ERASMUS MUNDUS

MASTERS PROGRAM IN PUBLIC POLICY

MUNDUS MAPP

PROGRAM GUIDE
2015-2017

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/May be subject to change./

Also available electronically at

www.mundusmapp.org
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1. INTRODUCTION TO THE PROGRAM GUIDE

The present program guide has been compiled to assist students of the Erasmus Mundus Masters Program in Public Policy, to complement the program’s central website at

www.mundusmapp.org

Students are asked to regularly consult the websites of the consortium universities and mundusmapp.org for up-to-date information.

CEU:  spp.ceu.edu
IBEI:  www.ibei.org
ISS:   www.iss.nl
YORK: www.york.ac.uk/politics

In case of questions or issues not included here or found on the website please do not hesitate to contact

with general queries:

Henriett Gries, Mundus MAPP Senior Program Manager
Email:  griecks@spp.ceu.edu
Tel:    +36-1/328-3451

and about academic matters:

Professor Agnes Batory, Mundus MAPP Program Director
Email:  batorya@ceu.edu

Mundus MAPP institutions:

• Central European University (coordinator) (CEU)
• Institut Barcelona d'Estudis Internacionals (IBEI)
• International Institute of Social Studies, Erasmus University Rotterdam (ISS)
• University of York (YORK)

Wishing you all a successful and productive time at the consortium institutions,

the Mundus MAPP team in Barcelona, Budapest, The Hague and York.
CEU is a young, dynamic English-speaking university. Founded in 1991, and accredited both in the USA and Hungary. It offers a wide range of highly-rated graduate programs predominantly in the social sciences and humanities. CEU has a uniquely international atmosphere with students coming from over 110 countries of five continents, faculty from over 30, and there is no dominant national majority at the university. The campus is located in downtown Budapest, a bustling capital city of over two million in Central Europe. The School of Public Policy faculty is drawn from over a dozen nations, with doctorates in political science, international relations, economics, law and sociology. The School offers US-accredited graduate programs in public policy at the Master’s and the doctoral levels and the Mundus MAPP program is accredited in Hungary, the Netherlands, the United Kingdom and Spain. In addition, the CEU tracks of the Mundus MAPP program fulfil the same requirements as CEU's Master of Arts degree in Public Policy, registered with the New York State Education Department in the US.

www.ceu.edu  spp.ceu.edu

IBEI is a dynamic center of academic excellence specialized in the field of International Studies, combining and complementing first-class research with postgraduate teaching. IBEI was established in 2004 as a postgraduate research and teaching inter-university institute by five distinguished universities of Barcelona -the University of Barcelona, the Autonomous University of Barcelona, the UPC Barcelona Tech, the University Pompeu Fabra, and the Open University of Barcelona- and the Fundació CIDOB. The founder and President of IBEI is Narcis Serra, former Defense Minister and Vice-Prime Minister of Spain’s Government (1982-1995). In August 2014, IBEI has moved to a brand-new building on the Universitat Pompeu Fabra’s Ciutadella Campus, which is in walking distance to the city center.

www.ibei.org
ISS is an international postgraduate school and one of the oldest and largest centers for the comparative study and research of social, political and economic development and change. The ISS provides top-quality education in the social sciences to postgraduate professionals, mostly from developing countries and countries in transition. ISS is part of Erasmus University Rotterdam. ISS itself is based in The Hague. The Hague is a cosmopolitan city, with many international organizations like the International Court of Justice and the International Criminal Court. It is a genuine multicultural city offering many cultural events and shops specializing in goods from all over the world. English is very widely understood.

www.iss.nl

The University of York is a world-class university with a reputation for excellence in teaching and research. York consistently ranks among the top ten departments in the United Kingdom, and among the top 100 universities in the world. With 11,000 undergraduate and postgraduate students studying across 30 academic departments and research centers, the University of York provides a dynamic academic and social environment. Built around a series of lakes and gardens, the campus provides a friendly and peaceful environment in which to study. The University is located on the edge of the beautiful historic city of York, and is well-connected to London (two-hour direct trains), Edinburgh and other UK cities.

www.york.ac.uk
3. INTRODUCTION TO MUNDUS MAPP

The Erasmus Mundus Masters Program in Public Policy (Mundus MAPP) is a 2-year-long joint degree program. The program is offered by four consortium partners: Central European University in Budapest (CEU, Hungary), Institut Barcelona d’Estudis Internacionals (IBEI, Spain), the International Institute of Social Studies of Erasmus University Rotterdam in The Hague (ISS, Netherlands), and the University of York (York, UK).

Mundus MAPP provides a detailed and systematic understanding of how political institutions, processes and public policies operate and interact from the global political economy through to national and local levels with a direct focus on European engagements at these levels of governance. The multidisciplinary curriculum is conceptually grounded in public policy, international relations, development studies, public administration and public management. The program also provides practical work experience and transferable skills gained through a study visit and an internship program. Mundus MAPP prepares graduates for international professional careers as policy-makers, policy-analysts and advisors in either politics, the civil service, international organizations or the corporate and non-governmental sectors.

There are four mobility tracks or specializations in the two-year program:

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Track name and focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEU</td>
<td>IBEI</td>
<td>Global Public Policy</td>
</tr>
<tr>
<td>CEU</td>
<td>York</td>
<td>European Public Policy</td>
</tr>
<tr>
<td>ISS</td>
<td>IBEI</td>
<td>Political Economy and Development</td>
</tr>
<tr>
<td>ISS</td>
<td>York</td>
<td>Governance and Development</td>
</tr>
</tbody>
</table>

Upon completion of the program students receive a joint degree in Public Policy from the two institutions at which they studied, and a diploma supplement.

The European Commission’s Erasmus Mundus program provides scholarships to outstanding students to attend Mundus MAPP and to visiting scholars to participate in teaching and research. In 2011, Mundus MAPP was selected by the Commission for a second 5-year funding cycle as one of 30 successful consortia out of 180 that applied. Mundus MAPP is also open to self-financing students.
4. CORE PROGRAM AND THE MOBILITY TRACKS

The core of the Mundus MAPP program

The overall objective of the Erasmus Mundus MA Program in Public Policy is to provide scholarly education and practical training for future academic and policy leaders in the public, private and non-profit sectors. It aims to provide a detailed and systematic understanding of how political institutions, processes and public policies operate and interact from the global political economy through to national and local levels with a direct focus on European engagements at these levels of governance. The design of the program is based on the belief that future leaders need training in problem situating and problem solving approaches, and in order to situate and understand policy problems, experiences with concrete policy interventions. The Erasmus Mundus MAPP consortium comprises four different institutions, with different historical trajectories, disciplinary strengths and areas of expertise that is able to achieve this ambition.

The overall program is structured around a core of common subjects and skills, but also offers the opportunity for individual students to tailor their learning experiences to their own needs and interests by choosing different mobility tracks. Approximately 60% of the curriculum is common to all students regardless of mobility track, while 40% of the curriculum is delivered in track-specific modules (i.e. with content that differs across consortium institutions). The credit loads of all major curriculum components are harmonized across the four institutions, and the four institutions’ contribution is equal and symmetrical. In addition to joint admissions, over a quarter of the curriculum is jointly delivered by the consortium, most notably through the joint delivery and/or assessment of study trips; internships, and research work in year one and year two.

As compared to other programs in Public Policy that exist in Europe, the uniqueness of Mundus MAPP is related to the richness of the overall offering, in combination with the flexibility offered by the different mobility tracks. Mobility tracks in the new joint degree each allow for a different balance between problem situating and problem solving approaches, and, related to that, for a different substantive focus. Mundus MAPP also contrasts with other public policy programs in its focus on international and transnational policy issues: while most existing MA programs are empirically focused on the experience of one country, most commonly an OECD country, Mundus MAPP does not privilege any national context over another. Students are exposed to a variety of European academic traditions and policy contexts through the study visits and internships—the latter being an additional distinctive feature. Moreover, all mobility tracks include exposure to either development studies or to a careful consideration of the impact of economic and democratic transition, rather than merely the experience of Western European or North American countries.

The four mobility tracks

The CEU-IBEI track specializes in Global Public Policy, with an emphasis on policy making and problem solving in a range of international contexts (from the strongly institutionalized European policy regimes to the broader and less institutionalized global regimes). The central focus is on the policy process at the international and global level, including the design and operation of international organizations and global policy regimes. The track is designed to provide students with thorough understanding of public policy in anarchic, semi-anarchic and institutionalized international contexts. This includes analysis of policy networks, international organizations and global policy regimes. Students will gain knowledge of international relations and international political economy, as well as policy making, implementation
and enforcement. The central analytical tools include quantitative and qualitative analysis (including macro-economics), and comparative international public policy tools such as the organization, resources and policy instruments of global policy regimes. Applicants who wish to pursue a career in international civil service, voluntary organization or global industries, may be attracted to this track.

**The CEU-York track** specializes in *European Public Policy*, with an emphasis on policy analysis, policy making and problem solving in the European Union. The central focus is on the policy process in the EU and its member states, from agenda-setting and policy making, through policy design, implementation and evaluation. The track is designed to provide students with thorough understanding of the EU as a supranational institutional system, and thus of the dynamics of public policy in a multi-level context. Students will gain knowledge of the politics and economics of European integration, as well as policy making and implementation in the EU and its member states. The central analytical tools include quantitative and qualitative analysis (including macro-economic policy analysis), and comparative public policy tools such as policy design, policy instruments, organizational arrangements, implementation and evaluation. Applicants who wish to pursue a career in the civil service, think tanks or regulated private sectors such as utilities, in the EU, its member states or its neighborhood, or use the European experience in other countries may be attracted to this track.

**The ISS-IBEI track** seeks to deepen applicants’ knowledge in problem situating approaches of public policy. The logic of this track essentially revolves around the topic of *Political Economy and Development*. It aims to understand how different modes of governance, production and trade regimes, financial institutions, knowledge structures, identity constructions, international organizations, and cross cutting processes (such as regionalism, regionalization, globalization and capitalism and democratization among others) influence the setting and application of policies at global, regional and national levels of interaction. Accordingly, the ISS’ situational analysis of governance in development, which draws on approaches in policy sciences, international relations and international political economy, is complemented with IBEI’s situational and extensive case study based approach drawing on the fields of International Relations and Development Economics. Applicants wishing to study public policy with the objective to work for international organizations/think tanks or NGOs and/or applicants wishing to have a career in research related fields (PhD for example) may well be attracted to this specific track.

