addition, we focused our inquiry on how students are assisted prior to, supervised during and evaluated after their WBL experiences. Moreover, we examined what kind of support structures (in terms of staff and regulations) were necessary to establish in order to implement their chosen designs.

4.1. Explorative Phase

Our collection of data for this report consisted, primarily, of an extensive literature review that we carried out during the course of March 2021. We processed and analysed various approaches to and models of the concept of WBL (see Chapter 2). After synthesising the findings in the academic sources that we inspected, we summarised their common points in a 'working definition' to align all INCOPS partners' understanding of the WBL practices that we intended to map in the later phases. We define WBL as:

An approach in higher education, which aims to merge theory and practice. It entails students working in or with organisations in the field, gaining practical experience, while utilising and reflecting on their academic skills. It also yields an increase in educational resources, new impressions, networks, innovative ideas and critical reflection on the applicability of learnt theories. In addition, WBL brings together different stakeholders such as teachers, students and professional organisations.

Parallel to assessing the available academic knowledge on WBL, we decided to empirically explore all PCS-related study programmes within the EU whose programme/curriculum descriptions we could find online. A database was assembled (see 9.1.) in which we catalogued each programme that was to be found, along the following variables:

(1) name of the programme,
(2) name of the institution,
(3) cycle of studies (e.g. BA/MA),
(4) type(s) of WBL listed in the online course description,
(5) teaching language, and
(6) duration of the programme, also including contact information.

The purpose of the database was to collect what content the various PCS programmes in the field offer that may correspond with the criteria of WBL that we included in our working definition above.

During this phase of the research, we maintained a low threshold for which programmes we included in our list. We catalogued any programme we could find with an online surface, regardless of their disciplinary orientation, length, level, or even whether they listed any WBL in their description or not. Our reason for doing so was to expand our knowledge horizontally on the types of programme designs and practical modules are offered in this diverse field. The following concepts were most frequently displayed on catalogued universities' websites (often, they only differentiate rather by terminology than content-wise, but after thorough screening, we considered them pertinent – although not exhaustive – to the research's terminology of WBL):[4]

- Internship
- Research Trip
- Research Placement
- Field Practice
- Field Study
- Field Trip
- Fieldwork
- External Practice
- Simulation Exercises
- Mediation Practice

Nearly two-thirds of the programmes we identified claimed on their websites to offer one or more of the above WBL-related modules, which confirmed our belief that WBL is a significant and relevant aspect behind the curricula of PCS programmes across the EU (and beyond).

As a next step, we narrowed our selection of programmes from the database to the ones that contained WBL-related modules, and even further, to programmes that provided clear contact information. From the database, we selected 15 programmes to contact outside the consortium aiming for a sample that is as representative of all regions in Europe as possible. However, we took notice of differences between different European countries/regions in terms of the amount of PCS programmes their universities offer. For instance, there are multiple institutes in the UK and Germany that design programmes on the MA (or even BA) level explicitly dedicated to the topic of conflict, peace and security, while there are few in the Central-Eastern European region.

Countries with a significant number of WBL programmes

- United Kingdom
- Germany
- Spain
- The Netherlands
- Sweden

These differences are in some cases represented in our final sample (e.g. three universities from Spain, two universities from The Netherlands).

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[4] The expressions have been extracted from the websites and available syllabi of the programmes to display the variety of terms, concepts and understandings that different universities hold about practical modules. Thus, they are not separately defined neither by nor for the INCOPS project, as INCOPS will use the comprehensive term WBL.

4.2. Systematising Information – Qualitative Survey

In this second phase of our data collection, we designed a Survey that we distributed to both the members of our INCOPS consortium, as well as the 15 selected programmes that we intended to sample. Our aim was to construct a standardised inquiry into the curricula of each programme, to find out what practices they implement that may fit the broad models and notions of WBL in the available academic literature. The Survey revolved around four key aspects we deemed most relevant, which included

(1) the type of, and location where a given programme's students complete WBL,
(2) the institutional and informal resources/training students receive prior to engaging in WBL during their studies,
(3) evaluation and reflection on the completed WBL and finally,
(4) the impact assessment of the WBL in students'/alumni's career development.

Based on these key topics, we developed a Survey with four main questions and a number of sub-questions each (see in 9.2.). In order to allow for compiling in-depth data in a semi-structured manner, we decided to convey the Qualitative Survey in the form of online interviews with subjects willing to participate in our research. By choosing this particular format, we first of all aimed to allow participants – who may not be thoroughly familiar with the concept of WBL – to explore its meaning and ask punctuations from us before they disclose their own programme's WBL design to us. Secondly, we strived to make our data collection personalised, rather than standardised, in order to maximise the participation rate within our chosen cohort.

4.3. Internal Data Collection

Collecting data from the six INCOPS partner universities took place primarily during the virtual Staff Trainings held on April 20th and 21st by Utrecht University. For this event, each project participant prepared a presentation guided by

the questions of the Qualitative Survey. The presentations were followed by in-depth discussions among the participants about the main challenges that the diverse programmes face in designing WBL modules and the strategies they apply to overcome these. Some of the conclusions reached during these discussions will be reflected in Chapter 5 (Discussion). When applicable, the presentations were followed up in online video calls, and/or documents (e.g. course syllabi) were requested from the partner institutes to clarify details in their description of the WBL activities.

4.4. External Data Collection

Beyond the six universities of our consortium, we included several other institutes to offer a more diverse and representative overview of existing practices in the conflict studies field. Out of the 97 PCS-related programmes in the Database (see 9.1.), our team selected a sample of 15 potential participants that we duly contacted for conducting video interviews with. These programmes were chosen due to their variety of practical modules (based on the information available on their websites) that may enrich our understanding of the implementation of WBL in the PCS study field. In addition, we strived to recruit a sample that is representative of the degree programmes (M.A., M.Sc., M.Phil., etc.) and it was also tried to reach a geographical balance of regions of Europe.

Our existing networks were utilised in the outreach phase, whenever possible; we asked INCOPS members to inspect the database and inform us if they possessed personal contacts to either of the institutes, to ensure that we may address the programme coordinators directly. In case of a positive response from a potential participant institute, we scheduled an online interview with a correspondent most involved in organising WBL activities in the given programme. The interviews lasted between 30 and 40 minutes and they revolved around the four questions (as well as additional sub-questions) of the Qualitative Survey.

Throughout our data collection, a main consideration was to keep our participants informed on

how we intended to collect, process and store their input. We did so by sharing an informed consent form prior to the interview, and asked for the interview participants' verbal consent to participating in our research at the beginning of our video calls. Each video interview was recorded. Based on the recordings, we assembled an overview of all of the participating programmes, in other words, 'Profiles' that display the main activities that each institute offers related to WBL. The following chapter will present these profiles in a descriptive manner, while Chapter 5 will highlight parallels between the various activities and provide our readers with some examples of relevant innovative solutions in a best practice analysis.

5. Profiles and Key Findings

In this chapter, the overviews of the specific programmes of which data was collected from will be listed in the order in which they were collected.

We present each programme descriptively, focusing on their unique elements, rather than in a standardised format. Our aim in doing so is to provide a representative image of the understandings, priorities and customs that the programmes we interviewed follow in designing WBL experiences.

Behind our selection of interview partners was a conscious effort to sample as wide a range of PCS programmes in Europe as possible for the purpose of mapping institutional practices. Thus, we opted for a semi-standardised method of data collection that left our interview discussions open for new input. What follows in this chapter is a semi-standardised depiction of 14 PCS Master's programmes' WBL practices that we denote as 'Profiles'. The second part of this chapter will highlight some key questions and characteristics shared by the surveyed programmes, while a subsequent chapter will be dedicated to a more in-depth discussion and analysis of the practices described here.

5.1. Profiles

5.1.1. University of Coimbra

> **Title:** MA International Relations: Peace, Security and Development Studies
> **Location:** University of Coimbra, Portugal
> **Program Length:** two-year programme
> **Student Cohort:** 20 students are admitted to the programme each year, as the institution opts for small cohorts and a familiar atmosphere, which allows for informal exchanges of experience among the students and lecturers. The programme was launched in 2007, and it is located in the Faculty of Economics which is reflected in students' interests and the types of WBL (and later career) paths they pursue.

Details of the programme's WBL: Throughout the programme, students have the opportunity to undertake an internship, which may last anywhere between three to twelve months. It is not compulsory to pursue an internship, on the reasoning that the institution cannot guarantee a placement or funding for each student. Six seminars are organised throughout the programme, out of which one is entitled 'Practices of Peace, Development and Humanitarianism'. It aims to familiarise students with practitioners working in those fields of practice – in the humanitarian field with the Red Cross, in the development field, with a national NGO and the national development aid agency, and in the security field with the military brigade – and engage them in role play and simulation exercises. The role of these seminars is to make sure that even students who choose not to do internships gain WBL experience.

While no specific supervision is organised for students throughout their internships, a 'Methodological Week' at the beginning of the two-year programme is geared towards preparing students for seeking and applying to internships. The selection of host organisations works two ways: a list of commonly chosen placements is available to students with organisations that the Faculty has an established cooperation and protocol with. Additionally, students may also seek

out organisations out of their own initiative, in which case the university welcomes these into their 'pool' of host organisations.

There is an expectation towards those students choosing the internship track to make their dissertation topic consistent with their internship topic. In case the placement has little relevance to the dissertation topic, it will not be rewarded with ECTS credits. Instead, it will be displayed in their diploma supplement. The decision whether the placement is relevant or not is made by the faculty's Pedagogical Council and is informed by the Curricular Internship Rules. The administration of the placements is conducted by an Internship Office. Security concerns are dealt with on a case-by-case basis, but making sure that students cannot travel to placements in fragile or conflict-affected zones in line with Portuguese Foreign Office recommendations.

In case a student chooses to undertake an internship, their thesis will be called Internship Report, but still follow the formal criteria of an empirical research thesis (60-80 pages long), with the difference that students must incorporate the knowledge/research output they acquired during their placement. Due to the flexibility of the internship framework, its outcome (e.g. potential job offer) similarly varies, and is dependent on the student's individual commitment, too. At the end of the programme, students must fill in a survey assessing their experience with the master's programme. This is not specific to the WBL module but an overall evaluation.

Source: Presentation Maria Raquel Freire, Faculty of Economics, April 20th 2021.

5.1.2. Babeș-Bolyai University

> **Title:** MA International Relations: Foreign Policy and Crisis Management
> **Location:** Cluj-Napoca, Romania
> Program Length: two years
> **Student Cohort:** 32 students admitted to Babeș-Bolyai University's programme yearly, mostly with a career within international organisations in mind. Some students arrive with prior experience in the foreign policy field.

Details of the programme's WBL: The programme exists since 2011 (formerly as Transatlantic Studies), in its current form since 2016. It predominantly offers strategic modules (e.g. Typology of International Conflicts, EU's Role in Crisis Management) and regional expertise (Asia and the Middle East).

Concerning WBL, the programme's curriculum contains a compulsory internship module for 10 ECTS. It is divided into 2 independent parts, one in the 1st year, and one in the 2nd (2 times 3 weeks). The internship may be completed locally or internationally. A list of potential organisations is made available to students, but they may also choose their own host institutes. The types of institutes eligible for a placement must be relevant for the programme's curriculum, e.g. think tanks, embassies. Established partnerships exist between the university and UN Youth Romania, as well as the Romanian Ministry of Foreign Affairs.

An 'internship mentor' must be assigned to the students as per the internship agreement, while on the university's part, students are supported by administrative staff and (if relevant) the Erasmus office. Upon completing the placement, students must acquire and submit a written proof of their internship activities by their mentor. For assessment purposes, a 5-page report must be submitted after both cycles of the internship. The internship module is designed in two separate periods throughout the two-year programme following the criteria set by the Romanian Accreditation Institute. While there is no formal requirement for students to build on their internship work experience/findings in their theses, they often opt to do so, as the thesis must contain a case study chapter. The internship organisation's agenda may serve as a basis for these case studies.

Financing by Erasmus+ is widely used by students in case they manage to secure placements abroad. The institute has existing partnerships with foreign organisations for which students can apply for funding in an open call scheme. However, they are free to submit their individual arrangements and have the possibility to gain scholarships for those via Erasmus+ too. The Babeș-Bolyai University plans to make use of the

new funding scheme of Erasmus+, which also allows groups to travel for field visits over several weeks.

Lecturers of the programme describe it as 'classical' in the sense that the curriculum predominantly consists of lecture modules. The entire first year of the programme is dedicated to lectures, while in the second year, 30% is still comprised of lectures in addition to the internship placement and individual thesis writing process. According to the institute's colleagues, this fits well with the preferences expressed by students who prefer gaining theoretical understanding of conflicts and foreign policy matters to pursuing anthropological or sociological inquiries that require presence in the field.

Source: Presentation by Sergiu Miscoiu, Centre for International Cooperation, 20th April 2021.

5.1.3. University of Kent

Title: MA Peace and Conflict Studies, joint programme with the Philipps University of Marburg
Since 2010, the university offers three conflict and peace studies related master's degree programmes, as well as a BA level course in political science and international relations (POLIR) whose curriculum contains elements of peace and conflict studies. The one that is most relevant to our inquiry is discussed below. The additional two are a MA International Conflict Analysis, and a MA Security and Terrorism Studies.
Location: Canterbury, UK
Program Length: two years
Student Cohort: The subjects taught in the Peace and Conflict Studies MA belong to the humanities. Both regional studies (Africa, Middle East, Asia), war studies, and more practice-oriented modules (incl. mediation) are represented in the curriculum. Correspondingly, the programme attracts applicants from all disciplines within the humanities that are eager to undertake practical modules.

Details of the programme's WBL: The University of Kent designed a compulsory internship into its degree programme that is accredited by the Philipps University Marburg.[5] As a principal form of WBL in this programme, the internship must be 10 weeks long, ending with a pass/fail evaluation.

It is expected that the internship scope is relevant to PCS, but in practice, it is loosely regulated. The relevance of internships is assessed on the basis of the skills that they train. Transferable skills are in the focus; the department compiled a list/matrix of 28 transferable skills that are relevant and desirable in the peace and conflict fields. The institute offers no existing agreements or arrangements with organisations in the field; students must make their own connections. They are encouraged to complete their internship abroad, and a large number of them choose to obtain their home country. Diverse organisations are chosen for internships, from local NGOs to military.

Due to a high number of students opting for placements abroad, often in risk-prone settings, the department developed an extensive risk assessment policy. Ideally, throughout the placement, there is minimal supervision required on the university's part, and the host organisation assumes responsibility for each student's development. However, in distinct cases, e.g. high-risk situations, the university has an insurance scheme in place with personnel that responds within a few hours in case of an emergency (e.g. theft, accident). Supervision throughout the placement (if necessary) is the scope of the module leader or programme director. An Employability Officer and a Placements Officer offer practical assistance (e.g. paperwork), in addition to one-on-one coaching opportunities (e.g. CV or

[5] As this internship activity is part of the joint programme of the University of Kent and Philips University of Marburg, it is described in both of their profiles in this chapter. Whereas the University of Kent is rather heavily involved in the pre-internship phase, the University of Marburg takes responsibility in the post-internship phase, as the internship is normally scheduled in the semester break immediately before starting the studies in Marburg.

cover letter tips), and a number of online tools inform students on their available options (employability blog).

In addition, detailed criteria are imposed on the evidence that students ought to collect and present in their reports during their placement. The evaluation of the internship work takes place via reflective workshops on the skills they developed, and 'micro-level reflection' compels students to articulate which specific skills they enhanced throughout their complex tasks. In addition, there is an 'evidence portfolio' that students are required to submit, testifying the kinds of activities they were engaged in during the placement. The portfolio must consist of six entries, each of which must contain two pieces of evidence of the activity or the type of learning (e.g. screenshots of social media output, a copy of the front page of the report they wrote, a picture of an event they had organised).

Periodic programme reviews ensure that the learning outcome of programmes contribute to the course's overall goals. These assessments are carried out internally by staff members to monitor the programme. In addition, the institute is also engaged in education on the bachelor's level in the Political Science and International Relations (POLIR) programme. They recently designed a 'year in industry' component into its curriculum, which will ensure that BA students can already engage with organisations in the field.

Source: Presentation by Frank Grundig, School of Politics and International Relations, April 20th 2021.

5.1.4. Philipps University of Marburg

Title: MA Peace and Conflict Studies
Location: Marburg, Germany (joint degree available with the University of Kent)
Program Length: two years
Student Cohort: 15 students gain admission each year to the joint degree programme, while the regular programme is designed for groups of 35. Students arrive from diverse disciplinary backgrounds to the master. The application process favours prospective students that have previously volunteered

for or interacted with peacebuilding or humanitarian organisations. Thus, the vast majority of students that enrol bring prior experience to the cohort, often even in international contexts.

Details of the programme's WBL: Two separate peace and conflict studies master's degree programmes are offered by the University of Marburg:

(1) a German-language programme and
(2) and English-language joint degree with the University of Kent.

In addition, the Centre for Conflict Studies is engaged in teaching modules on the BA level. The programme's core aims consist of practical knowledge and skills in conflict resolution and cooperation, alongside a more analytical focus and theoretical perspectives in conflict analysis and research skills.

In terms of WBL modules, the programmes offer non-compulsory simulation games and lectures where practitioners and experts present their work or even give a course, but also extracurricular study trips, partly financed by Erasmus+ or fully funded by other (combined) means. A mandatory internship of 12 ECTS is included in the curriculum, which needs to be completed abroad. The internship lasts from 10 to 12 weeks and offers some flexibility, as the working hours can be split in several internships or it can also be combined with a study exchange. At the end of the internship, students submit an approximately 10-page report that is not graded but assessed by pass or fail. In this report, they summarise the tasks undertaken at their host organisations and critically reflect on the learning outcome of their placement.

In both programmes, students are provided with relevant information on how to organise and register their internship with the faculty through an 'Internship handbook' at the beginning of the first academic year. In addition, a database is available to students that contains organisations where alumni completed their internships in previous years. Apart from this, the University of Marburg does not offer individual supervision

throughout the students' placement, although one staff member is appointed to provide administrative support.

Generally, students do not require close guidance and seem eager to take the initiative to find organisations in their niche of interests. Host organisations that students frequently choose include local NGOs and larger international organisations. Due to the international orientation, students usually acquire in-depth knowledge of specific conflict regions, as well as deepen their foreign language skills relevant to their future practice in culturally heterogeneous work contexts. The Center for Conflict Studies does not provide funding for the international placement but directs students' attention to available external funding programmes offered by the university.

Although the internship is the core element of WBL in the programme, additional elective courses are available to students, such as a simulation on conflict intervention module (6 ECTS) or an International Centre for War Crime Trials (ICWC) Trial Monitoring Project. In addition, numerous students pursue extracurricular social engagements or civic activism. These experiences have not yet been integrated into the programme.

Source: Presentation by Thorsten Bonacker, Center for Conflict Studies, April 21st 2021.

5.1.5. Coventry University

Title: MA Peace and Conflict Studies (Postgraduate Certificate (1st Stage), Postgraduate Diploma (2nd Stage) Peace and Conflict Studies (3rd Stage)
Location: Coventry, UK
Program Length: one-year and two-year tracks available
Student Cohort: Between 6 and 20 students are admitted each year, the majority of whom are international practitioners. The programme is delivered in a blended learning structure and as such, it is tailored to the needs and schedules of working professionals who wish to advance their prior experience in peacebuilding in an academic setting.

Details of the programme's WBL: The programme is taught with a blended approach, combining online learning, individual tutorials and on-campus workshops at each stage of the programme. It marks the flexibility of the programme that students who enrol are allowed to complete coursework to three different outcomes:

(1) study for 8 months and finish with a Postgraduate Certificate,
(2) complete 16 months of courses and graduate with a postgraduate diploma, or
(3) pursue a full master's cycle of 24 months and be awarded with an MA in Peace and Conflict Studies (PACS).

As the majority of students in the MA PACS are in full time employment during their studies, the curriculum does not include modules that require them to complete additional work experience outside the university. Instead, the institute places an emphasis on the accreditation of and self-reflection on the prior experiences that each professional brings to the table. When applying to the PACS programme, candidates usually have over three years of relevant professional experience. Coventry University is able to waive 60 credits necessary for the MA qualification based on a student's reflection on the outcomes of their experiential learning in the field.

The Accreditation of Prior (Experiential) Learning (APEL) provides a fast-track option and an opportunity to complete a master's degree in 16 months rather than 2 years. Awarding academic credits for learning completed outside of academia reflects the institute's view that empirical encounters may bring, in and of themselves, a direct contribution to peacebuilding. The relevance of prior professional experience is mapped using the programme's Intended Learning Outcomes and is applied as general academic credits at the master's level.

Applicants are assessed via a portfolio that consists of supporting evidence (e.g. Qualification certification, References, CV, and a writing sample) that are relevant, at the right level, authentic, valid, sufficient and current. The types of

experiences that may be eligible for accreditation include project management experience, participation in lifelong learning modules, and having obtained demonstrable knowledge of a particular aspect/concept relevant to conflict/peace studies.

Upon admission, a method of reflective learning facilitates students to obtain an academic-level conceptual repertoire relevant to their expertise throughout an extensive Research Design module. Ultimately, the blended design on the programme will enable them to frame their chosen topic theoretically in their master's dissertation and contribute to their more systematic understanding of their empirical experience.

Source: Presentation by Miho Taka, Centre for Trust, Peace and Social Relations, April 21st 2021.

5.1.6. Utrecht University

Title: MA Conflict Studies and Human Rights
Location: Utrecht, The Netherlands
Program Length: one year
Student Cohort: 40 students are admitted to Utrecht University's programme each year, arriving from diverse academic backgrounds and field experience. Generally, 60 percent are local students and 40 percent are international. The curriculum is a multidisciplinary one with an emphasis on sociology, anthropology, social psychology and political science.