**The ISS-York track** specializes in topics revolving around *Governance and Development*. If ‘Governance’ entails a process which goes beyond the realm of nation states in policy making, then thinking about formal and informal ‘institutions’ and the manner in which they are formed, defined, changed, maintained and/or evolved allows applicants to situate and understand better the various logics of political and economic reforms operating across the implementation of various good governance related policies in the developing world. Similarly, analyzing how public policies are designed, formulated, implemented and evaluated across a variety of development related fields such as environmental governance and fiscal decentralization enables applicants to acquire the necessary policy analysis skills needed in these domains. As such, the ISS’ situational analysis of governance in development, which draws on approaches in policy studies, international relations and international political economy, is combined with York’s problem solving analysis of governance related policies in development drawing on the interdisciplinary linkages between public administration, governance and organizational studies. From this perspective, an applicant wishing to study public policy in the context of developing countries with the objective to work for an international organization in the future may well be attracted to this specific track.
5. PROGRAM STRUCTURE AND REQUIREMENTS FOR THE JOINT PROGRAM COMPONENTS

This section provides a general overview of the different components of the program. The academic calendar of the program is provided in Annex I. The specific list of courses for each track is provided in Annex II, the course outlines are provided in Annex III.

The workload in Mundus MAPP is minimum 60 ECTS credits per year, with students earning at least 120 ECTS over the two years of the program. Every track of the Mundus MAPP program encompasses the following components:

Course Work
1. Core courses
2. Track-specific core courses
3. Elective courses

Practical components
4. Study visit
5. Internship

Research components
6. Thesis report
7. Thesis workshop
8. Thesis

Course Work

The core courses, track-specific core courses, and the elective courses are delivered and assessed by one of the consortium institutions individually. Concerning these program components, the other institution of the student’s mobility track plays relatively limited role, and the general academic rules and requirements of the ‘home institution’ apply. Mundus MAPP students will attend courses with students following the given institution’s other MA programs. The total number of credits for coursework is 81 ECTS.

1. Core courses
All students take core courses in Research Methods, Policy Analysis/Comparative Public Policy, Economics for Public Policy, Public Management and Governance (course names may vary slightly across the consortium – see Annex 2). These mandatory courses form the backbone of the joint program. The perspective towards these subjects will be somewhat different for each institution. In the first year students will take the core courses in Research methods, Policy Analysis/Comparative Public Policy and Economics at either CEU or at ISS. In the second year students will take the core courses in Public Management and Governance as well as a thesis workshop at the University of York or at IBEI. In total the core courses encompass between 30 – 36 EC depending on mobility track.
2. Track-specific core courses
Track specific core courses are obligatory for the students in a certain track and form the backbone of the specialization. In the second year the track specific courses are different for students coming from CEU or from ISS, to meet the track specific learning objectives. In total the track-specific courses encompass between 21 – 32 EC depending on mobility track.

3. Elective courses
In both years students have to choose elective courses. This offers the opportunity to attune the program to the students’ own interests. In principle all courses on offer at the four institutions (or the Department of Politics in the case of the University of York and the SPP at CEU) are open for Mundus MAPP students as an elective course. Annex 2 provides a list of all elective courses on offer. In total the elective courses encompass between 18 – 24 EC depending on mobility track.

Practical Components
To strengthen the practical training components of the Mundus MAPP program each student has to participate in the study visit and take up an internship adding up to 6 ECTS of the study program.

4. Study visit (3 ECTS)
The study visit is a mandatory component of the first year of Mundus MAPP. It is designed to expose Mundus MAPP students to the world of policy practice. It takes place in April in the first academic year, and it is organized by ISS for students in all tracks, with the participation of Erasmus Mundus visiting scholars (if a scholar with a relevant profile is in residence).

The study visit consists of meetings with officials from a range of organizations from the public, private and non-profit sectors such as international organizations, national and international non-governmental organizations, government agencies, think tanks and policy centers. During each meeting, a representative of the host organization will deliver a short presentation about their activities, followed by an informal exchange when students will be able (and expected) to comment and ask relevant questions.

The study trip consists of three working days (Tuesday-Thursday) in the second half of April of the first academic year.

Official communication for the study trip will involve the ISS academic coordinator, who is the convenor of the trip, and the ISS and CEU student representatives.

Students should vote on a city destination and prepare a wish-list document entailing a description of the institutions they want to visit, and an indication of relevant contact points in these institutions (emails and/or phone). These steps should be taken between September and the end of November.

ISS and CEU student representatives have to make sure that voting procedures are clear, transparent and fair (one person one vote across voting iterations). The study trip convenor will not intervene in this process unless there is a need for it.

By the end of December, students should be able to book their flights and accommodations.

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1The availability of courses may vary from year to year.
The wish-list document should comprise two institutions/departments/organizations from the following sub headings:
- Ministerial department or agency or a formal institution related to the State
- International institution/organization
- University department or program
- Research think tanks or research centers
- Civil society actors including NGOs, CBOs, trade unions etc.
- Political parties and/or pressure groups. This means that the total number of institutions to be found in this document is 12.

Institutions that provide general/centralized visits will not be accepted. Therefore, students need to provide specific contact points of people who work in particular departments, if they are keen on visiting these institutions.

The wish-list document should be submitted to the study trip convener who has to approve it. After approval, the convener will contact the chosen institutions, and finalize the study trip program. Once everything is confirmed, the convener will produce a final document which specifies all the details of the trip. Until the document is finalized, we expect students to remain patient (no updates will be given).

The final program will include minimum 6 and maximum 9 organizational visits, with the primary aim to have at least one organization in every category listed above, however, the final list will depend on the specificity of the city chosen and the availability of contacts.

5. Internship (3 ECTS)
Internships are a mandatory component of Mundus MAPP, and are designed to provide hands-on experience in public policy research, analysis and practice. The aim of the internship component is to facilitate the students’ (re)integration into the international job market upon graduation, build networks and professional contacts at hosting organizations, and allow students to apply and re-examine theoretical knowledge gained through the coursework in light of actual experience.

Internships must be completed in any of the countries of the European Union for Erasmus Mundus scholarship recipients. Self-funded students are not restricted to any country. Students should choose a relevant organization, such as think tanks, international organizations, national and international NGOs, professional bodies, government agencies and embassies, or research organizations to complete this program requirement. Internships are arranged by the students themselves; the Consortium institutions however offer support and advice. The tasks students undertake during the internship will vary greatly depending on the host institution’s profile and expectations, but must involve substantive work such as drafting policy documents, collecting, processing and analyzing relevant data, interacting with stakeholders, or research. Work that could typically be done by an intern is a baseline survey, an inventory and first analysis of data, a comparative analysis of findings of different evaluations, a literature study for policy preparation, or preparatory study for lobby and advocacy.

Research Components

Mundus MAPP includes a significant research training and independent research component, preparing students for further studies and/or jobs requiring research skills following graduation. This includes quantitative and qualitative methods among the core courses, thesis workshops, academic writing for graduate students, and two major research papers – the thesis report and thesis – students write using
the acquired skills. The thesis report, thesis workshop and thesis account for approximately one quarter of the credit load in the program (33 ECTS). The thesis report and thesis will be supervised by a member of faculty each from the two institutions in the student’s mobility track.

6. Thesis report (10 ECTS)
Work on the student’s research project starts with a short statement of thesis topic, submitted to ISS/CEU by March of year one, stating a preference for a supervisor at the first year institution, who will act as primary supervisor in academic year one. In the following month, a second supervisor from York/IBEI will be allocated to the student, with this faculty member taking over primary supervisory responsibilities from the ISS/CEU supervisors when students progress from year 1 to 2. The two supervisors will collaborate and jointly advise the student during the two years of the program until the thesis is submitted.

The thesis report should be written after coursework finishes in the first academic year. The report serves as an advanced thesis proposal which already covers considerable ground for the thesis itself, to be written in year two. The report will be a paper of 6,000 words, which includes a problem specification (research question/ rationale), initial literature review, methods and, where appropriate, hypotheses and case study selection; as well as work plan detailing deadlines the student intends to observe for writing up the different parts of the thesis. The topic of the thesis report (and by extension the thesis) should be relevant to the student’s mobility track/specialization.

The thesis report should achieve the following:

1. Lead us into the general, then the specific topic.
2. Indicate that there is a gap, an area or puzzle that is unanswered or unresolved.
3. State the research question (as a question, where methodologically appropriate).
4. Indicate briefly how this question will be answered (i.e. what methods you have chosen).
5. Point to the value of this research, either practical (how it will benefit policy) or academic (how it will advance our knowledge).
6. Provide a review of relevant literature and indicate how it well help you deal with the chosen topic.
7. Provide a work plan with deadlines and deliverables up to the end of the thesis writing period.

The thesis report will be marked in the ISS or CEU marking system, using the following assessment criteria:

- Problem specification: Is the research question to be pursued in the thesis clear and suitable?
- Does the thesis report provide a convincing rationale for pursuing the proposed research?
- Presentation of concepts / theory: Does the report identify a suitable approach/theoretical framework/key concepts that will guide the thesis?
- Literature review: does the report identify relevant body/bodies of literature? Does it show a good understanding of appropriate/relevant literature? Is the literature competently reviewed, and its relevance for the thesis well established?
- Research design and methods: Is the report explicit about the research design of the planned thesis, including, where appropriate, hypotheses and case study selection? Does it provide a good discussion of planned data collection and analysis, of sources and methods that will be used? Are the chosen method/s well justified?
- Referencing: Is the use of literature and sources competent? Is referencing in line with good scholarly standards?
- General presentation: Is the report neatly presented and clearly structured? Is the language clear and correct? Is the report within (and not significantly shorter than) the expected 6,000 words?
- Quality of work plan: Does the thesis report include a realistic work plan and time table towards completion of the thesis, of the major milestones and deliverables?

7. Thesis Workshop (3 ECTS)
The thesis workshop in year 2 aims to support the development of the thesis through academic and peer support. In participating in the thesis workshop, students will have the opportunity to receive important developmental feedback on their planned thesis; and in turn will be able to critically engage with, and support, the work of their peers.

The thesis workshop is intended to be developmental and therefore will be graded on a pass/fail basis only, with students receiving a pass by presenting in the workshop. Students will receive oral feedback from their thesis supervisor, workshop convenor and peers.

8. Thesis (20 ECTS)
Building on the thesis report, students continue their project in year two and submit a thesis at the end of the academic year. The thesis is individually supervised; is supported by the workshop that is assessed through an oral presentation; and is designed to assess more advanced skills of independent research.

The thesis is a 12,000 word long paper (including all references, footnotes, bibliography, appendices, and abstract) with all the attributes of scholarly work presented in accordance with IBIE or York thesis guidelines (depending on student track). If a significant change in the topic occurs in the course of the work (as compared to the thesis report), the student needs to secure approval from both supervisors. If the changed topic falls outside the expertise of the original supervisors it will not be approved.

Students will be supported throughout the process of undertaking their thesis by supervisors from their year 1 and year 2 institution. Both supervisors will be involved in shaping the thesis report, with communication between supervisors occurring in advance to ensure that there is broad coherency.

In order to complete the thesis requirement, students also need to pass an oral final examination (defense). The defense will take place in the days following the thesis submission. The defense will provide the opportunity to students to summarize their core argument, and for members of the defense committee to ask questions, thereby testing student’s oral presentation and argumentation skills. The defense is graded with Pass or Fail only, which will be communicated to the student on the day of the defense.

The thesis will be jointly examined by the two institutions the student studies in with their chosen mobility track and jointly graded by the two supervisors each contributing half the final grade. Students receive detailed comments from the graders, and a single grade allocated in the York/IBIE grading scheme. A passing grade is required both in the oral defense and for the thesis itself for fulfilling the thesis requirement as a whole.

The thesis will be marked in the York/IBIE marking system, using the following assessment criteria:

- Problem specification: Is the research question well-specified in the abstract and introduction? Does the thesis provide a convincing rationale for the project undertaken? Do the abstract and introduction effectively outline the candidate’s position in response to the question (e.g. in a
thesis statement) and the main concepts and evidence that will be used to support the argument?

- Argument, Structure and Level of Analysis: Does the thesis develop a clear argument? How clearly is the argument expressed? Does the structure of the thesis allow the argument to be developed effectively? Is the conclusion convincing and well supported by the analysis?

- Analytical Content: Is the theoretical and/or empirical material used accurate (or does it contain errors or mistakes in fact or interpretation)? Does the thesis make good use of appropriate evidence to answer the research question? How strong and relevant is the analysis? How well does the student interpret theory and/or data and use his or her analysis to answer the research question, and to present his or her own evaluation of the matter at hand?

- Research design and methods: Does the thesis have an appropriate research design, including, where appropriate, hypotheses and case study selection? Are the chosen research method/s well justified?

- Presentation and referencing: Is the report neatly presented and clearly structured? Is the language clear and correct? Is the report within (and not significantly shorter than) the expected 12,000 words? Is the use of literature and sources competent? Is referencing in line with good scholarly standards?

For students whose mobility track involves CEU the electronic version of the entire thesis must also be uploaded into the CEU Electronic Thesis Database (ETD). Upon submission, students will be asked to accept the terms of the ETD Electronic License Agreement. For more information please see http://www.library.ceu.hu/ETD.pdf.
6. RULES AND REGULATIONS

Introduction to the rules and regulations governing the Mundus MAPP program

The Mundus MAPP Academic Board is responsible for the daily management of the program and it is the principal decision making body of the Consortium.

The Mundus MAPP program consists of Coursework, Practical Components and Research Components. For those components of the program that take place entirely at one institution (the Coursework) the rules and regulations of that institution apply. For the joint components of the program (the Practical Components and the Research Components) decisions rest with the Academic Board. If there is no specific rule for the joint components of the program, the general rules and regulations of the institution where the student is enrolled when undertaking the program component apply.

Course/module assessment rules

The Program comprises courses (CEU/ISS/IBEI) or modules (YORK), which are allocated a certain credit value based on notional student workload and are assigned to Masters credit level based on their academic content and objectives. Every course/module is summatively assessed in order to obtain an indication of a student’s success in meeting the assessment criteria used to gauge the intended learning objectives of the course/module.

Language of assessment

The language of assessment for all program components is English. At IBEI, some elective courses are available in Spanish; in case the student chooses to take such a course, the language of assessment is Spanish.

Form of assessment

The form of assessment for a course/module, and any associated rules (e.g. for essay presentation or conduct of examinations), are determined by the institution that offers the course/module.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Summary of forms of assessment for the Course work. Full details are provided in the module descriptions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEU</td>
<td>Courses are assessed by a final paper, in combination with presentations delivered by students (graded), and/or short written assignments, and/or exams (in the case of quantitative courses). Active and informed participation may contribute part of the final grade (not more than 10-20%). More information: SPP MA Student Handbook</td>
</tr>
<tr>
<td>IBEI</td>
<td>Courses are assessed by a final paper or exam, in combination with participation in debates and practical sessions, short papers, and exercises. The specific form of assessment of each course can be found in the corresponding syllabus (at IBEI’s virtual campus). General rules regarding the Master’s assessment policy can be accessed at: <a href="http://www.ibei.org/index.php?option=com_content&amp;task=view&amp;id=69&amp;Itemid=93&amp;lang=en">http://www.ibei.org/index.php?option=com_content&amp;task=view&amp;id=69&amp;Itemid=93&amp;lang=en</a></td>
</tr>
</tbody>
</table>
ISS

Assessments are based on identifiable individual input and evidence verifiable by the Mundus MAPP external examiner. The assessment can exist of a written examination, assignment like essays and to a maximum of 15% of group work.

http://moodle.iss.nl/course/view.php?id=1004

YORK

Further information about assessment procedures at York can be found in section 4 of the Taught Postgraduate Handbook.

The jointly taught and examined program components are jointly assessed.

| Study visit (3 ECTS) | It is mandatory to attend the study visit. The study visit is assessed by a paper of 3,000 words. The paper will identify challenges a chosen visited organization faces, assess its operation, and provide recommendations for changes the organization should implement. Students are advised to think in advance about the topic of the paper so that they can use the occasion of the visit itself to gather relevant information. The paper is to be submitted within two weeks after the end of the study visit.

The paper is graded by faculty from the four consortium institutions using the ISS grading scheme, double grading as required by ISS regulations (lowest and highest grades) and reassessment is possible following ISS regulations.

In the case of CEU track students, the grade is converted to CEU grades as per the grading equivalencies table below. Students not attending the study visit sessions will automatically get a failing grade on their paper. Resubmission and reassessment is possible following ISS regulations. IN CASE OF RESUBMISSION, The paper will be graded on a scale from 0 to 100, but the final grade for the course will be capped at 60 (MINIMUM PASS). In case of a reassessment the grade of the reassessment is the final grade. AS IN THE CASE OF OTHER COMPULSORY PROGRAM ELEMENTS, A FAIL GRADE FOR THE STUDY TRIP MEANS FAILING THE PROGRAM AS A WHOLE. |

Internships (3 ECTS) | Internships are assessed on the basis of a 1,000 word report submitted by the student and a short report from the host organization, and are graded with Pass or Fail. In case of a Fail the student will be required to resubmit a revised report within two weeks after the assessment.

The student’s report should provide a detailed description of the tasks performed, making clear the relevance of the activity for his/her studies in Mundus MAPP (e.g., making the link with a body of literature, one or several courses in year 1, or the thesis report). The report from the host organization, ideally from the student’s direct supervisor, will give a brief assessment of the student’s performance. Obtaining this report is the student’s responsibility. Both reports are due within two weeks of completing the internship, and are to be submitted to the first year institution in their mobility tracks.

For CEU track students, internships may be substituted with ‘Policy labs’, whereby teams of students work on a consulting project for a specific client under faculty supervision during the academic year. The credit value of Policy Labs will be the same as internships, but assessment methods and the timing will differ. CEU track students will be provided with further information on Policy
| **Thesis Report**  
| **(10 ECTS)** | Work on the student’s research project starts with a short statement of thesis topic in March. In the following month, two academic supervisors will be allocated to the student (one from each track). The ISS/CEU supervisors will take over primary supervisory responsibilities in the first year, while York/IBEI supervisors fulfill this role in year two. The two supervisors will collaborate and jointly advise the student during the two years of the program until the thesis is submitted.  

The thesis report should be written after coursework finishes in the first academic year. The report serves as an advanced thesis proposal which already covers considerable ground for the thesis itself, to be written in year two. The report will be a paper of 6,000 words (including all references, footnotes, bibliography, appendices, and abstract), which includes a problem specification (research question/ rationale), initial literature review, methods and, where appropriate, hypotheses and case study selection; as well as work plan detailing deadlines the student intends to observe for writing up the different parts of the thesis. The topic of the thesis report (and by extension the thesis) should be relevant to the student’s mobility track.  

The report is jointly graded by the two supervisors, each contributing half the final grade. Students receive detailed comments from the graders, and a single grade allocated in the ISS/CEU grading scheme.  

A third institution from the Consortium will be called in if the discrepancy between two supervisors is too large, as defined by the institution’s rules where the thesis report is submitted (because that is the grading system used). For CEU that would be 1 point difference, for ISS that would be 10 points difference. If a third institution has to be brought in the final grade will be determined 1/3 – 1/3 – 1/3 each from the three graders. The student will receive a single final grade and all the comments from the examiners. |
| **Thesis Workshop**  
| **(3 ECTS)** | The thesis workshop in Year 2 is intended to be developmental and therefore will be graded on a pass/resubmit basis only by the workshop convenor, with students receiving a pass by successfully presenting in the workshop.  

During the workshop students will receive oral feedback from their thesis supervisor, workshop convenor and peers. After the workshop students will receive written feedback provided by the supervisor of York/IBEI. |
| **Thesis**  
| **(20 ECTS)** | The thesis is jointly graded by the two supervisors each contributing half the final grade. Students receive detailed comments from the graders, and a single grade allocated in the York/IBEI grading scheme.  

The second supervisor from York/IBEI will take over primary supervisory responsibilities from the ISS/CEU supervisors when students progress from year 1 to 2. The two supervisors will collaborate and jointly advise the student during the two years of the program until the thesis is submitted.  

In order to complete the thesis requirement, students need to pass an oral final examination (defense). The defense will take place in the days (or week). |
following thesis submission. The defense will provide the opportunity to students to summarize their core argument, and for members of the defense committee to ask questions, thereby testing student’s oral presentation and argumentation skills. In the case of CEU track students, the defense committee consists of a member of faculty from York/IBEI, a member of faculty from CEU, and an external member (i.e., an academic not affiliated with York/IBEI or CEU); the latter two may participate through video or phone conference. A member of the committee who is of senior academic rank chairs the committee. In the case of ISS track students, the committee consists of two members of faculty from IBEI/York. The defense is graded with Pass or Fail only, which will be communicated to the student on the day of the defense. A passing grade is required both in the oral defense and for the thesis itself for fulfilling the thesis requirement as a whole.

When the thesis is graded, a third institution will be called in if the discrepancy between two supervisors is too large, as defined by institution’s rules where the thesis is submitted (because that is the grading system used): for IBEI a 2 points difference and for York if the degree classification would be affected (qualitative criteria). If a third institution has to be brought in the final grade will be determined 1/3 – 1/3 – 1/3 each from the three graders. The student will receive a single final grade and all the reports from the examiners.

Penalties for late submission and over-length assignments

Penalties for year 1 courses/modules, the study visit, the internship, and the thesis report are determined by the regulations of the relevant year 1 institution. Penalties for year 2 courses/modules, the thesis workshop and the thesis are determined by the regulations of the relevant year 2 institution.