Details of the programme's WBL: The second (final) semester of this research-oriented degree programme is dedicated to WBL: students can choose between a 10-12-week-long internship for 15 ECTS combined with a 15 ECTS thesis, or a self-organised fieldwork module and thesis writing for 30 ECTS. The rationale behind this curriculum design is the expectation towards students to specialise in a topic/region of interest through self-directed learning. Students are provided with skills that prepare them for critical analysis and designing research projects via two 5-ECTS modules: 'In-depth Case Study Analysis' and 'Preparing Social Research'.

Those students opting to undertake internships must identify and reach out to organisations that offer research/policy-oriented expertise in a field relevant to protracted social conflicts. Staff members frequently assist them in this process by mobilising their professional network and by connecting current participants with alumni. A number of research assistant internships are also offered to students within the Centre for Conflict Studies in academic research projects. The relevance of the proposed internship placement must be thoroughly explained in the internship plan that each student's thesis supervisor must approve before starting the placement. Common choices for host organisations include think tanks and ministries within The Netherlands. In this trajectory, it is expected that, if possible, students make a connection between their organisational work and their thesis, although the connection may be loose. After completing the internship for a pass/fail evaluation, they must submit a 4000-word-long report, which includes a reflection on the work activities undertaken (with evidence attached) and the transferable competences gained throughout the placement.

In the fieldwork option, students get to design their own qualitative case study research, which they may complete locally or abroad. Currently, there is no financing/scholarship scheme offered by the institute to support travelling abroad, yet it is chosen by roughly half of the students each year. In both the case of the internship track and the fieldwork track, the learning process goes hand in hand with the thesis research design process. Correspondingly, students are assigned an individual supervisor who regularly consults them throughout the semester and the thesis writing process. On occasion, the supervising lecturers facilitate 'intervision' meetings for multiple students, which allows them to share their progress and challenges with each other and reflect on each other's learning progress in a group setting.

For the most part, the frequency of supervision meetings depends on each students' needs, but particular attention is dedicated to students pursuing research activities outside the EU. In de-

ciding which countries/areas are safe for research stays, staff members monitor the advice on safe vs. unsafe zones provided by the Dutch Ministry of Foreign Affairs. Students planning to stay abroad must attend a preparation workshop where they are briefed on the programme's security and emergency protocols, in addition to receiving guidance on the ethical standards of conducting interviews with vulnerable/traumatised populations.

The MAMA programme Conflict Studies & Human Rights is currently planning to expand its options for students in the thesis-writing phase of the master's: in addition to the internship/fieldwork modules, the option of forming a 'Research Lab' with a group of students is considered. In this trajectory, a small group of students would work on a theme/case study under the supervision of both a university staff member and some relevant societal stakeholders.

Source: Chris van der Borgh, Centre for Conflict Studies, April 21st 2021.

5.1.7. Scuola Superiore Sant'Anna

> **Title:** MA Human Rights and Conflict Management
> **Location:** Pisa, Italy
> **Program Length:** one and a half years
> **Student Cohort:** The field-oriented programme enrols 28 students each year and aims for having a balance with EU and non-EU students in a ratio of 1:2. The cohort is very diverse in terms of nationality and their academic backgrounds, and most of the international students have prior experience working in the field e.g. with organisations such as the UN or AU.

Details of the programme's WBL: The degree programme's approach to conflict is designed with the 'do no harm' principle in mind. Therefore, during the first half of the academic year, students are trained in practical exercises, e.g. trainings with the military how to behave in dangerous situations and difficult environments, attend sessions of preventive medicine, as well as interpersonal conflict management. This phase is followed by an obligatory internship of 480

work hours. Principally, the programme encourages internships abroad with local organisations in post-conflict settings, but students may decide against working in the field and find placements in diplomatic services or in headquarters within Italy instead.

Normally, students are encouraged to find a placement themselves, as it is considered a useful exercise to apply gained knowledge and to train the process for future vacancy searches. Often, students also have contacts to the field and want to go back for an internship. Before starting the internship, it is required that the university and the organisations sign a contract that specifies e.g. the tasks the intern will perform to ensure that it is relevant to the programme. Regular (not internship) work contracts may also be accredited for the module, as a number of students are further in their career. Students must have an appointed supervisor in the host organisation who verifies that the internship tasks have been completed. In addition, students also submit a report summarising their experiences.

The institute provides support to students in finding internships by inviting organisations for a career fair type of event that help with orientation. During the placement, staff members maintain loose contact with the students, assisting them only with minor administrative tasks. In terms of funding, students may benefit from a scholarship scheme offered by the Tuscan region, which provides up to 3000 EUR individual support to students undertaking internships.

The programme uses the internship reports submitted by students to reflect on the curriculum and determine what skills, knowledge etc. are needed to work in the field or respective organisations. Regularly, staff members monitor and evaluate students' views on the lectures and guest lecturers through a questionnaire to better cater to their preferences. Every three or four years, the programme conducts an alumni survey on how the programme affected their career, with the aim of keeping track of the alumni network that may be used to establish new internship or WBL cooperation for current students. Experience shows that a high number of students receive further opportunities after graduation with the organisation they interned for.

5.1.8. Radboud University Nijmegen

| **Title:** MA Human Geography: Conflict, Territories and Identities
Location: Nijmegen, Netherlands
Program Length: one year
Student Cohort: The master's track accepts around 40 students each year, mainly (but not exclusively) from backgrounds in anthropology, human geography, psychology, religious studies and development studies. Some students have prior work experience, whether that is volunteering or e.g. military experience. Both the internship track and particularly the prospect of conducting extensive research abroad is a large point of attraction for prospective students.

Details of the programme's WBL: Students of Radboud University's programme undertake a compulsory internship during which they work for a development organisation or academic institution locally or abroad. Many of them apply to headquarters of NGOs in the Netherlands, and peace-related research organisations. Those travelling abroad often aim to undertake placements in the Global South and choose locations/host institutes based on topic (e.g. refugee governance). The internship is entirely part of the master's thesis project, and it is not graded separately, although it counts in the final thesis mark. Students are expected to make use of the evidence they collected during the internship while writing the thesis.

Submitting an internship plan in which students justify how their chosen placement is connected to their particular interest/research topic is a prerequisite. In case they wish to travel to settings in the Global South (which is only allowed to zones considered safe by the Dutch Ministry of Foreign Affairs), they must have demonstrable work/volunteering experience outside of the EU. They must reflect on the potential security concerns in these areas in their internship plan, and comply with the extensive security protocol of the Centre for Conflict Analysis and Management (CICAM).

Students' experiences with internship host organisations vary: some internships are less formal and more about establishing a network and familiarity (as well as sense of security) in the local community where their qualitative case study research is carried out. In fact, it is not a requirement to submit a formal agreement with an organisation, and loose collaborations are allowed, too, as long as contact persons in the local setting are identified. The institute prioritises that the visiting student interacts with local stakeholders (whether they are formal or informal), as that helps them formulate research questions and design for their thesis that represents and responds to the local community's priorities.

Institutional support prior to the placement is provided by the 'Preparing the Master Thesis' module. In it, professors provide links to organisations, tips for reaching out. While students are encouraged to seek out their own contacts, they receive tips and experiences from former master's students. In addition, professors frequently offer to connect programme participants with individuals in their own professional network that are relevant to the students' interests. It is deemed positive by the department that students need to take the initiative to establish connections with their host organisations outside the formal channels (such as job applications) because it creates a 'natural barrier' that ensures that only committed students conduct field research.

The frequency and intensity of the placement's supervision largely depends on the students' initiative and need for help. Typically, every two weeks, short meetings and brief discussions take place. After finalising the internship, programme participants must prepare a report to reflect on their learning outcomes with a focus on two aspects: the subjects/issues that the host organisation stands for, and the practical skills they developed through their tasks. What students gain in practice is often a regional expertise (in case they travelled) which often helps them kick-start their careers as specialists on a certain region/topic.

Source: Online interview with the Coordinator of the 'Conflict, Territories and Identities' Master-track, Centre for Conflict Analysis and Management (CICAM), April 21st, 2021.

5.1.9. University of the Basque Country

> **Title:** MA Development and International Cooperation
> **Location:** Bilbao, Spain
> **Program Length:** one and a half years
> **Student Cohort:** The disciplines from which students arrive to this programme range from international relations to sociology, politics, architecture and nursery. They are typically at the beginning of their careers with little field experience, although some students are engaged in activist or volunteer activities relevant to conflict studies.

Details of the programme's WBL: The programme's curriculum contains a 150-hour-long (usually three to six months) mandatory practice module that students must complete either in the headquarters of an organisation locally, or directly in the field where the organisations work. The programme encourages students to pursue placements in the field abroad and work within the organisations and see how to integrate what they have learned. It reflects the flexibility of the programme design that students may choose whether they prefer to complete the practice module first and write the thesis second, or the other way around.

The programme cooperates with several organisations, among others with several local Basque organisations, but also has stable relationships with local and regional institutions (e.g. with a documentation centre) where students can complete the practice module. In those cases, the programme is engaged in intermediary work to provide students with contacts and access. Besides, students often find other organisations where they want to work in and establish a relationship by their own. The exact arrangement of the internship depends on the organisation and its needs, particularly in terms of online participation etc., and specific tasks are arranged between the students and organisations. When the students and organisations hosting them agree on the arrangement of the practice module, there is a formal agreement signed by the organisation and the university. This agreement involves social security insurance too.

The master's programme has financial support of the Basque government out of the cooperation fund. The funding has to be negotiated every year but has been stable for several years by now. The financial support covers travel costs and insurance for students. Supervision is provided in a dual system, first in the university by the director of the practice module, then secondly, the organisations must provide a tutor or supervisor as well. When completing the internship, students are mostly supervised by the organisation's tutor.

In the end, both the intern and the supervisor have to submit a report about the organisation, the student, and the whole internship process respectively. For the report, the programme provides broad guidelines, e.g. to present the organisation, to put in contacts, or to describe tasks and what they worked on. Both reports are sent to the director and based on those reports, the practice module is evaluated and graded.

Students can integrate their internship experience in their thesis and write the thesis after completing the practice module. In some cases, students can profit from the organisation's supervision and their assistance. Some other students have a rather theoretical essay and then do the practice module at the end. The internship and its report are graded separately from the thesis/essay. The essay is supervised by a professor and then judged by a committee, and eventually students defend their thesis.

Source: Online interview with the programme Coordinator, Department of Applied Economics, April 28th 2021.

5.1.10. Uppsala University

> **Title:** MA Peace and Conflict Research
> **Location:** Uppsala, Sweden
> **Program Length:** two years

> **Student Cohort:** Many students arrive from the bachelor BA Peace and Development (governance oriented), others from political science, development studies or anthropology. The programme is strongly academic-focused.

Details of the programme's WBL: In Uppsala University's programme, students have two options to immerse themselves in WBL learning activities: they may opt for a full-semester internship for 30 ECTS, or a half-semester internship for 15 ECTS. As a third option, students may choose to not pursue an internship and take elective courses in that semester instead.