If they have a valid excuse, students may request deadline extensions by informing their institutional academic coordinator in writing also enclosing supporting documentation (e.g. a medical note) to their request. The institutional academic coordinator will forward such requests to the Mundus MAPP Academic Board to make a decision on them. Otherwise, the following late submission penalties will apply:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Summary of penalties</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEU</td>
<td>If not specified otherwise, late submission will result in a reduction of a grade step from the final grade (e.g. an A can become an A-) every 24 hours starting from the deadline. More information: SPP MA Student Handbook Penalties, if any, for over-length assignments are determined by the individual course instructors.</td>
</tr>
<tr>
<td>IBEI</td>
<td>Unless valid mitigating circumstances or otherwise specified by the course instructors, late submission is not accepted at IBEI and results in a Fail. Penalties, if any, for late submission and over-length assignments are determined by the individual course instructors and are indicated in the course’s syllabus.</td>
</tr>
</tbody>
</table>
ISS  | Points on work submitted late are subtracted according to a schedule in Art. 17.8 of the ISS regulations on Teaching and Assessments  
| http://moodle.iss.nl/course/view.php?id=1004  
YORK | All work submitted late, without valid mitigating circumstances, will have ten percent of the available marks deducted for each day (or part of each day) that the work is late, up to a total of five days, including weekends and bank holidays. After five days, the work is marked at zero. The penalty for submitting late on a pass/fail module is a fail. There are no penalties for over-length assignments, but markers are not obliged to read any more than 4,000 words. Further information about assessment procedures at York can be found in section 4 of the Taught Postgraduate Handbook.

**Grading scale**

The four Consortium institutions use four different grading schemes for course/module assessments. All year 1 courses/modules (including the thesis report) are graded using the relevant year 1 institution's grading scheme (with the exception of the study visit assessment which is graded using ISS’ grading scheme, with the translation of grades to CEU’s grading scale in the case of students studying at CEU). All year 2 courses/modules are graded using the relevant year 2 institution’s grading scheme (with the exception of the internship, graded with Pass/Fail, based on the requirements in Section 6 above). Grading equivalencies across the four institutions are indicated in the table below:

**Mundus MAPP grading equivalencies**

<table>
<thead>
<tr>
<th>Mundus MAPP award scale</th>
<th>ISS</th>
<th>CEU</th>
<th>York</th>
<th>IBEI</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ECTS grade</td>
<td>ECTS grade</td>
<td>Grade</td>
<td>Point</td>
</tr>
<tr>
<td>Excellent</td>
<td>A</td>
<td>100</td>
<td>A</td>
<td>3.98-4.00</td>
</tr>
<tr>
<td>Excellent</td>
<td>A</td>
<td>99</td>
<td>A</td>
<td>3.95-3.97</td>
</tr>
<tr>
<td>Excellent</td>
<td>A</td>
<td>98</td>
<td>A</td>
<td>3.92-3.94</td>
</tr>
<tr>
<td>Excellent</td>
<td>A</td>
<td>97</td>
<td>A</td>
<td>3.89-3.91</td>
</tr>
<tr>
<td>Excellent</td>
<td>A</td>
<td>96</td>
<td>A</td>
<td>3.86-3.88</td>
</tr>
<tr>
<td>Excellent</td>
<td>A</td>
<td>95</td>
<td>A</td>
<td>3.83-3.85</td>
</tr>
<tr>
<td>Excellent</td>
<td>A</td>
<td>94</td>
<td>A</td>
<td>3.80-3.82</td>
</tr>
<tr>
<td>Excellent</td>
<td>A</td>
<td>93</td>
<td>A</td>
<td>3.77-3.79</td>
</tr>
<tr>
<td>Excellent</td>
<td>A</td>
<td>92</td>
<td>A</td>
<td>3.74-3.76</td>
</tr>
<tr>
<td>Excellent</td>
<td>A</td>
<td>91</td>
<td>A</td>
<td>3.71-3.73</td>
</tr>
<tr>
<td>Excellent</td>
<td>A</td>
<td>90</td>
<td>A</td>
<td>3.68-3.70</td>
</tr>
<tr>
<td>Very good</td>
<td>B</td>
<td>89</td>
<td>B+</td>
<td>3.63-3.67</td>
</tr>
<tr>
<td>Very good</td>
<td>B</td>
<td>88</td>
<td>B+</td>
<td>3.58-3.62</td>
</tr>
<tr>
<td>Very good</td>
<td>B</td>
<td>87</td>
<td>B+</td>
<td>3.53-3.57</td>
</tr>
<tr>
<td>Very good</td>
<td>B</td>
<td>86</td>
<td>B+</td>
<td>3.48-3.52</td>
</tr>
<tr>
<td>Very good</td>
<td>B</td>
<td>85</td>
<td>B+</td>
<td>3.43-3.47</td>
</tr>
<tr>
<td>Very good</td>
<td>B</td>
<td>84</td>
<td>B+</td>
<td>3.38-3.42</td>
</tr>
<tr>
<td>Very good</td>
<td>B</td>
<td>83</td>
<td>B+</td>
<td>3.34-3.37</td>
</tr>
<tr>
<td>Grade</td>
<td>Term</td>
<td>Code</td>
<td>Code</td>
<td>Graduation</td>
</tr>
<tr>
<td>--------------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------------</td>
</tr>
<tr>
<td>Very good</td>
<td>B</td>
<td>82</td>
<td>B+</td>
<td>3.30-3.33</td>
</tr>
<tr>
<td>Very good</td>
<td>B</td>
<td>81</td>
<td>B+</td>
<td>3.23-3.29</td>
</tr>
<tr>
<td>Very good</td>
<td>B</td>
<td>80</td>
<td>B+</td>
<td>3.17-3.22</td>
</tr>
<tr>
<td>Good</td>
<td>C</td>
<td>79</td>
<td>B</td>
<td>3.14-3.16</td>
</tr>
<tr>
<td>Good</td>
<td>C</td>
<td>78</td>
<td>B</td>
<td>3.11-3.13</td>
</tr>
<tr>
<td>Good</td>
<td>C</td>
<td>77</td>
<td>B</td>
<td>3.08-3.10</td>
</tr>
<tr>
<td>Good</td>
<td>C</td>
<td>76</td>
<td>B</td>
<td>3.05-3.07</td>
</tr>
<tr>
<td>Good</td>
<td>C</td>
<td>75</td>
<td>B</td>
<td>3.01-3.04</td>
</tr>
<tr>
<td>Good</td>
<td>C</td>
<td>74</td>
<td>B</td>
<td>2.97-3.00</td>
</tr>
<tr>
<td>Good</td>
<td>C</td>
<td>73</td>
<td>B</td>
<td>2.94-2.96</td>
</tr>
<tr>
<td>Good</td>
<td>C</td>
<td>72</td>
<td>B</td>
<td>2.91-2.93</td>
</tr>
<tr>
<td>Good</td>
<td>C</td>
<td>71</td>
<td>B</td>
<td>2.88-2.90</td>
</tr>
<tr>
<td>Good</td>
<td>C</td>
<td>70</td>
<td>B</td>
<td>2.84-2.87</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>D</td>
<td>69</td>
<td>C+</td>
<td>2.79-2.83</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>D</td>
<td>68</td>
<td>C+</td>
<td>2.74-2.78</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>D</td>
<td>67</td>
<td>C+</td>
<td>2.69-2.73</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>D</td>
<td>66</td>
<td>C+</td>
<td>2.64-2.68</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>D</td>
<td>65</td>
<td>C+</td>
<td>2.59-2.60</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>D</td>
<td>64</td>
<td>C+</td>
<td>2.54-2.58</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>D</td>
<td>63</td>
<td>C+</td>
<td>2.49-2.53</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>D</td>
<td>62</td>
<td>C+</td>
<td>2.44-2.48</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>D</td>
<td>61</td>
<td>C+</td>
<td>2.39-2.43</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>D</td>
<td>60</td>
<td>C+</td>
<td>2.34-2.38</td>
</tr>
<tr>
<td>Pass</td>
<td>E</td>
<td>59</td>
<td>C</td>
<td>2.33</td>
</tr>
<tr>
<td>Pass</td>
<td>E</td>
<td>58</td>
<td>C</td>
<td>2.33</td>
</tr>
<tr>
<td>Pass</td>
<td>E</td>
<td>57</td>
<td>C</td>
<td>2.33</td>
</tr>
<tr>
<td>Pass</td>
<td>E</td>
<td>56</td>
<td>C</td>
<td>2.33</td>
</tr>
<tr>
<td>Pass</td>
<td>E</td>
<td>55</td>
<td>C</td>
<td>2.33</td>
</tr>
<tr>
<td>Pass</td>
<td>E</td>
<td>54</td>
<td>C</td>
<td>2.33</td>
</tr>
<tr>
<td>Pass</td>
<td>E</td>
<td>53</td>
<td>C</td>
<td>2.33</td>
</tr>
<tr>
<td>Pass</td>
<td>E</td>
<td>52</td>
<td>C</td>
<td>2.33</td>
</tr>
<tr>
<td>Pass</td>
<td>E</td>
<td>51</td>
<td>C</td>
<td>2.33</td>
</tr>
<tr>
<td>Pass</td>
<td>E</td>
<td>50</td>
<td>C</td>
<td>2.33</td>
</tr>
<tr>
<td>Fail</td>
<td>F</td>
<td>49</td>
<td>F</td>
<td>0</td>
</tr>
<tr>
<td>Fail</td>
<td>F</td>
<td>48</td>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

When determining the final overall grade for degree award purposes, a different scheme, the Mundus MAPP final results ECTS conversion table is used (see table below in the section on Award regulations). Only the overall grade for the first year and the overall grade for the second year are translated into the scheme leading to a final overall grade where both years account for 50% of the grade.

**Grading procedure**
The grading procedure for a course/module is determined by the institution that offers the course/module (see below) with the exception of the jointly taught and examined courses/modules (see previous section on program structure on the assessment of joint program components).

<table>
<thead>
<tr>
<th>Institution</th>
<th>Summary of grading procedures for modules (not including the study visit, thesis report, internship, thesis workshop, and thesis)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEU</td>
<td>Work is single-graded by the course instructor and is not anonymously submitted. <a href="http://documents.ceu.edu/documents/p-1105-2v1503">http://documents.ceu.edu/documents/p-1105-2v1503</a></td>
</tr>
<tr>
<td>IBEI</td>
<td>Work is single-graded by the course instructor(s) and is not anonymously submitted. <a href="http://www.ibei.org/index.php?option=com_content&amp;task=view&amp;id=69&amp;Itemid=93&amp;lang=en">http://www.ibei.org/index.php?option=com_content&amp;task=view&amp;id=69&amp;Itemid=93&amp;lang=en</a></td>
</tr>
<tr>
<td>ISS</td>
<td>Work is single-graded by the course leader and is anonymously submitted. All assignments (or parts thereof) involved in the calculation of a grade need to be graded by a second member of the staff if the grade is 62 or lower, or 90 or higher. <a href="http://moodle.iss.nl/course/category.php?id=21">http://moodle.iss.nl/course/category.php?id=21</a></td>
</tr>
<tr>
<td>YORK</td>
<td>Work is marked anonymously by two examiners (a third examiner may be appointed if the two examiners cannot agree on a mark). Further information about assessment procedures at York can be found in section 4 of the Taught Postgraduate Handbook.</td>
</tr>
</tbody>
</table>

**Feedback to students on their work**

All the institutions will ensure that students receive prompt and constructive feedback on submitted work.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Summary of feedback procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEU</td>
<td>Grades are released to students as soon as they are available, and communicated to the Students Records Office within one month of the examination or assignment deadline. Individual grades are entered into the University Information System; an online platform where each student has an account showing his/her transcript. Written feedback is provided on every written work submitted, normally on feedback forms (the format of the forms may differ slightly between courses). Students also get feedback on oral presentations; upon request this feedback takes a written form. More information: SPP MA Student Handbook and <a href="http://documents.ceu.edu/documents/p-1105-2v1503">http://documents.ceu.edu/documents/p-1105-2v1503</a></td>
</tr>
<tr>
<td>IBEI</td>
<td>Grades are released to students as soon as they are available, and communicated to the Students Office within one month of the examination or assignment deadline. Written feedback is provided on every written work submitted. Non-final oral presentations, papers and exercises submitted throughout the term are graded in accordance with the criteria specified in each syllabus; corresponding grades are released to students as soon as they are available. Individual final grades are entered into IBEI’s Virtual Campus, an online platform where each student has an account showing his/her transcript.</td>
</tr>
<tr>
<td>ISS</td>
<td>The grades shall be issued to the students on behalf of the ISS Board of Examiners within 20 working days after the exam date or the assignment deadline. These dates are announced in the Academic Calendar. In exceptional circumstances the ISS Board of Examiners may decide otherwise. The ISS Board of Examiners shall</td>
</tr>
</tbody>
</table>
inform the students of any delay occurring in relation to the issuance of grades and feedback stating the reason for the delay. In the case of exams, feedback will take the form of either a ‘model answer’ or individual comments per exam script. In the case of essays, feedback will be provided on an assessment form provided by the ISS Board of Examiners, supplemented by more detailed comments on the essay content. 
http://moodle.iss.nl/course/category.php?id=21

YORK
Marks are released to students as soon as they are available, and always within 6 weeks of submission of the relevant piece of assessed work. Individual marks are made available to students through evision (the online student record system). Written feedback is provided on at least one piece of formative work per module per term. It is at the discretion of module tutors to decide what form this work should take; examples include procedural essays, seminar presentations, and assessed essay plans. Feedback will also be given on assessed essays on a feedback form which is released after internal marks have been agreed and students notified of them; its aim is constructive and oriented towards helping candidates to improve their written work in the future. Further information about assessment procedures at York can be found in section 4 of the Taught Postgraduate Handbook.

Reassessment opportunities

The timing and nature of reassessment opportunities for a course/module are determined by the regulations of the institution that offers the course/module or, in case of a joint program component, where the student is enrolled when undertaking the component, the two relevant Consortium institutions coordinate this decision.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Timing and nature of reassessment opportunities for course work</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEU</td>
<td>Students who fail to achieve the minimum pass grade during an examination or for course work are allowed one retake. The form of retakes should be the same as, or similar to, the form of the original examination/assessment. If more than one examination or assignment is failed during a given academic course, granting a retake is at the discretion of the Program Director. A satisfactory retake means the demonstration of a passing performance. The maximum grade allocated in a retake assessment is &quot;RP&quot; (2.33 grade points). Within 14 days of receiving course grades, students can contact their departmental coordinator or the Student Records Office for any observed administrative error. <a href="http://documents.ceu.edu/documents/p-1105-2v1503/9.4">http://documents.ceu.edu/documents/p-1105-2v1503/9.4</a></td>
</tr>
<tr>
<td>IBEI</td>
<td>Students who fail to achieve the minimum pass grade in a compulsory or pathway core course are allowed one retake. The form of retakes should be the same as, or similar to, the form of the original examination/assessment. Unless otherwise specified by the course instructor, students who fail to achieve the minimum pass grade in an elective course are not allowed to retake, but can compensate for that course in the following term.</td>
</tr>
<tr>
<td>ISS</td>
<td>Students who have obtained an overall mark of less than 60 for a course are given the opportunity of a resit for the assignments they failed in that course. The resit is marked on a scale from 0 – 100, but the re-sit mark is capped at 60 and will be averaged with the marks scored for the other assignments of that course.</td>
</tr>
</tbody>
</table>
The resit mark of the assignment involved is the final mark for that assignment, even if this mark is lower than the original mark.

**YORK**

Students who fail to achieve the minimum pass mark in a core, track-specific or elective module (other than joint components, see below) are allowed one retake. Reassessment takes the form of a resubmission; students submit a different essay, with the question taken from the original list of essay questions. Students do not submit a revised version of the original piece of work. The marks for all modules, both first-attempt and any reassessments, are included on the final York transcript.

Reassessment opportunities for joint assessed program components

<table>
<thead>
<tr>
<th>Study visit (3 ECTS)</th>
<th>Reassessment is possible following ISS regulations. Students who have obtained an overall grade of less than 60 for a course are given the opportunity of one reassessment of their work for that course. The re-assessment is graded on a scale from 0 – 100, but the final grade for the course is capped at 60. In case of a re-assessment the grade of the re-assessment is the final grade (even if this grade is lower than the original grade).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internships (3 ECTS)</td>
<td>Internships are graded with Pass or Fail. In case of a Fail, the student will be required to resubmit an improved report within two weeks after the assessment.</td>
</tr>
<tr>
<td>Thesis Report (10 ECTS)</td>
<td>If the final grade for the Thesis Report is below the pass threshold (CEU: 2.33, ISS: 60), the student can resubmit a revised Thesis Report by a date determined by the Mundus MAPP Academic Board, but no later than October 31 of the second year. A re-submitted Thesis Report cannot be graded higher than the minimum pass grade. Consortium institutions, depending on their own regulations, may not provide supervision for the re-submission of the Thesis Report.</td>
</tr>
<tr>
<td>Thesis Workshop (3 ECTS)</td>
<td>Thesis Workshops are graded with Pass or Fail. In case of a Fail the student will be required to resubmit an improved report within two weeks after the assessment.</td>
</tr>
<tr>
<td>Thesis (20 ECTS)</td>
<td>If the final grade for the Thesis is below the pass threshold (York ± 50, IBEI: 50), the student can resubmit a revised Thesis by a date determined by the Mundus MAPP Academic Board, but no later than November 15 of the second year. A re-submitted Thesis cannot be graded higher than the minimum pass grade. Consortium institutions, depending on their own regulations, may not provide supervision for the re-submission of the Thesis Report.</td>
</tr>
</tbody>
</table>

**Mitigating circumstances**

Mitigating circumstances for year 1 courses/modules (including the study visit, the thesis report and the internship) are dealt with by the relevant year 1 institution in accordance with its general regulations, in consultation with the year 2 institution. Mitigating circumstances for year 2 courses/modules (including the thesis) are dealt with by the relevant year 2 institution in accordance with its general regulations, in consultation with the year 1 institution. All actions taken in relation to mitigating circumstances are reported to the Mundus MAPP Academic Board to ensure that, as far as possible, there is a consistency of approach.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Summary of mitigating circumstances procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEU</td>
<td>Mitigating circumstances issues are dealt with by the Program Director.</td>
</tr>
</tbody>
</table>

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**IBEI**
Mitigating circumstances issues are dealt with by the course instructor and IBEI’s Director.

**ISS**
Mitigating circumstances are dealt with by the ISS Board of Examiners. http://moodle.iss.nl/course/category.php?id=21

**YORK**
Mitigating circumstances are dealt with by the Mitigating Circumstances Committee within the Department of Politics. http://www.york.ac.uk/politics/current-students/ug-study/extensions-mc/

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**Academic misconduct**

Issues of potential academic misconduct for year 1 courses/modules (including the study visit, the thesis report and the internship) are dealt with by the relevant year 1 institution in accordance with its general regulations, in consultation with the year 2 institution. Issues of potential academic misconduct for year 2 courses/modules are dealt with by the relevant year 2 institution in accordance with its general regulations, in consultation with the year 1 institution. All actions taken in relation to academic misconduct are reported to the Mundus MAPP Academic Board to ensure that, as far as possible, there is a consistency of approach.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Academic misconduct procedures</th>
</tr>
</thead>
</table>
| CEU         | *SPP MA Student Handbook*
|             | CEU Student Rights, Rules and Academic Regulations: http://documents.ceu.edu/documents/p-1105-2v1503
|             | CEU Code of Ethics: http://documents.ceu.edu/documents/p-1009-1v1402-0 |
| IBEI        | **IBEI’s Student Guidelines** specify the procedures dealing with academic misconduct: http://www.ibei.org/index.php?option=com_content&task=view&id=69&Itemid=93&lang=en |
| ISS         | ISS rules are explained in annex 3 of the students charter http://moodle.iss.nl/course/view.php?id=1004 |
| YORK        | Students are required to take and pass a VLE-based Academic Integrity tutorial. http://www.york.ac.uk/about/departments/support-and-admin/registry-services/academic-misconduct/ |

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**Appeals against a course/module grade**

Appeals against a course/module grade delivered by one consortium institution only are dealt with in accordance with that institution’s general regulations as per the table below. For joint program components specific rules apply (see below).

<table>
<thead>
<tr>
<th>Institution</th>
<th>Appeals against a course/module grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEU</td>
<td>Students may appeal the grades they received for courses, exams, or major pieces of written work that pertain to courses for which SPP is responsible. Appeals must be submitted to the appropriate Program Director, in writing (in a signed hard copy), no more than seven days after the grades are posted. The written statement must set out the reasons for the request for review of the</td>
</tr>
</tbody>
</table>
grade. The Program Director will assess the student’s request for review of the grade, and, if a review is merited, convene an Ad Hoc Academic Review Committee consisting of two faculty members who did not participate in assigning the appealed grade. The Committee will determine the final grade. In the event that the Program Director is responsible for the grade that is being appealed, another faculty member will take his/her place. This procedure does not affect the student’s general rights to appeal as set out in CEU’s Student Rights, Rules, and Academic Regulations.

**IBEI**
There is no right to appeal against the academic judgement of examiners. Appeals against individual module grades are only permitted on the grounds that a procedural irregularity has occurred, OR that the assessment was conducted unfairly or improperly, OR that relevant mitigating circumstances exist and there was a good reason why these could not have been presented at the appropriate time or the examiners made aware of them before a decision on academic performance was made.