Those who wish to gain internship experience accept responsibility to arrange the placements for themselves. Nonetheless, the institute facilitates the search for internships by offering a regularly updated 'Internship bulletin' on the student portal where they can monitor available openings. A list of organisations that alumni have interned for is made available to current students. Academic and non-academic research organisations are common choices, such as the Swedish Defence Academy and the Swedish International Development Agency (SIDA). Numerous internships are offered internally (research assistance) as well for students interested in a career in academia.

While the institute does not provide individual supervision throughout the placement – as this is considered to be the task of the receiving institute –, the internship course convenor organises information sessions well ahead of the module's start to coach students on applying for and reaching out to organisations. The relevance of the chosen internships is assessed with great flexibility, and students are allowed to pursue any conflict-related organisation that is connected to their disciplinary background. In fact, the criteria for accreditation are deliberately loose and evaluated on a case-by-case basis, keeping the diverse interests and future plans of students in mind. A greater emphasis is placed on finding opportunities where students are most likely to gain transferable/analyst skills. Students must argue for the relevance of their placement in an internship plan prior to their contract. In the less

common case of undertaking internships abroad, students must abide the travel safety advice of the Swedish Foreign Ministry. They are by default insured by the Swedish Government.

After completing their placements, students are expected to reflect on their learning process. An additional evaluation on their work needs to be submitted by their supervisor at the host organisation. Apart from these documents, which are administered by the course convenor, there is no obligation to use the materials of the internship for the thesis, as the two modules are entirely separate.

Source: Interview with the course convenor for the internship module, April 28th 2021.

5.1.11. Trinity College Dublin

> **Title:** MA Conflict Resolution and Reconciliation
> **Location:** Belfast, Northern Ireland (UK)
> **Program Length:** one year
> **Student Cohort:** The degree programme is designed for practically minded students interested in on-the-ground humanitarian work. People from any disciplinary background are welcome, and large number of students arrive from outside Europe.

Details of the programme's WBL: The programme's coordinator describes the curriculum as 'one big fieldtrip' due to its historically significant setting in Belfast. The location speaks for itself, even more so as the programme emerged from the Irish School of Ecumenics, an education institute engaged in peace dialogue throughout the last decades of the 20th century in Northern Ireland. Since the master's programme is classified as MPhil and a large emphasis is placed on theoretical courses in the curriculum, the students enrolling have a unique experience to reflect on their academic knowledge in everyday local interactions and apply their experiences/insights in their respective home settings.

Students in the programme complete a compulsory 'community placement' of 96 hours in organisations that work in the humanitarian field in the Belfast area. Guidance is provided by staff

members who possess a large network of organisations, however, students are more than welcome to search for and connect with organisations on their own initiative, too. Staying in the local area is a requirement, and so is the criteria that the placement must be relevant to the curriculum. Volunteering is accepted as a placement, and organisations chosen commonly are local charities.

Experiences at the host organisations vary due to the (occasionally) limited capacity of those in the humanitarian field to supervise their interns. Since the placement is independent from the thesis writing project later in the programme, supervision is less personalised; students are mainly in contact with the module leader who offers support in contacting organisations and administering application and evaluation documents. Nevertheless, many students connect their thesis research to their experiences acquired during the placement, thus the empirical experiences are often framed and connected to the theoretical material of the programme.

In addition, guided visits are organised to historical locations (e.g. peace walls and wall murals) with a strong ethnographic component. Students are also provided the opportunity to interact directly with victims of violent conflict in the area. After these occasions, the lecturers make sure reflective discussions and debriefing take place.

Source: Online interview with master programme's Course Coordinator on April 30th 2021.

5.1.12. University of Deusto

Title: Joint Master's programme in International Humanitarian Action (NOHA)
Location: Bilbao, Spain
Program Length: two years
Student Cohort: The degree programme offers two specialisations, 'Peacebuilding' or 'Peace and Conflict Resolution' that are open to prospective students from a wide range of disciplines, including law, international relations or medicine. Around 80% of the students have experience in working in the field – at least through voluntary work – before entering the

programme, as it is one of the most highly valued requirements among the overall enrolment criteria.

Details of the programme's WBL: At the end of the second semester, students have the chance to take part in an optional field visit. It aims at bringing students in touch with regions that encounter conflict, war or another special situation, and organisations that work in these environments. The field trip is linked to the 'Research Methods' module of the second semester that serves to prepare the trip, so students are given all the knowledge and tools necessary.

After completing the first academic year, students must choose between two tracks of further studying: either an internship module in a work placement track for 30 ECTS, or following studies and regular modules in a regional track. The internship track is preceded by a module which assists students in finding vacancies, analyse their personal strengths, and preparing for interviews. After finding a relevant placement, students must contact the coordinator of the programme and provide a profile of the organisation clarifying details about e.g. the type of work the organisation does and what kind of tasks the student will do in the internship. In case of a placement outside the EU, the university checks with the security and travel recommendations of the Spanish Ministry of Foreign Affairs.

Within the second, regional track, students have the option to study at a partner university in a post-conflict setting, and in the meantime observe the implementation of a peace process in the field, conduct interviews, etc. Both during the optional field visit and the regional track, students benefit from scholarship grants issued by Erasmus+ or the regional government.

In addition, participants receive support from staff members throughout their WBL experience by having a 'tutor' assigned to them at the beginning of the two-year programme who may be a lecturer or a former student currently working in the humanitarian field. By keeping regular contact with their tutors, students can orientate better and gain access to a network of practitioners.

It is not uncommon that students stay in employment in their former internship host organisation. However, a general tendency is that students learn how to create networks, so they get contacts in the geographical area and often find a vacancy in the area or in a similar field of work.

Source: Online interview with a programme Coordinator of the Erasmus Mundus Graduate programmes, April 30th 2021.

5.1.13. Collegium Civitas

> **Title:** MA Strategic Peace and Conflict Studies (formerly International Peace and Conflict Studies)
> **Location:** Warsaw, Poland
> **Program Length:** two years
> **Student Cohort:** The programme was established in 2018 and currently accepts 15 students annually. It is a specialisation of International Relations with an open approach to prospective students from various different disciplines, including extensive experience in conflict-affected settings.

Details of the programme's WBL: Collegium Civitas is one of the few universities that dedicate a separate academic programme to the field of conflict studies in the region that was formerly the Soviet Union. This strategically inclined degree prepares students to support peacebuilding on the policy level via teaching courses such as 'Designing Peacebuilding Initiatives' and 'Applied Leadership'. In addition, staff members provide students with insight to the work of large international NGOs by organising (non-compulsory) field visits to relevant international organisation headquarters in the Warsaw area (e.g. OSCE, Frontex).

Currently, the institute does not formally facilitate practical placements. The reason behind this curricular design is that the university cannot guarantee host organisations or scholarships for students for the time of (often unpaid) placements or research stays, which may result in unequal opportunities and the potential exclusion of a number of students. Nevertheless, students are encouraged to explore internships alongside their studies, and they are offered career centre workshops to help them seek placements. They are supported in finding relevant employment in a number of informal ways. Firstly, they benefit from the extensive network of field practitioners that the institute's staff members bring to the table. Secondly, students are regularly invited to contribute to the department's ongoing research projects as research assistants, or as volunteers at conferences.

In addition, lecturers place an emphasis on mentoring student associations and initiatives within the university. A prominent example for this is the Young Peacebuilders association that was founded by the master programme's students and it allows students to explore project-based cooperation autonomously, with occasional support and guidance by staff members. Among the creative outputs of this association is a short documentary in which Warsaw-based citizens and professionals explore the notion of 'peace' prepared for the Day of Peace event organised by the university.

The Designing Peace Initiatives frequently welcomes professionals in the peacebuilding field as guest lecturers. Moreover, the programme recently formed partnership with the United Nations Institute for Training and Research (UNITAR), which will likely bring about closer relations with practitioners and further help the professional orientation of students. In this respect, students can find resources in a 'Professional Development Seminar' designed to facilitate self-reflection on their academic journey.

Source: Online interview with the programme supervisor, April 30th 2021.

5.1.14. Alice Salomon University of Applied Sciences Berlin (ASH)

> **Title:** MA Intercultural Conflict Management (ICM)
> **Location:** Berlin, Germany
> **Program Length:** two years
> **Student Cohort:** Approximately 30 students are admitted each year from various disciplinary backgrounds and national origins; the same study programme is also offered in Spanish due to a high interest

from Latin American students. Cohorts are selected to be diverse and predominantly international; many students arrive from conflict-affected countries.

Details of the programme's WBL: The ASH is a university of applied sciences that focuses on social work aiming to train students to put academic theories and methodology into everyday practice. In terms of WBL, the programme is designed around a group project that students must plan and implement in a chosen topic. This project is referred to as a 'living laboratory', which intentionally facilitates students to form groups based on shared professional interests and gain first-hand experience in intercultural communication and cooperation. From the first until the third semester, the student groups have to go to the field and design their own project, integrating and applying what they have learned so far in their studies. The idea is that students have to adapt and get involved to the social and cultural environment in Berlin through this in-field-experience aiming at learning how students can work in intercultural and unfamiliar situations. Often, the projects they design deal with refugee communities and other vulnerable populations such as homeless individuals. Each group enjoys great autonomy in finding a theme of interest, the only criteria is that their choice sufficiently explores the programme's core questions on power and hegemony. All projects are designed in and for a local problem in Berlin. Through these exchanges, students are expected to acquire the degree programme's envisioned core learning outcomes:

(1) networking,
(2) planned social action, and
(3) qualitative research methods.

The 'living laboratory' is guided by seminar modules, which help students master the above three skills parallel to their ongoing participatory field research. Students bring back the experiences made in the field into the classes where they reflect on how they dealt with vulnerable populations and uncertain situations that arose during their project implementation. Students

are accompanied, guided scientifically and academically in those experiences in the field by the professors and lectures leading the methodological seminars. The programme offers an in-field-guidance module to guide students specifically in the everyday life in the field, but the offer is optional and not organised in a seminar style. Moreover, some classes even take place in the field.

The fourth semester is reserved for the master thesis alone. Actually, the entire programme is designed to enable students to continue their project in their master thesis. However, as it is not compulsory to do so, students often choose to work on a very different topic in their thesis, often going back to their home country where they work on another project they are interested in.

Source: Online interview with the director of the ICM programme, May 7th 2021.

5.2. Summary of the Profile Findings

According to the Qualitative Survey submitted by the INCOPS partners and the interview responses from the external interview partners, the profiles provide some insights with regard to the types of integrated WBL, the assistance that students receive, the assessment of the WBL activity, and their curricular purpose. Several findings will be very briefly and descriptively summarised in the following for a broad overview, which will mainly revolve around the most central key questions of the Qualitative Survey. As this summary will only provide key issues, it will not yet address detailed examples and specific practices of particular programmes. A thorough interpretive analysis and discussion will be displayed in the ensuing Chapter 6.

5.2.1. WBL Activities
When asked to reflect on the types of WBL offered by each institution (if any), the overwhelming majority of the interviewees put forward **internships** as the principal source to gain experience and expertise outside former education institutes. Although internships were most commonly referred to as WBL practice, they greatly

vary in their designs. In several cases, completing an internship was an optional curricular module; in other universities, the internship module is mandatory. The internships are completed in all sorts of institutions ranging from international placements to regional and local engagement, as well from placements in state level offices to non-governmental organisations, international organisations and enterprises.