**ISS**
Students may appeal against any mark awarded for a course. The appeal must be made in writing to the Board of Examiners within four weeks after the publication of the marks. Neither illness, nor holidays shall be regarded as valid reasons for late submission of appeals. The Board of Examiners shall only consider appeals that substantiate why the student considers the mark given to be unfair. The Board of Examiners shall decide on the admissibility of the appeal within two weeks from the day the appeal was received. If the Board of Examiners considers the appeal admissible, it shall take a decision within six weeks from the day the appeal was received. Before taking a decision, the Board of Examiners shall submit the assessed work to an additional (internal or external) examiner for advice. The additional examiner shall receive the letter of appeal accompanied by the assessment, the work done by the student, the original mark(s) and the feedback given to the student. The additional examiner shall be asked to judge both the student’s work and the original mark and feedback, and shall communicate his or her judgment in a written report to the Board of Examiners. When the Board of Examiners finds the appeal valid, it shall determine the final grade and inform the student and staff concerned of its decision.

**YORK**
There is no right to appeal against the academic judgement of examiners. Appeals against individual module marks are only permitted on the grounds that a procedural irregularity has occurred, OR that the assessment was conducted unfairly or improperly, OR that relevant mitigating circumstances exist and there was a good reason why these could not have been presented at the appropriate time or the examiners made aware of them before a decision on academic performance was made. [https://www.york.ac.uk/students/help/appeals/](https://www.york.ac.uk/students/help/appeals/)
**Appeals in the case of joint program components**

Appeals against the grade for the study visit, internship, thesis report, thesis workshop or the thesis must be made in writing, within two weeks of receiving the grade, to the Senior Program Manager (CEU) within two weeks of receiving the decision. The Senior Program Manager will forward it to the Mundus MAPP Academic Board.

Appeals against joint program components are only permitted on the grounds that (i) a procedural irregularity has occurred, OR (ii) that the assessment was conducted unfairly or improperly, OR (iii) that relevant mitigating circumstances exist and there was a very good reason why these could not have been presented at the appropriate time or the examiners made aware of them before a decision on academic performance was made.

The Mundus MAPP Academic Board will decide if the appeal is permissible and if so, in the case of (i) and (ii) will ask one or both of the institutions grading the work to appoint a new examiner(s). The grade(s) of the new examiner(s) will replace those of the original examiner(s). In the case of (iii) the student will be given a resubmission opportunity without penalty.

If a member of the Board could be perceived as having a conflict of interest in any case (e.g. through his/her involvement in the assessment process which is being challenged), s/he will be replaced by a nominated alternate from the same institution.
7. AWARD REGULATIONS

Summary

To be eligible for the award of the Erasmus Mundus Masters in Public Policy, a student must undertake the program of study as approved by the Mundus MAPP Academic Board, and obtain at least 120 ECTS at Masters level (with at least 60 ECTS in year 1 at either ISS or CEU and 60 ECTS in year 2 at either IBEI or York). Successful students receive a joint award from the two institutions that they have attended i.e. CEU and York, or CEU and IBEI, or ISS and IBEI, or ISS and York.

The Consortium reserves the right not to issue the Degree if the student has not fulfilled all obligations to the Consortium, financial and/or otherwise.

The Mundus MAPP Degree certificate shall be accompanied by academic transcripts of records, issued by the authorities of the institutions the student attended in his/her mobility track, as well as a joint Diploma Supplement. The transcript is a list which specifies all the components of the MA Program and the grades obtained in assessments. No detailed information of the transcript shall be disclosed without the explicit consent of the student concerned.

Course/module grades

The program comprises courses (CEU/ISS/IBEI) or modules (YORK), which are allocated a certain credit value based on notional student workload and are assigned to Masters credit level based on their academic content and objectives. Every course/module is summatively assessed in order to obtain an indication of a student’s success in meeting the assessment criteria used to gauge the intended learning objectives of the course/module. Credit is awarded upon passing a course’s/module’s assessment. All courses/modules taken count towards the calculation of final grade point averages and degree awards (class of degree) (i.e., bad grades cannot be substituted by taking extra courses/modules), but students may take courses over and above the required 60 ECTS credits to be earned at CEU, ISS, and IBEI during their enrollment period in the given institutions. Each course/module carries one numerical grade (and may in addition carry a letter grade) except for the internship, the thesis workshop and the oral thesis defense, which are designated as pass/fail.

Progression

Progression to year 2 of the program is dependent on obtaining 60 ECTS from either ISS or CEU in year 1, with a minimum GPA of 2.66 at CEU and 60 at ISS. This must include all year 1 core and track-specific courses/modules, (including the study visit and the thesis report), and may be following reassessment (see below). In the absence of 60 ECTS credits or the above minimally required GPA, a student's enrollment is terminated; this decision is communicated by the first year institution the student attended. Progression decisions are confirmed by the Mundus MAPP Academic Board.

The duration of validity of the assessments

The assessment of courses that have been completed successfully have a restricted validity. Results of partly completed programs shall not be valid after 3 years from when a student started the Program.
Reassessment

Reassessment is an opportunity for students to redeem failure for the award of credit to meet progression and award requirements. A student is entitled to reassessment in year 1 and year 2 courses/modules (including the thesis) in accordance with the section on ‘Reassessment opportunities’ detailed above. A student may only be reassessed in a particular course/module on one occasion. Grades obtained following reassessment are capped at the bare pass grade.

Termination

A student who cannot meet the award requirements specified below, due for instance to failing a mandatory course component and having exhausted his/her reassessment opportunities during his/her studies, will have his/her registration terminated immediately. This decision is communicated by the first-year institution in the case of failure in year 1 and the second-year institution in the case of failure in year 2. Termination decisions are made by the Mundus MAPP Academic Board.

Award requirements

The Erasmus Mundus Masters in Public Policy will only be awarded on the basis of credits accumulated as part of the approved program of study. Students must obtain at least 120 ECTS at Masters level with at least 60 ECTS in year 1 at either CEU or ISS with a minimum GPA of 2.66 at CEU and 60 at ISS, and 60 ECTS in year 2 at either IBEI or York with a minimum GPA of 50. Award decisions are made by the Mundus MAPP Academic Board.

Merit and distinction

Students shall receive the Degree ‘with distinction’ if their overall average grade falls within the distinction band of the Mundus MAPP award scale (see conversion table below) AND the grade for their thesis falls within the distinction band of the Mundus MAPP award scale.

Students shall receive the Degree ‘with merit’ if they have obtained their overall average grade falls within the merit band of the Mundus MAPP award scale AND the grade for their thesis falls within the merit or distinction band in the Mundus MAPP award scale.

The overall average grade is calculated as follows:
1. the credit-weighted mean (average grades) of year 1 courses/modules (with any resit grades capped at a bare pass) is calculated (these grades are on the year 1 institution’s grading scale)
2. the credit-weighted mean (average grades) of year 2 courses/modules (with any resit grades capped at a bare pass and the pass/fail internship course/module discarded from the calculation) is calculated (these grades are on the year 2 institution’s grading scale)
3. the means (average grades) for years 1 and 2 are translated into grades on the Mundus MAPP award scale
4. the mean (average grades) of the two converted figures is calculated

Students who are not eligible to receive the Masters award will not receive a lower degree award. Students who do not receive the Masters award do, however, have the right to obtain a transcript showing the courses/modules and grades received. Individual consortium institutions may also issue a certificate of attendance in line with their internal regulations.
## Mundus MAPP award scale conversion table

<table>
<thead>
<tr>
<th>Classification</th>
<th>ISS Point</th>
<th>CEU Point</th>
<th>York Point</th>
<th>IBEI Point</th>
</tr>
</thead>
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<td></td>
</tr>
<tr>
<td>Average</td>
<td>2.68-2.69</td>
<td>2.61</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade</td>
<td>50</td>
<td>44</td>
<td></td>
<td></td>
</tr>
<tr>
<td>%</td>
<td>60</td>
<td>54</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td>2.66-2.67</td>
<td>2.60</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Appeals regarding termination of enrollment or degree award**

The procedures for appeal against individual course/module grades and joint program components are described above.

Appeals regarding termination of enrolment or the award of the degree or the class of the degree will normally only be permitted on the grounds that a procedural irregularity has occurred.

If a student wishes to appeal a consortium decision as above, s/he must file the appeal in writing to the Senior Program Manager (CEU) within two weeks of receiving the decision. The Senior Program Manager will forward it to the Mundus MAPP Academic Board. The Board will consider the case and take a decision within 6 weeks of receiving the case.

If a member of the Board could be perceived as having a conflict of interest in any case (i.e. s/he has been involved in taking decisions relevant to the student’s appeal case), s/he will be replaced by a nominated alternate from the same institution who has an understanding of the Program but has not been involved in taking decisions relevant to the student’s appeal case.

**Graduation ceremonies**

Successful Mundus MAPP graduates will be invited to the graduation ceremonies of the two institutions they attended at the end of their studies, after both academic years have been completed. The Consortium is unable to provide financial support for covering travel costs.
8. MUNDUS MAPP STUDENT REPRESENTATIVES, FEEDBACK AND PROGRAM EVALUATION

Student representatives

Mundus MAPP students elect student representatives at each consortium partner at the beginning of the academic year, for the duration of the respective year.

A list of the current student representatives is displayed and they may be contacted through our website at [http://www.mundusmapp.org/students-alumni/student-representatives](http://www.mundusmapp.org/students-alumni/student-representatives) until new student representatives are elected in the fall of 2015.

The role of the student representatives is to gather feedback from the student body about the program, raise any issues and concerns the students may voice, and help communicate important information to the consortium institutions from their colleagues.

Student feedback and program evaluation

The consortium greatly values feedback from the Mundus MAPP student body. Comments, questions and issues can be communicated directly by each student to the Mundus MAPP representative of his/her institution or to the Mundus MAPP Program Director and the Senior Program Manager in Budapest. In addition, the resident student representative(s) will be invited to the Mundus MAPP Academic Board meetings once a year.

The academic content and management of the program is assessed by the students through:
- the regular course evaluations each partner university carries out,
- the evaluation of the study visit (by way of a questionnaire),
- an institutional evaluation form to be filled out at the end of each academic year,
- a survey of the alumni in terms of their career advancement.

Student concerns and complaints

Should students like to raise any concerns they should first approach their student representative and the Mundus MAPP academic and administrative contact persons in their home institution. If the problem cannot be resolved locally they may turn to the coordinators of the Consortium.
9. MUNDUS MAPP CONSORTIUM ADMINISTRATION AND COMMUNICATION

The principal decision making body of the Consortium is the Mundus MAPP Academic Board. Each partner university has equal representation in the Board, which is responsible for, among others, deciding on admissions and examinations, distributing scholarships and setting tuition fees, hearing complaints and overseeing curriculum development and quality assurance.