Moreover, although they have not been deliberately conceptualised as WBL, the interviews and Survey presented a broad range of WBL activities within the PCS study programmes. Among them were, for instance, on-campus seminar-style WBL activities. Others offered off-campus study or field trips, either self-organised by students or guided. Some other programmes accredit practical insights in the field, resulting from an academic stay at partner universities, from volunteering experiences, or from other extracurricular certificates.

The empirical findings suggest that some of those WBL activities are offered additionally to the internship module, or rather alternatively if internships are optional, in order to assure WBL experiences for all students.

5.2.2. Assistance

While in some cases, assistance depends on the student's initiative alone, for extracting the greatest benefit from WBL experiences, the interviews and surveys show that different curricular assistance structures are in place within the programmes presented.

Most frequently, the interviewed universities offer certain **courses that prepare students** for knowing and applying research methods. The programmes even do not only institutionalise assistance structures prior to, but partly also after WBL experiences in critical reflection, facilitating to obtain an academic-level conceptual repertoire relevant to their expertise.

Moreover, the empirical evidence implied that particularly regarding the internship modules, assisting structures are quite advanced throughout the programmes.

Firstly, most often surveyed programmes provide some **information on possible hosting organisations** for assisting students to find a

placement or provide a number of online tools that inform students on their available options. In some cases, the programme or individual staff members is even directly engaged in intermediary work to provide students with contacts and access.

Secondly, specific programmes even employ **specialised personnel** for the purpose of offering practical assistance and support to the students in questions of placements, employability, and sometimes even in one-on-one coaching opportunities.

Thirdly, financing schemes and **financial support** in general makes up a great part in assisting structures shown in the interviews and surveys. Some universities actively encourage to use the Erasmus+ framework, others cooperate with local or regional funding schemes. University-intern scholarships are also an available option in some programmes.

Fourthly, the empirical findings suggest that both **supervision and mentoring** frequently contribute to a well-established assistance in WBL activities. Supervision is either run by the university or the hosting organisations, in some programmes even by both. In comparison, some programmes even have a 'tutor' assigned to their students at the beginning of the study programme who may be a lecturer or a former student currently working in the humanitarian field supporting throughout the studies but particularly as well in all WBL experiences.

Fifthly, with regard to assisting structures, security-related issues play another role in WBL activities in the PCS field. Most interviewed programmes developed an extensive **risk assessment policy** in which commonly the advices of the respective Foreign Ministry are guiding and serve as orientation in security and ethical questions.

5.2.3. Assessment

To begin with, in the subject of assessment, the interviewed programmes make the decision whether the WBL activity is **relevant** based on institutionalised systems either provided by university-intern criteria or by external criteria independent form the university.

Besides, the empirical evidence indicates that the most common method of assessment of WBL activities, particularly internships, is the submission of a **report**. This report normally underlies broad requirements and is usually assessed by pass or fail. However, in contrast, some programmes require a rather detailed evidence portfolio that students ought to collect and present in their reports during their placement. In general, in all of these reports, students are expected to reflect on their learning process and outcomes, alongside presenting the host organisation and the practical skills they developed through their tasks.

In some of the interviewed programmes, the internship as a WBL experience is assessed as it is connected to the **thesis**. The idea behind this way of assessment is that the blended design will enable students to frame their chosen topic theoretically in their master's dissertation and contribute to a more systematic understanding of their empirical experience.

Principally, **overall evaluation of the programme** also addresses the integrated WBL activities, but in the programmes interviewed, there is normally no specific evaluation merely of these activities alone.

5.2.4 Impact on Career Path

As the empirical evidence suggests, in which way the WBL activity actually influences the early career path of the students eventually depends on the **student's initiative** and interests. This specific aspect is rarely separately assessed or evaluated by the interviewed programmes and no specific data was available on that issue.

Nevertheless, it was often suspected that the WBL experience helps students to define their early career path. What has been underlined several times is that what students gain in practice is often a **regional expertise** (in case they travelled) which often helps them kick-start their careers as specialists on a certain region/topic. **Networking** is also a great benefit resulting from WBL experiences made by students. In some cases, especially internships lead to a continuous career path in the host organisations, or otherwise students are known to take own initiative and create their job options.

6. Discussion and Findings

6.1. Discussion

Building on the description of the findings and recurring patterns that emerge from the interview data we collected, we now turn to analysing them and discussing how they respond to the existing literature on WBL. In the first subsection, we aim to unpack the widely applied umbrella term of 'internships', as well as discuss the most significant challenges surrounding WBL practices across the PCS programmes that we examined: their (1) flexibility and (2) the types of guidance that institutes are willing and able to offer to students.

Afterwards, we dedicate a section to discussing how the different institutional contexts (e.g. the duration and disciplinary background of each programme) affect the implementation and outcome of WBL activities.

The second – and closing – section of this chapter is comprised of a collection of existing practices that our research participants implement in their PCS master's programmes. In addition to Chapter 5, which provided a thorough overview of each degree programme's WBL practices, we find it crucial to highlight interactive course designs and mechanisms through which institutes organise practical activities. We will focus in particular on those practices that correspond most with the findings of the literature on WBL, and those that our interview participants described as most successful in their programme's curriculum.

6.1.1. The Internship Paradigm

One of the most significant discoveries that our Qualitative Survey process brought was the frequency with which the programme coordinators we interviewed **associated WBL with internships**. Despite being offered a list of concepts

(e.g. 'non-academic learning experiences', 'extracurricular work activities') in the Survey that leave the notion of WBL quite vague, our experience showed that when asking our Survey questions using these concepts, most institutes' first response still spontaneously revolved around internships. Most programmes we interviewed encountered the concept of WBL for the first time, which reveals that it is not widely known in the PCS field – despite the fact that WBL elements are intuitively implemented in each of our surveyed institute.

On the one hand, the fact that most interviewees shared their internship strategies with us (when asked about their WBL) shows that the repertoire of practical modules that universities engaged in PCS education possess is often limited to the concept of internships. On the other hand, our interview discussions with several programme coordinators also led us to conclude that the **concept 'internship' is loaded with a multitude of meanings and understandings**. Internships may entail paid or unpaid labour, formally contracted or informally arranged cooperation, work activities conducted in academic research groups, at large INGO headquarters, or directly among a community (e.g. refugees), and they can last anywhere from three weeks to twelve months. This wide spectrum of understandings reflects on the concept 'internship' as an umbrella term, which arches over vastly diverse practices.

The **types of internship implementations** we observed during our research – first through cataloguing numerous PCS programmes and then conducting in-depth interviews – differed for two reasons: the (1) varying resources that students require and (2) the types of support their department is willing and able to provide. With regard to the first reason, as the previous chapters made clear, some programmes in the PCS field welcome, or are explicitly designed, for established practitioners, for whom undertaking internships may not be relevant or desirable. These 'mature students' are in some cases assisted by having their ongoing work contracts accredited as an internship to comply with the university's administrative regulations. Since numerous programmes shared with us that they

work with mixed student cohorts (where some students have extensive work experience whilst others have little to none), it becomes clear that even within one university, the conditions of 'internships' may differ depending on students' personal needs.

Concerning the second reason, the room for manoeuvre of PCS teaching staff in terms of helping students gain practical experience is dependent on their capacity and their universities' regulation around WBL. Some programme coordinators referred to university-level protocols on the length of internships and the sometimes challenging tasks of fitting the humanitarian and peace-related work, that students often seek, into this uniform framework that may not entirely respond to the complexity of the field of study. Other institutes enjoy greater freedom in how they implement, and the regulation on the university's part only extends to the administrative aspect of organising placements. This brings us to one of the unique aspects of WBL implementation in the PCS field that is both a strength and a challenge: a high level of flexibility.

6.1.2. Flexibility

According to most subjects interviewed, the overwhelming majority of internships that students choose for themselves will eventually be recognised and accredited by the institutes. This means that these frameworks are more flexible to the specific needs of a complex and interdisciplinary field such as conflict studies.

The great variety in the 'umbrella term' internship and other accreditable WBL activities leads to the difficulty to standardise the criteria and the quality of the experiences. It is debated by some of our respondents if there should be standardised criteria for this at all – as the PCS student cohorts, and therefore their interests, are extremely diverse –, and they instead favour a more loosely regulated approach where most internships are accepted, unless they involve security concerns.

Multiple participants in our research shared that the open-endedness of the internship tracks allow students to explore placements abroad, and in vastly diverse fields and settings, giving them the opportunity to obtain a position

that is truly tailored to their interests and expertise. This freedom, however, requires great responsibility and much initiative on the students' part to seek and obtain a feasible internship position. Some interviewees remarked that because of this, learning outcomes might turn out inequitable. On occasion, students end up at a host institute where they are not given the opportunity to contribute meaningfully or to thoroughly expand their knowledge, as the students' experiences highly vary depending on their institute's and host institution's approach(es).

Moreover, the question of 'fairness' was touched upon in discussions among the INCOPS consortium referring to the flexibility of programmes, with some partner institutes arguing that it is challenging for a department or course convenor to establish tangible criteria of what is acceptable as meaningful work at a given educational level (in this case, master's level). Institutes may find it difficult to keep track of the progress and learning outcome of students to the extent that they can decide if it is relevant to the degree programme and does yield the desired knowledge. Some of our research participants report to be circumventing this challenge by focusing on the skills that students gain out of their WBL experience, rather than the 'products' they complete throughout their placement (e.g. the Radboud University of Nijmegen; the University of Kent). Self-assessment was marked as an important tool in this process by our respondents, whereby students reflect on their goals for undertaking a certain type of internship (prior to its start) and/or evaluate their skill development after completion – most often in the form of a report.

Yet other programmes avoid this dilemma by not launching internship programmes (or making them non-compulsory), and instead, try to ensure other forms of practical modules that help students familiarise themselves with professional challenges and orient themselves better in the PCS field. Guided visits, elective courses, guest lectures and simulation practices are on occasion used as substitutes or additions to internship tracks (e.g. University of Coimbra; Trinity College Dublin in Belfast; and Collegium Civitas in Warsaw).

6.1.3. Guidance

Another aspect of WBL that was often highlighted by our interviewees as challenging was the type and depth of guidance provided by the university regarding internships.

As becomes clear from the literature on WBL, the number of qualified staff involved in organising WBL activities for students can be a strong determinant of how smoothly the preparation and administration (e.g. signing contracts, handing in final reports) will be conducted. Throughout their WBL experience, students often benefit from preparation tools – sometimes separate workshops/courses –, and enjoy supervision and/or mentorship on the university's part. While in most cases, guidance is provided only prior to the internship, some institutes place an emphasis on offering continuous and personalised supervision during the time of WBL (e.g. Utrecht University; Alice Salomon University of Applied Sciences Berlin).

Apart from supervision, our research participants shared with us their experience with providing material support, such as scholarships. Particularly in case students complete a practice abroad, they are in some institutes eligible for the reimbursement of their travels or living expenses. Funding for these is usually acquired indirectly, as universities rarely allocate funds explicitly for these purposes. However, staff members often guide students in applying for Erasmus+ financing (e.g. Babeș-Bolyai University of Cluj-Napoca), or acquiring regional scholarships (e.g. University of the Basque Country; University of Deusto).

The fact that funding is only occasionally available to students, and even then, mostly from outside the universities, reveals that securing a WBL placement not only requires personal initiative, but often also the capacity to self-fund. Taking into consideration the growing trend of unpaid internships, it is easy to see how the lack of financial support on the part of sending and receiving institutes could potentially prevent some students from obtaining experience in the field. Some of our research participants declared that they consciously respond to this challenge

by leaving internships out of their curricula entirely, in order to avoid inequalities among students (e.g. Collegium Civitas).

Due to the topics studied in the PCS field, students often seek humanitarian experiences in specific regions or communities, which require cautious planning of the visit in terms of research ethics and personal safety. A number of universities in our consortium and among our interviewees have a developed security infrastructure to prepare students for potential difficulties prior to travelling – often by obliging students to submit a thorough risk assessment form, and expecting them to track rigorously their respective MFA's travel advice (e.g. Radboud University of Nijmegen). In rare cases, students travelling abroad for WBL are insured by their institute, and designated staff members are available to provide fast help in case of emergency (e.g. University of Kent). However, the nature and depth of these safety infrastructures vary across institutes, depending on the institute's resources and the goals/destinations that their students pursue in their WBL modules.

Precisely due to this variety in the regulation of WBL – more precisely, internships – we now turn to discussing what contextual factors of the PCS programmes we sampled play a role in their design.

6.1.4. Contextual Factors of WBL Design

The interviews and the Qualitative Survey offer a great insight into potential benefits of WBL activities for PCS, their variety in design and how concepts of WBL for academic learning and teaching has been used in PCS within Europe so far. Through exploring different practices and experiences that relate to WBL activities and the institutional settings and guidelines that exist in PCS already, impacts of whether and how WBL plays a role have been clarified. Our empirical evidence suggests that all programmes entailing WBL activities intend to effectively merge theory and practice through the integration of the WBL experience. However, the role of practical skills development in the overall study aim of the programme receives different accentuation in the programmes we interviewed. Now we shall take

a closer look at these contextual details that often determine the design and the learning outcome of the WBL activities, and name examples from our research participants at each point.

As we indicated in an overview of the diverse types of PCS studies available to prospective students across Europe (see Chapter 5), some programmes explicitly prepare students to work in the international peacebuilding/peacekeeping sphere. This is reflected in the types of host institutes their students tend to choose for completing their placements/external practice; headquarters of large international organisations, relevant ministries, or other office-based positions (e.g. Scuola Superiore Sant'Anna of Pisa). Similarly, those programmes that aim to train students' analytic and empirical research skills show greater lenience towards field-based host institutes, e.g. local NGOs, charity organisations (e.g. Trinity College), or other, less formal cooperation with persons/researchers engaged in fieldwork (e.g. Radboud University of Nijmegen). In some cases, it is the university department/staff that provides students with internal internships to pursue their research interests and pave their way to a career in academia (e.g. Uppsala University).

It marks the integral role that some institutes assign to their WBL modules that they make it compulsory for students to reflect on their field-based findings as partial (or complete) fulfilment of their thesis requirements (e.g. Utrecht University). In yet other cases, the specific site of the student's placement is of secondary importance, and the focus is instead placed on the assessment of transferable skills and personal reflection after the placement (e.g. the University of Kent). Thus, we can conclude that our sample's responses differed not only along the types of practical placements (host organisations) they guide students towards, but also along the end goal of their practical learning: e.g. advancing their work experience, building their academic portfolio, or gaining personal (transferable) skills.

The duration of the programmes is another significant aspect that affects the length and place in the curriculum that WBL activities may assume. In cases where a one-year-program offers a WBL experience that lasts several weeks – like

an internship –, the WBL activity is rather dominant in the programme as its proportion in the overall curriculum is considerable. Therefore, the academic part in those programmes was reported by some of our participants to be more closely regulated and thoroughly prepared by the institute (e.g. Scuola Superiore Sant'Anna). In contrast, most two-year-programs interviewed offer a scope of a rather flexible structures and alternative options due to the more amply time that is available for students to find and complete a WBL module. Even those two-year-programs that entail a mandatory internship are more adaptable to individual interest and needs of students with regard to thematic orientation, time period, and at which point of the studies it is integrated (e.g. University of Marburg).

In addition, the specific character of the institution that offers the respective programme seems to have an impact on the design of WBL experiences and their concepts as well. A significant difference was illustrated when comparing the programme of the Alice Solomon University of Applied Sciences Berlin (ASH) with those of other interviewed universities. Whereas the ASH pursues the approach of the 'living laboratory', other universities' programmes often opt for less teamwork-centred WBL activities, and promote students' integration into specific institutions instead. The ASH's orientation in the applied sciences warrants its practice-oriented approach as opposed to the heavily academic orientation that all other institutes that we interviewed embrace. Notwithstanding that, some further institutes are also permissive/encouraging of students seeking less formal and more team- or project-based WBL cooperation, as evident by the Warsaw-based Collegium Civitas' emphasis on mentoring student associations.

Finally, the integration of mature students impacts the programme specifically on how WBL plays a role in the curriculum and its actual design as clarified in previous sections already. While in some programmes the programme's audience is made up by nearly only practitioners already active in the field (e.g. University of Coventry), a lot of interviewed programmes contain a balance of experienced and inexperienced students, or even a majority of students who are new to the field of practice. The integration of mature students thereby influences the programme's design through a certain flexibility for instance in order to enable the replacement of curricular WBL experiences by actual working experiences (e.g. Scuola Superiore Sant'Anna).

6.2. Highlights from our findings

The interviews and Qualitative Survey confirmed the findings of the literature review that WBL activities enjoy a particular popularity in the field of PCS. The strengths and the benefit of these practice-oriented experiences have been widely recognised as well, for instance among others especially with regard to increased employability and the development transferable, so-called meta skills.

Based on the IO1 research interest but also influenced by the findings in the literature review, the following section will present some examples of current practices from the institutes that we interviewed. The purpose of this collection is to highlight ongoing successful strategies that PCS programmes apply, and reflect on how these correspond with the criteria and models of WBL elaborated in the academic literature.

6.2.1. The diversity of WBL activities
As discussed in the previous section, one of the challenges of implementing diverse WBL modules in the PCS field lies in the fact that WBL methods are rarely explored beyond formal internships. Here, we aim to focus on creative alternatives to internships that, according to the programme coordinators we interviewed, nonetheless supply students with experiences and skills that correspond with the purposes of WBL.

Simulation exercises and modules are a noteworthy example of such practices, in which the Philipps University of Marburg presented some insightful arrangements. Although the internship is the core element of WBL in the programme, additional elective courses are available to students, such as a simulation on conflict intervention module (6 ECTS) or an International Centre for War Crime Trials (ICWC) Trial Monitoring Project.

When it comes to diversity, it is also worth pointing out the openness of certain universities to students who, for any reason, may choose not to complete WBL modules throughout their studies. The University of Coimbra, for instance, offers an internship track that is non-compulsory, but strives to offer alternatives for all students to interact with inspiring practitioners in the form of guest lectures, even if they do not obtain formal work experience. Similarly, Uppsala University accommodates those students that instead of working in the field would like to advance their academic skills, by providing them with elective courses.

Coventry University provides a unique example of a programme that is explicitly advertised for practitioners of diverse professional backgrounds – therefore, its mechanism for accrediting non-academic work experiences for academic credits is a distinguished case of embracing diverse sources of learning. This is enabled by a flexible curricular design to start with: students are encouraged by the institute to choose from three different lengths to complete their studies, each of which yields a different degree title (Postgraduate Certificate, Postgraduate Diploma, or a full MA).

6.2.2 Operationalisation and Integration into the Curriculum

The aspect of operationalising and integrating WBL in the curriculum is an important criterion of WBL in the relevant academic literature. According to Orrell (2011), in order for the integration to be successful, it must take place on three levels: the institutional, educational, and partnership level. In this section, we list universities from our selected sample whose implementation best corresponds with the model set by Orrell.

In the case of the University of Deusto, the integration of WBL into the curriculum is ensured by the fact that students must fulfil requirements both prior to, during and after their practice-based experiences, exemplifying the educational level of the integration. At the end of their second semester in the programme, students have the chance to take part in an optional field visit that is guided by professors. It aims at bringing students in touch with regions that encounter conflict, war or another special situation and organisations that work in these environments. The field trip is not only linked to the Research Methods Module of the second semester that serves to prepare the trip so students are given all the knowledge and tools necessary, but as well framed with reflective units for securing the educational worth of the experiences.

On the institutional level, the programme of the Babeș-Bolyai University serves as an illustrative example of the provision of adequate resources as their financing scheme via Erasmus+ funding is pretty advanced. Moreover, the institute has existing partnerships with foreign organisations for which students can apply for funding in an open call scheme.

Besides, for engaging and utilising existing institutionally provided enabling services such as career services in the WBL process, Collegium Civitas offers valuable insights, as students are encouraged to participate in career centre workshops. Additionally, students are encouraged and mentored in starting their own initiatives advancing their WBL experiences such as the 'Young Peacebuilders' association and the 'CC Peace Talks' event.

On the partnership level, several of the interviewed programmes invests a lot in identifying and including all stakeholders in development, innovation and communication regarding WBL. For example, the University of the Basque Country requires not only the student, but also likewise the host organisation's supervisor of the intern to submit a report about the student and the internship process in general. Thus, all stakeholders relevant to the internship are included in the assessment phase.

In addition to these, Trinity College Dublin, whose programme is located in Belfast, shows a very original path or connecting field-based experiences with academic materials. Firstly, due to the programme's location, students are organically exposed to the conflict and post-conflict phenomena that the curricular modules explore. Secondly, the taught and empirical experiences of the participants are bound together by a 96-hour community learning and reflective practice

in which they must gain insight into, and contribute to the work of a local humanitarian organisation/NGO.

It is worth noting that all universities we interviewed stressed the importance of maintaining a strong network and connections with organisations/practitioners in the field in order to enable a wide variety of placements for the students in their programmes. Secondly, the question of supervision was touched upon in many of our discussions with programme coordinators, who shared diverse methods through which they support students in obtaining and completing WBL experiences. A particularly dedicated solution was described by the University of Deusto, where students receive support from staff members throughout their WBL experiences by a 'tutor' assigned to them at the beginning of the two-year programme (who may be a lecturer or a former student currently working in the humanitarian field). By keeping regular contact with their tutors, students can orientate better and gain access to a network of practitioners. All of these practices help to maximise the learning outcome and future career opportunities that a given WBL experience may entail.