The members of the Academic Board are currently:
- Professor Agnes Batory (CEU, Program Director)
- Dr Karim Knio (ISS)
- Dr Nicole Lindstrom (YORK)
- Dr Pablo Pareja (IBEI)

Members of the Board may be substituted at meetings by another member of faculty if the relevant consortium university so decides.

The day to day management of consortium matters takes place in Budapest. Agnes Batory, the Program Director and Henriett Griecs, the Senior Program Manager of Mundus MAPP are based at Central European University, the coordinating institution of the consortium.

With queries related to studies at the specific partner institutions students may contact the persons below:

**At Central European University:**

Agnes Batory, Program Director
batorya@ceu.edu

Henriett Griecs, Senior Program Manager
griecs@spp.ceu.edu

**At the International Institute of Social Studies, Erasmus University Rotterdam:**

Karim Knio, Academic Coordinator
knio@iss.nl

Wieke Blaauw, Administrative Coordinator
blaauw@iss.nl

**At the University of York:**

Nicole Lindstrom, Academic Coordinator (Autumn Term)
nicole.lindstrom@york.ac.uk

Alejandro Peña, Academic Coordinator (Spring term)
alejandro.pena@york.ac.uk

Liz O’Brien, Administrative Coordinator
liz.obrien@york.ac.uk

At the Institut Barcelona d’Estudis Internacionals:

Pablo Pareja, Academic Coordinator
ppareja@ibei.org

Rebecca Niethammer, Administrative Coordinator
rniethammer@ibei.org

Communication with the consortium and fellow students

The Consortium mainly communicates via email. Once enrolled, students are expected to check their institutional email address regularly.

Besides other, less official groups mostly operated by students and alumni, you are also welcome to join our two main Mundus MAPP groups on Facebook:

Mundus MAPP - ultimate and official group:
http://www.facebook.com/groups/mundusmappgroup/

Mundus MAPP official group for alumni and enrolled students:
https://www.facebook.com/groups/mundusmappalumni

You are also welcome to add the CEU SPP Coordinator as a friend, who admins these groups: https://www.facebook.com/ceupublicpolicy
10. TRAVELING SCHEDULES

Visa

The first year students start in either CEU or ISS. Students are responsible for their travel and visa costs, including when relocating from year 1 to year 2 institutions. It is also your responsibility to timely and regularly check visa requirements and eligibility for both countries in which you plan to study to complete your Mundus MAPP degree. The Mundus MAPP Consortium will not take responsibility for visa-related problems arising prior to or during students’ enrollment in Mundus MAPP.

To arrange the visa please contact the student offices in CEU and ISS. On the websites of those institutions more information is available on traveling, settling in and how to find your way around.

Contact Persons:

CEU:
Ms Andrea Horvath, Admissions Coordinator
Email: horvatha@ceu.hu
Tel: +36-1/327-3272

Orientation information for CEU:
http://www.ceu.hu/node/9597

ISS:
Ms Marianne van Dieren, International Office, Erasmus University,
Email: vandieren@oos.eur.nl

Orientation information for ISS:
http://www.iss.nl/prospective_students/accommodation_and_student_life/

Students moving from year 1 institutions to year 2 institutions will be contacted about general information and visa procedures by year 2 institutions by the spring of the first year.

Students moving from The Hague or Budapest to York:
If students have queries related to the British visa they should consult the University of York immigration webpages in the first instance at https://www.york.ac.uk/students/support/international/immigration/.
Email: immigration@york.ac.uk
Phone: +44-1904/323-561

Orientation information for YORK:
http://www.york.ac.uk/study/student-life
Students moving from The Hague or Budapest to Barcelona:

Queries related to the Spanish visa should be addressed to:
Rebecca Niethammer, Admissions Officer
Email: rniethammer@ibe.org

Orientation information for IBEI:

Housing

CEU, Budapest

Since the CEU Residence Center cannot house the entire student body, students need to find rented accommodation in Budapest. Experience shows that with the help of the Student Life Office, it does not take longer than two weeks to find appropriate rented accommodation.
At the beginning of the academic year the Student Life Office offers access to a database of apartments and helps students finding a flat to rent. In addition, from August to October there will be an assistant in the Apartment-Search Office helping students to find apartments.

Contact: apartment@ceu.edu
More information: http://www.ceu.hu/studentlife/onlineorientation/accommodation

IBEI, Barcelona

IBEI's Student Office advises students to find accommodation in shared, furnished student flats.

More information:

ISS, The Hague

ISS has its own housing facilities. Many of the ISS' student residences are situated on the purpose-built campus adjacent to the ISS building. As a rule, ISS tries to allocate to all ISS students a room in one of its hostels. Although living 'off-campus' is possible, most students choose to live in one of the ISS Student Hostels.

More information: http://www.iss.nl/prospective_students/accommodation_and_student_life/

York

The University of York provides both catered and self-catered on-campus accommodation.

More information: http://www.york.ac.uk/about/departments/support-and-admin/accommodation/
11. FINANCIAL INFORMATION

The most important document detailing financial information, scholarship and tuition fee conditions is the Acceptance Letter and Enrollment Confirmation Form (essentially, a study contract with the Consortium) each Erasmus Mundus student signed when he or she accepted a place in the program. Students should keep and study carefully this letter as it contains the legal and financial conditions of studies.

Please note that, as the Acceptance Letter states,
- the Consortium is unable to provide additional financial assistance in addition to the financial assistance specified in the Acceptance Letter;
- the Erasmus Mundus and institutional scholarships are tied to Mundus MAPP; consequently if a student drops out or for whatever reason discontinues his/her studies, the scholarship is no longer paid. Moreover students are required to return to the Consortium any scholarship received for a period during which they no longer studied in Mundus MAPP. The Consortium is in turn legally responsible for returning this ‘unused’ scholarship amount to the Education, Audiovisual and Culture Executive Agency of the European Commission;
- the Consortium is unable to provide any financial assistance to self-funded students.

Erasmus Mundus scholarships

Erasmus Mundus scholarships include the students' participation costs (including, for example, the tuition fees and full insurance coverage), a contribution to student travel and installation costs and a monthly stipend for the entire duration of the course.

In addition, all scholarship holders also receive financial support from the Mundus MAPP universities in the form of partial tuition fee waivers (reduced tuition fees - as the full tuition fee is 11,000 EUR/academic year).

Monthly stipend payment schedule for all Erasmus Mundus scholarship recipients

Year 1

<table>
<thead>
<tr>
<th>Students studying at CEU/ISS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>1,000 EUR</td>
</tr>
<tr>
<td>October</td>
<td>1,000 EUR</td>
</tr>
<tr>
<td>November</td>
<td>1,000 EUR</td>
</tr>
<tr>
<td>December</td>
<td>1,000 EUR</td>
</tr>
<tr>
<td>January</td>
<td>1,000 EUR</td>
</tr>
<tr>
<td>February</td>
<td>1,000 EUR</td>
</tr>
<tr>
<td>March</td>
<td>1,000 EUR</td>
</tr>
<tr>
<td>April</td>
<td>1,000 EUR</td>
</tr>
<tr>
<td>May</td>
<td>1,000 EUR</td>
</tr>
<tr>
<td>June</td>
<td>1,000 EUR</td>
</tr>
<tr>
<td>July</td>
<td>1,000 EUR</td>
</tr>
<tr>
<td>August</td>
<td>1,000 EUR</td>
</tr>
<tr>
<td>Total</td>
<td><strong>12,000 EUR</strong></td>
</tr>
</tbody>
</table>
Year 2

<table>
<thead>
<tr>
<th>Students studying at IBEI/YORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
</tr>
<tr>
<td>October</td>
</tr>
<tr>
<td>November</td>
</tr>
<tr>
<td>December</td>
</tr>
<tr>
<td>January</td>
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<td>April</td>
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<tr>
<td>May</td>
</tr>
<tr>
<td>June</td>
</tr>
<tr>
<td>July</td>
</tr>
<tr>
<td>August</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

Total stipend for the two academic years/student: 24,000 EUR.

Besides students' participation costs, depending on their place of residence, Erasmus Mundus scholarship recipients will also be paid a contribution to student travel and installation costs.

Please note that not meeting Mundus MAPP program requirements/deadlines may result in the suspension or delay of the payment of the Erasmus Mundus scholarship.

**Institutional scholarships**

The Mundus MAPP Consortium institutions also offer different scholarship/tuition-waiver packages to a number of students. Not meeting Mundus MAPP program requirements/deadlines may result in the suspension or delay of the payment of their scholarship.

**Self-financing students**

Mundus MAPP also accepts students on a self-financing basis, that is students who pay their tuition fees and cover living costs from private sources or other scholarships.

**Tuition fee**

In the 2015-2017 study period the Mundus MAPP tuition fee is EUR 11,000 per year or EUR 22,000 in total for the whole duration of the program. The tuition fee is independent from the student’s nationality or the mobility path followed – that is, it applies across the board for each Mundus MAPP student regardless of which consortium university they are studying at.

For Erasmus Mundus scholarship recipients, part of this fee is waived by the consortium universities. The payable tuition fees will be:

9,000 EUR per academic year (18,000 total for two years) for Partner Country Erasmus Mundus
scholarship recipients;
and
4,500 EUR per academic year (9,000 total for two years) for Programme Country Erasmus Mundus scholarship recipients.

The payment schedule of the tuition fee is regulated in the Acceptance Letter and Enrollment Confirmation Form, and currently stipulates the payment of fees twice a year, one around the time of enrollment and the other in January, in two equal installments.

Students who receive Erasmus Mundus scholarships authorized the Consortium in their Acceptance Letter and Confirmation Forms to automatically deduct tuition fee payments from their scholarships.

Fully and partially self-funded students are responsible for transferring the tuition fee according to the time schedule specified in their Acceptance Letter and Enrollment Confirmation Form.

The total tuition fees for the two academic years is 22,000 EUR.

Information on payment methods are detailed in the Enrollment Conformation Form for all types of students.

Other charges

In addition to tuition fees, partner universities may make other charges or collect fees to pay national authorities’ charges such as visas and permits for which students are responsible. The charges are subject to change from year to year therefore students are advised to consult the relevant university’s website/student services directly to confirm them. Currently the following estimated costs/fees apply:

YORK
No additional university charges

ISS
No additional university charges

CEU
Deposit 200/500 EUR (refunded at the end of the academic year if no deductions are necessary, for example, to cover damage caused by the student)
Study materials: 100 EUR

IBEI
Enrollment prolongation fee: 40 EUR (optional)

The costs of the study visit (normally a two or three-day trip to another European city from Budapest or The Hague) are also to be borne by the students.

Estimated costs of living
Please note that the following figures are estimates only, subject to minor changes from year to year, and do not take into account the special needs a student may have. Students are strongly advised to consult the respective partner university’s webpages or admissions office if they require more detailed information. Students are responsible for covering their costs of living; no additional funding is available from the Consortium universities.