6.2.3. Assessment and Evaluation

Assessing and evaluating the WBL experience after its completion is considered in the academic literature to be the final element in the WBL cycle. In this aspect, too, the universities we interviewed accounted for diverse customs. For instance, Coventry University presented a unique approach with the Accreditation of Prior (Experiential) Learning (APEL) by which the institute formally recognises the work experience of prospective students as having completed up to 60 ECTS (depending on the individual's record and the relevance of their experience). The APEL provides a fast-track option and an opportunity to complete a master's degree in 16 months rather than 2 years. Awarding academic credits for learning completed outside of academia reflects the institute's view that empirical encounters may bring, in and of themselves, a direct contribution to peacebuilding. The relevance of prior professional experience is mapped using the programme's Intended Learning Outcomes and

is applied as general academic credits at the Masters level. Similar to this approach, the University of Coimbra shared with us that in their PCS programme, students may choose to have any relevant WBL activity they completed during their studies (e.g. internship) as a supplement to their diploma, even if they did so without accreditation. Both of these examples reflect the PCS field's particular flexibility and openness to the value of non-academic learning paths.

Another noteworthy approach can be identified in the programme of the University of Kent, where in terms of assessment; the emphasis is placed on critical self-reflection. The institute assumes the role of facilitation in this, as they offer students a list/matrix of 28 transferable skills that are relevant and desirable in the peace and conflict fields, and students may take these as a reference point when evaluating their personal learning experience. In addition to reflecting on their experience, students at Kent are required to submit an 'evidence portfolio' that testifies the kinds of activities they were engaged in during the placement. The portfolio must consist of six entries, each of which must contain two pieces of evidence of the activity or the type of learning.

Teaching students to apply a critical reflection mechanism is a practice likewise implemented by Utrecht University, where students are expected to incorporate their WBL into their thesis portfolio either as an internship report, or as a larger empirical field research that accounts for the full thesis mark. Since WBL and the thesis are often heavily connected in this latter model, students are assigned an individual supervisor not only for the thesis writing process, but also for the duration of their internship/fieldwork, who regularly consults them throughout the programme's final semester. On occasion, the supervising lecturers facilitate 'intervision' meetings for multiple students as well, which allows them to share their progress and challenges with each other and reflect on each other's learning progress in a group setting.

In addition to the assessment performed by the host organisations and the students themselves, we discovered that some of our research participants also invest in evaluating/revising their own curricula within their institutes. This

approach is followed by the Scuola Superiore Sant'Anna of Pisa, which uses the internship reports submitted by students to reflect on what skills, knowledge etc. are valued in the field or respective organisations, and seeks to identify room for development in their own modules to help students gain these skills. Regularly, staff members monitor and evaluate students' views on the lectures and guest lecturers through a questionnaire to better cater to their preferences. Every three or four years, the programme conducts an alumni survey on how the programme affected their career to keep track of the alumni network that may be used to establish new internship or WBL cooperation for current students.

7. Conclusion

In this research, we examined the practical modules offered by various universities across Europe that are engaged in PCS education, through the lens of the concept 'Work-based Learning' (WBL). We aimed to map the ongoing practices through which PCS programme designs facilitate students' participation in work environments relevant to the field of studies, or integrate the empirical experiences that they obtained prior to their PCS studies. The aim of this IO1 research and the INCOPS consortium more broadly, is to sample these practices and examine them through the prism of WBL. Based on academic resources and our consortium's empirical experiences, we **defined WBL in the PCS field** as 'an approach in higher education which aims to merge theory and practice. It entails students working in or with organisations in the field, gaining practical experience, while utilising and reflecting on their academic skills. Secondly, it yields an increase in educational resources, new impressions, networks, innovative ideas and critical reflection on the applicability of learnt theories. In addition, WBL brings together different stakeholders such as teachers, students and professional organisations.' This working definition can and will be further substantiated throughout the INCOPS project, particularly as

the INCOPS project formulated two focus areas of interest for WBL and curriculum development: internships and voluntary work.

Our research, the first component of the INCOPS research project, applied a mixed methodology of explorative and systematised elements: first, we performed an open search for degree programmes and catalogued their diverse practice-oriented modules. We used the insights we thus gained about what WBL may entail in our field of studies to set up a questionnaire that allowed us to systematically collect data from our project partners and selected external participants. To keep an open-ended, qualitative structure, we primarily collected input through virtual interviews and discussions. In total, 14 degree programmes' WBL practices were recorded, which we presented in this report as 'Profiles' in Chapter 4, before we analysed them in Chapter 5.

The profiles revealed that the majority of programmes in the PCS field already – intuitively or more consciously – apply practices that correspond with what we (and the academic literature) define as WBL. However, the concept of WBL itself proved to be little known among the course/program coordinators we interviewed, and we observed that practice-oriented curricular modules are, in the case of many institutes, limited to internships. In addition, our discussions with programme coordinators led us to discover that internships are understood in the PCS field as a fairly broad umbrella term under which both paid and unpaid, formal and informal practices fit. There are but few standardised criteria that a WBL experience must fulfil in order to be accredited in a master's level PCS programme. Our interviewees' accounts revealed that much is left to the individual students' own initiative in terms of finding and securing a placement for themselves.

Notwithstanding that, multiple institutes out of our sample **provide extensive support to their students prior to, during, and/or after their WBL module**. This support may take many shapes and forms, including career fair events to facilitate students' orientation towards internships, or concrete financial/insurance schemes to help students carry out research abroad.

The **assessment** of whether the learning outcome of the given experience suits the set of skills/knowledge desired by the degree programme is, in most cases, highly personalised. While this allows for a high level of **flexibility** – which may be desirable in a field as multidisciplinary and accommodating students from as many backgrounds as PCS does – it also raises doubts about the fairness of evaluating vastly diverse experiences within the same credit/ECTS system. However, our research also presented us with some solutions to this problem, namely that instead of focusing on the objective output of a WBL experience, the emphasis should be on **self-evaluation**, in particular when it comes to the skills students acquired.

Throughout our two months long research, we discovered a tremendous keenness on PCS course coordinators/conductors' part to locate new resources for improving their existing practical modules. By producing this report, we aimed to **establish and mobilise a network** that allows for the transfer of tested and adaptable practices that all aim to facilitate knowledge transfer across institutes engaged in PCS education. In addition, we sought to lay the groundwork for future systematic research on WBL that would enhance the experience and skill building that students obtain working in the field whilst studying conflict, peace and security-related subjects.

Our findings on the design elements and contextual factors that shape a given institute's WBL modules will be of particular relevance to the INCOPS project's later stages, in which **IO2** and **IO3** will focus on the stakeholder perspectives on WBL and the tools of WBL respectively. Moreover, our analysis shed light on the vivid discussion within universities about the ethical and security concerns that surround the organisation of WBL in the PCS field. By channelling these concerns into our research, we offer preliminary insights to **IO5**, which will be dedicated to addressing these concerns comprehensively.

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9. Annex

9.1. Database

PROGRAMME NAME	INSTITUTE NAME (A-Z)	LEVEL	WBL TYPE IN CURRICULUM	LOCATION	LA	Years
Peace, Mediation and Conflict Research	Åbo Akademi University	MA	max. 2 months internship (compulsory)	Turku, FI	EN	2
Intercultural Conflict Management	Alice Salomon University of Applied Sciences Berlin	MA	Participatory field research for 12 ECTS (optional)	Berlin, DE	EN	2
Counter-Terrorism and Homeland Security	American University	MSc	Brief on-site residency in Washington D.C. to network	online	EN	2
Peace Studies: Religions in Times of Conflict	American University of Rome	MA	6-credit summer internship	Rome, IT	EN	1
International Peace and Conflict Resolution	Arcadia University	MA	Week-long trip to post-conflict setting; Internship in USA or abroad	Glenside, US	EN	1 + 1/2
Social Sciences: Conflicts in Politics and Society	Augsburg University	MA	2 months internship	Augsburg, DE	EN	2
Conflict Analysis and Management	Babeș-Bolyai University	MA	2 cycles of internship (compulsory) for a total of 10 ECTS	Cluj, RO	EN	2
International Peace and Conflict Studies	Collegium Civitas	MA	N/A	Warsaw, PL	EN	2
Peace and Conflict Studies	Coventry University	MA	N/A	Coventry, UK	EN	2
Conflict Management and Humanitarian Action	Doha Institute for Graduate Studies	MSc	Field trip (compulsory); 6-8 weeks research internship at a partner university	Doha, QA	EN	2
Conflict Prevention and Peacebuilding	Durham University	MSc	Humanitarian intervention simulation (compulsory); fieldtrips (optional)	Durham, UK	EN	1

Mediation and Conflict Resolution	Euclid University, Bangui	non-degree	N/A	online (CF)	EN	1
Terrorism Studies and De-Radicalization	Euclid University, Bangui	non-degree	N/A	online (CF)	EN	1
Mediation and Conflict Management	Europa-Universität Viadrina Frankfurt/Oder	MA	Mediation practice (compulsory; also available in the form of an LL.M. course)	Frankfurt/O., DE	EN, DE	1 + 1/2
Applied Ethics and Conflict Management	Friedrich Schiller University, Jena	MA	8 weeks / 300 hrs internship (optional)	Jena, DE	EN, DE	2
Conflict Resolution and Mediation	Fundacion Universitaria Iberoamericana (FUNIBER), Barcelona	MA	6-credit external practice	online (ES)	ES	2
Security and Terrorism Law	Informa Connect	MA	N/A	online (UK)	EN	1 or 2
Negotiation and Conflict Resolution	Instituto Séneca – Centro Internacional de Postgrado	MA		online (ES)	ES	1
International Peace, Conflict and Development Studies	Jaume I University	MA	12 ECTS internship	Castelló de la Plana, ES	EN, ES	2
Conflict, Memory and Peace	Katolische Universität Eichstätt-Ingolstadt	MA	Field practice in Latin America with the help of a partner institute (compulsory)	Eichstätt, DE	EN, DE	2
International and Civil Security	Khalifa University	MA	N/A	Abu Dhabi, AE	EN	2 + 1/2
Peace Education	Laikipia University	BA	N/A	N/A	EN	N/A
Peace and Development	Leeds Beckett University	MA	N/A	Leeds, UK	EN	1
Crisis and Security Management	Leiden University	MSc	N/A	Leiden, NL	EN	1
Peace and Development Work	Linnaeus University	MA	4 weeks supervised field study in Eastern Africa	Växjö, SE	EN	1
Conflict Studies	London School of Economics	MSc	N/A	London, UK	EN	1
Conflict and Democracy Studies	Masaryk University	MA	At least 4 week of internship (optional)	Brno, CZ	EN	2

Programme	University	Degree	Practical component	Location	Language	Duration
Mediation and Conflict Intervention	Maynooth University	MA	Off-campus mediation practice module (compulsory)	Dublin, IE	EN	2 (part-time)
Peace and Conflict Studies	Otto-von-Guericke-Universität	MA	300 hrs internship (compulsory)	Magdeburg, DE	EN	2
Conflict Management: Mediation, Security and Coexistence	Pegasus University & Inst. Intern. de Estudios en Seguridad Global	dual degree	N/A	Madrid, ES	ES	N/A
Peace and Conflict Studies	Philipps University Marburg	MA	Excursions, Erasmus practice abroad (optional)	Marburg, DE	DE	2
Peace and Conflict Studies	Philipps University Marburg, University of Kent	dual degree	At least 10 weeks of internship (compulsory)	Canterbury, UK; Marburg, DE	EN	2
Conflict Transformation and Social Justice	Queens University	MA	N/A	Belfast, UK	EN	1
Human Geography: Conflicts, Territories and Identities	Radboud University	MSc	Excursion to conflict / post-conflict region (compulsory)	Nijmegen, NL	EN	1
Conflict Analysis and Management	Royal Roads University	MA	6-credit internship with pre-seminars (optional)	online (CA)	EN	2
Human Security and Peacebuilding	Royal Roads University	MA	6-credit internship with pre-seminars (optional)	online (CA)	EN	2
Conflict Analysis and Resolution	Sabanci University	MA	Own research project under a lecturer's supervision / semester-long internship	Istanbul, TK	EN	2
Conflict Analysis and Dispute Resolution	Salisbury University	MA	Supervised internship at partner research institute (compulsory)	Salisbury, US	EN	
Human Rights and Conflict Management	Scuola Superiore Sant'Anna	MA	480 hr (3 months) internship with pre-seminars for skill-development	Pisa, IT	EN	1 + 1/2
Peace and Justice Leadership	SIT Graduate Institute	non-degree	Summer field activity in South Africa	online	EN	2 (part-time)
Politics of Conflict, Rights & Justice	SOAS University of London	MSc	Internship at the faculty's research centre	London, UK	EN	1 + 1
Violence, Conflict and Development	SOAS University of London	MSc	N/A	London, UK	EN	1
Politics, Security and War	Swedish Defence University (SEDU)	MA	Full-semester internship (optional)	Stockholm, Sweden	EN	2

Peace, Mediation and Conflict Research	Tampere University	MA	N/A	Tampere, FI	EN	2
International Studies - Peace and Conflict Research	Technical University of Darmstadt; Goethe University Frankfurt	dual degree	7,5 week internship (compulsory)	Darmstadt, Frankfurt, DE	EN, DE	2
Conflict Research, Management and Resolution	The Hebrew University of Jerusalem	MA	Internships at the faculty's local partner organizations(compulsory)	Jerusalem, IL	EN	1
Conflict Resolution and Reconciliation	Trinity College Dublin	Mphil	Community learning and reflective practice module (optional)	Belfast, UK	EN	1
Peace and Conflict Transformation	UiT The Arctic University of Norway	MA	N/A	Tromsø, NO	EN	2
Peace and Conflict Studies	Ulster University	MSc	Field visits	Belfast, UK	EN	1
Peace, Development and Citizenship	Corporación Universitaria Minuto de Dios	MA	N/A	online (CO)	ES	2
Education for Peace	Universidad Albert Einstein	MA	N/A	Mexico City, MX	ES	N/A
Social Justice and Peacebuilding	Universidad de Caldas	MA	N/A	Manizales, CO	ES	2
Mediation and Conflict Management	Universidad Internacional de Valencia	MA	6 ECTS external practice (compulsory)	online (ES)	ES	1
Human Rights and Peace	Universidad Jesuita de Guadalajara	MA	N/A	Tlaquepaque, MX	N/A	N/A
Security Management, Crisis and Emergency	Universidad Rey Juan Carlos	MA	N/A	Madrid, ES	ES	1
Civilian Peacebuilding	Universität Basel; SwissPeace	non-degree	N/A	Basel, CH	EN	1
Master Conflictualités et Médiation	Université Catholique L'Ouest	MA	2-4 months internship in the first cycle, 4-6 in the second	Angers, FR	FR, EN	2
Political Sciences: International Relations - Security, Peace and Conflict	Université Libre de Bruxelles	MA	Term/internship abroad (optional)	Brussels, BE	FR	2
Expertise de Conflict Armés	Université Paris I	MA	N/A	Paris, FR	FR	N/A

Programme	University	Degree	Practical Component	Location	Language	Duration
Peace and Conflict	University College Dublin	MA	480 hrs internship (optional)	Dublin, IE	EN	1
Sustainable Peace in the Contemporary World	University for Peace, San José	non-degree	N/A	online (CR)	EN	1 + 1/2
International Peace Studies	University for Peace, San José	non-degree	N/A	online (CR)	EN	1 + 1/2
Peace and Conflict Studies	University of Aberdeen	MSc	N/A	Aberdeen, UK	EN	1
Governance and Development	University of Antwerp	MSc	N/A	Antwerp, BE	EN	1
Humanitarianism, Conflict and Development	University of Bath	MSc	One-week field visit to Jordan (optional)	online (UK)	EN	2
Conflict, Statebuilding and Development	University of Birmingham	MSc	3-6 weeks individual fieldwork abroad (optional)	Birmingham, UK	EN	1
Advanced Practice in Peacebuilding and Conflict Resolution	University of Bradford	MA	Additional 3 month internship placement (optional)	Bradford, UK	EN	1
Peace, Conflict and Development	University of Bradford	MA	Additional 3 month internship placement (optional)	Bradford, UK	EN	1
Peace, Resilience and Social Justice	University of Bradford	MA	Additional 3 month internship placement (optional)	Bradford, UK	EN	1
Globalisation: Politics, Conflict and Human Rights	University of Brighton	MA	Professional placement (optional)	Brighton, UK	EN	1
Security, Conflict and Human Rights	University of Bristol	Mphil	Certain modules are delivered by partners within UK and require travel (optional)	Bristol, UK	EN	1
International Relations: Peace, Security and Development Studies	University of Coimbra	MA	Internship (optional)	Coimbra, PT	PT	2
Development and Governance	University of Duisburg-Essen	MA	N/A	Duisburg, DE	EN	1
International Humanitarian Action	University of Groningen	dual degree	Semester abroad at partner (compulsory); semester-long internship (optional)	Groningen, NL	EN	2
Religion, Conflict and Globalization	University of Groningen	MA	10 ECTS internship / study or do research abroad for ca. 20 weeks (compulsory)	Groningen, NL	EN	1

Program	University	Degree	Practical component	Location	Language	Duration
Peace and Conflict Management	University of Haifa	MA	120 hrs field activity (mix of arranged visits and/or internship)	Haifa, IL	EN	1
Holocaust Studies	University of Haifa	MA	2-semester internship 1 day/week (optional)	Haifa, IL	EN	1
Peace Studies	University of Innsbruck	MA	N/A	Innsbruck, AU	EN	2
International Conflict Analysis	University of Kent	MA	Simulation exercises	Canterbury, UK	EN	1
Security, Terrorism and Insurgency	University of Leeds	MA	N/A	Leeds, UK	EN	1
Conflict, Development and Security	University of Leeds	MA	N/A	Leeds, UK	EN	1
Security, Conflict and International Development	University of Leicester	MA	N/A	Online (UK)	EN	2 (part-time)
The Politics of Conflict and Violence	University of Leicester	MA	N/A	Online (UK)	EN	1
Masters Erasmus Mundus-Intercultural Mediation: Identities, Mobilities, Conflicts	Universities of Lille, Leuven, Babes-Bolyai, Cork; Dakar and Rio de Janeiro	MA	N/A	Lille, FE et al.	EN	2
Peace and Conflict Studies	University of Malmö	BA	N/A	Malmö, SE	3	
Conflict Resolution and Mediterranean Security	University of Malta, George Mason University	dual degree	N/A	Valletta, MT	EN	1 + 1/2
Peace and Conflict Studies	University of Manchester	MA	Research visit to partners (compulsory); case study internships (optional)	Manchester, UK	EN	1
War and Conflict Studies	University of Potsdam	MA	15 credits internship (compulsory)	Potsdam, DE	EN, DE	2
International War Studies	University of Potsdam, University College Dublin	dual degree	N/A	Potsdam, DE; Dublin, IE	EN	2
Conflict Management and Resolution	University of San Diego	MSc	N/A	San Diego, US	EN	1
Peace and Justice	University of San Diego	MA	250 hrs internship (compulsory) with pre- and post-internship seminars	San Diego, US	EN	1

Social Anthropology with Pacific Studies	University of St. Andrews	MA	N/A	St. Andrews, UK	EN	2
Peacebuilding and Mediation	University of St. Andrews	Mphil	Semester abroad at partner; semester-long research placement (compulsory)	St. Andrews, UK	EN	2
International Conflict and Cooperation	University of Stirling	MSc	Study trip to Brussels/Geneva	Stirling, UK	EN	1
Humanitarian Action and Conflict	University of Uppsala	MA	N/A	Uppsala, SE	EN	1
Peace and Conflict Studies	University of Utah	MA	N/A	Salt Lake City, US	EN	1
International Relations: Conflict Studies and Human Rights	Utrecht University	MA	10-12 weeks internship / 2-3 months field research (compulsory) with pre-seminar	Utrecht, NL	EN	1

9.2. Qualitative Survey Template

Qualitative Survey Template

The Qualitative Survey serves the mapping of WBL practices in peace and conflict studies (PCS) education for Intellectual Output 1 (IO1).

WBL is an approach in higher education aimed at the closer integration of (1) students' experience in or with organizations that work in the field and (2) their academic training for analytic skills. WBL is designed into the curricula of many existing degree programmes and it entails diverse practices, including (but not limited to) internships, voluntary work, or field research projects. The purpose of these activities is to increase educational resources, gain new impressions and innovative ideas, raise critical questions, build networks, as well as to critically reflect on the applicability of learned theories, methods and concepts. Thereby, WBL activities bring together different stakeholders such as teachers, students and organisations.

As this is only a preliminary framing of WBL and a discussion of the term shall be initiated, at this stage of study other terms might be used interchangeably still.

- What is the title of your programme?
- What is the level (e.g. MA/BA) and duration of the programme
- What subject matters does the programme tackle within the field of peace, conflict and security?
- Which year was the programme first launched? Since when can/must students gain practical experience?
- Approximately how many students gain admission each year?
- What characterizes your institute's didactic approach/teaching methods?

What type(s) of non-academic learning experiences are students expected to undertake during the programme? Answer in 200-400 words with an emphasis on the following information:

- What fieldwork/internship/volunteering options does your programme entail?

- What is the duration of these activities? Are they obligatory or elective? Can students obtain ECTS by completing them?
- Please give an overview of the locations/organisations that students in your programme usually find a placement in.
- How do the locations/organisations relate to the programme's themes?

How are students assisted in finding, obtaining and completing their respective extracurricular work activities? Answer in 200-400 words with an emphasis on the following information:

- Who are involved in organizing the activities and to what extent?
- What resources (e.g. contacts, preparatory materials/sessions) does the institute provide students with in preparation for their placements?
- How is the supervision organised (e.g. how is it divided between the university and the receiving organisation)?

How is the students' learning experience being checked/evaluated during and after the work activity? Answer in 200-400 words with an emphasis on the following information:

- How do students prove that they have completed their activity?
- What opportunities does the institute provide for students to reflect on their experiences?
- (If applicable) which requirements does the report of students have to meet?

How does your institute assess the outcomes of the work activities that students undertake outside the university? Answer in 200-400 words with an emphasis on the following information:

- Why and how are the experiences of students and the skills they develop relevant to the program?
- Does WBL contribute to the early career paths of students?