<table>
<thead>
<tr>
<th>University</th>
<th>Estimated costs of living per month (Moderate standard of living – excluding accommodation)</th>
<th>Accommodation costs per month</th>
</tr>
</thead>
<tbody>
<tr>
<td>YORK</td>
<td>325 GBP</td>
<td>In college: 380 GBP</td>
</tr>
<tr>
<td>ISS</td>
<td>500 EUR</td>
<td>In dormitory: 450 EUR</td>
</tr>
<tr>
<td>CEU</td>
<td>80,000 HUF</td>
<td>In rented apartments: 300 EUR</td>
</tr>
<tr>
<td>IBEI</td>
<td>350 EUR</td>
<td>In rented apartments: 350-400 EUR</td>
</tr>
</tbody>
</table>
ANNEXES

ANNEX I: Mundus MAPP academic calendar

ANNEX II: Overview of track-specific curriculum

ANNEX III: Outlines of core and track-specific courses and lists of elective courses

Courses on offer are subject to change every academic year and the exact course listings and syllabi are always made available by the universities the students are enrolled in, either on their website or in their academic documents. The course descriptions published in the Program Guide are intended to provide an outline of the courses.
ANNEX I: Mundus MAPP academic Calendar

OVERVIEW OF DATES AND DEADLINES IN THE MUNDUS MAPP PROGRAM*

For details on the time schedule in the different institutes contact the consortium partner involved.

THE CALENDAR MAY BE SUBJECT TO CHANGE.

**Year 1 (2015-2016)**

September 2015  Students start in Budapest/The Hague
March, 2016  Students submit Thesis Report proposal
            Students to be informed on the logistics and course requirements for the study visit by ISS
April 10, 2016  Supervisors of year 1 and 2 institute decide on thesis supervisors for both years and inform the students
April 2016  Study visit - report due within two weeks after the study visit
May 2016  Students submit their internship proposals
June - September 2016  Internships – reports due within two weeks after completion of the internship, by September 12, 2016 at the latest
August 31, 2016  Thesis Report submission deadline
October 2, 2016  Thesis Report results to students
October 31, 2016  Resubmission deadline for failed Thesis Reports
November 30, 2016  Results for resubmitted Thesis Reports
                   (failure results in immediate termination of registration)

**Year 2 (2016-2017)**

September 2016  Students move to York/Barcelona
October-November 2016  Thesis Workshop at IBEI
April 2017  Thesis Workshop at York
July 1, 2017  Thesis submission deadline
September 2017  Final oral exams (thesis defenses)
                   (first half of September, final date TBC)
September 30 2017  Final date for appeal against grade
November 15, 2017  Resubmission deadline for failed theses
December 1, 2017  Joint evaluation of resubmitted Theses
January 2017  Graduation

* Deadlines may vary over the various institutions, this is related to the planning of the course work and the end of terms that vary over the various institutions.
**ANNEX II: Overview of track-specific curriculum**

**European Public Policy**

### Year 1 at CEU

<table>
<thead>
<tr>
<th>Course</th>
<th>ECTS</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quantitative Methods</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Qualitative Methods</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Policy Process and Policy Analysis</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Microeconomics for Public Policies</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td><strong>Track Specific Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jean Monnet Module in European Integration</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Macroeconomics for Public Policy</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td><strong>Elective Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study Visit</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Thesis Report</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total year 1</strong></td>
<td>61</td>
<td></td>
</tr>
</tbody>
</table>

### Year 2 at York

<table>
<thead>
<tr>
<th>Course</th>
<th>ECTS</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Management and Delivery</td>
<td>7</td>
<td>Spring</td>
</tr>
<tr>
<td>Global Governance</td>
<td>7</td>
<td>TBA</td>
</tr>
<tr>
<td><strong>Track Specific Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Policy in the European Union</td>
<td>10</td>
<td>Autumn</td>
</tr>
<tr>
<td><strong>Elective Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internship²</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Thesis Workshop</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Thesis</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td><strong>Total year 2</strong></td>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>

²Internships normally take place in the first academic year.
**Global Public Policy**

**Year 1 at CEU**

<table>
<thead>
<tr>
<th>Course</th>
<th>ECTS</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quantitative Methods</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Qualitative Methods</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Policy Process and Policy Analysis</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Microeconomics for Public Policies</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td><strong>Track Specific Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jean Monnet Module in European Integration</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Macroeconomics for Public Policy</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td><strong>Elective Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study Visit</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Thesis Report</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total year 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>61</td>
<td></td>
</tr>
</tbody>
</table>

**Year 2 at IBEI**

<table>
<thead>
<tr>
<th>Course</th>
<th>ECTS</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Management</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Global Governance</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td><strong>Track Specific Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Relations</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>International Political Economy</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td><strong>Elective Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internship(^3)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Thesis Workshop</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Thesis</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td><strong>Total year 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>

\(^3\)Internships normally take place in the first academic year.
### Governance and Development

**Year 1 at ISS**

<table>
<thead>
<tr>
<th>Course</th>
<th>ECTS</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comparative Public Policy (ISS 4182)</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Development Economics and Public Policy (ISS 4181)</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Research Methods (various courses)</td>
<td>8</td>
<td>2/3</td>
</tr>
<tr>
<td><strong>Track Specific Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thinking about Governance and Institutions (ISS 4180)</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Contemporary Capitalism and Governance: neo-liberalism and</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>beyond (ISS 4212)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Global Governance and Development: debating liberal</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>internationalism (ISS 4307)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Elective Courses (various courses)</strong></td>
<td>8</td>
<td>2/3</td>
</tr>
<tr>
<td>Study Visit (ISS 4280)</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Thesis Report (ISS 4380)</td>
<td>10</td>
<td>3</td>
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<tr>
<td><strong>Total year 1</strong></td>
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</table>

**Year 2 at York**

<table>
<thead>
<tr>
<th>Course</th>
<th>ECTS</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Courses</strong></td>
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</tr>
<tr>
<td>Public Management and Delivery</td>
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</tr>
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<td>Global Governance</td>
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<td><strong>Track Specific Courses</strong></td>
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<tr>
<td>Theories and Policies of Development Governance</td>
<td>10</td>
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<td><strong>Elective Courses</strong></td>
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<tr>
<td>Internship&lt;sup&gt;4&lt;/sup&gt;</td>
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<td>Thesis Workshop</td>
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<sup>4</sup>Internships normally take place in the first academic year.
**Political Economy and Development**

### Year 1 at ISS

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<tr>
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<tr>
<td>Comparative Public Policy (ISS 4182)</td>
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<tr>
<td>Development Economics and Public Policy (ISS 4181)</td>
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<td>Research Methods (various courses)</td>
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<td><strong>Track Specific Courses</strong></td>
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<tr>
<td>Thinking about Governance and Institutions (ISS 4180)</td>
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<td>Contemporary Capitalism and Governance: neo-liberalism and beyond (ISS 4212)</td>
<td>8</td>
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<tr>
<td>Global Governance and Development: debating liberal internationalism (ISS 4307)</td>
<td>8</td>
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<tr>
<td><strong>Elective Courses (various courses)</strong></td>
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</tr>
<tr>
<td>Study Visit (ISS 4280)</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Thesis Report (ISS 4380)</td>
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### Year 2 at IBEI

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<td><strong>Elective Courses</strong></td>
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<td>Thesis Workshop</td>
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<td><strong>Total year 2</strong></td>
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</table>

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<sup>3</sup>Internships normally take place in the first academic year.
ANNEX III: Outlines of core and track-specific courses and lists of elective courses

Study Visit

Institution: Joint program component
Year/Term: Year 1, Term 2
Course type: Core program component - practical component
Assessment: 100% assignments (paper of 3000 words)
ECTS: 3

Brief description (including learning outcomes):

The study visit is a mandatory component of the first year of Mundus MAPP. It is designed to expose Mundus MAPP students to the world of policy practice. It takes place in April/May in the first academic year, and it is organized by ISS for students in all tracks, with the participation of Erasmus Mundus visiting scholars (if a scholar with a relevant profile is in residence).

The study visit consists of three days of meetings with officials from a range of organizations from the public, private and non-profit sectors such as international organizations, national and international non-governmental organizations, government agencies, think tanks and policy centers. During each meeting, a representative of the host organization will deliver a short presentation about their activities, followed by an informal exchange when students will be able (and expected) to comment and ask relevant questions.

The geographical location of study visits will vary from year to year, but will involve a trip to a major European city that is home to many relevant host organizations. Costs of travel and accommodation are borne by Mundus MAPP students – the consortium is unable to provide financial assistance. Several weeks prior to the visit ISS will send travel and accommodation information to all students in their first year, and shortly before the visit a range of materials that will allow participants to familiarize themselves with the organizations to be visited.
Learning objectives
- To combine and apply the knowledge obtained in previous work and during the study undertaken at the consortium institutions
- Obtain insights into the mission and policy of the organizations visited
- Learn to write concise reports to specific ‘clients’ with recommendations.

Assessment
The paper will identify challenges a chosen visited organization faces, assess its operation, and provide recommendations for changes the organization should implement. Students are advised to think in advance about the topic of the paper so that they can use the occasion of the visit itself to gather relevant information. The paper is to be submitted within two weeks after the end of the spring study visit.

The paper is graded by faculty from the four consortium institutions using the ISS grading scheme (which, in the case of CEU track students, is converted to CEU grades)
Thesis Report

Institution: Joint program component
Year/Term: Year 1, Term 2
Course type: Core program component: research component
Assessment: 100% assignments (report of 6000 words)
ECTS: 10

Brief description (including learning outcomes):
Mundus MAPP includes a significant research training and independent research component, preparing students for further studies and/or jobs requiring research skills following graduation.

Work on the student’s research project starts with a short statement of thesis topic, submitted to ISS/CEU by March of year one, stating a preference for a supervisor at the first year institution, who will act as primary supervisor in academic year one. In the following month, a second supervisor from York/IBEI will be allocated to the student, with this faculty member taking over primary supervisory responsibilities from the ISS/CEU supervisors when students progress from year 1 to 2. The two supervisors will collaborate and jointly advise the student during the two years of the program until the thesis is submitted.

The thesis report should be written after coursework finishes in the first academic year. The report serves as an advanced thesis proposal which already covers considerable ground for the thesis itself, to be written in year two. The report will be a paper of 6,000 words (including all references, footnotes, bibliography, appendices, and abstract), which includes a problem specification (research question/rationale), initial literature review, methods and, where appropriate, hypotheses and case study selection; as well as work plan detailing deadlines the student intends to observe for writing up the different parts of the thesis. The topic of the thesis report (and by extension the thesis) should be relevant to the student’s mobility track.

The report is due by August 31 of year one, and is jointly graded by the two supervisors, each contributing half the final grade. Students receive detailed comments from the graders, and a single grade allocated in the ISS/CEU grading scheme.
**Learning objectives**

With the report the student demonstrates the capacity to:

- identify a research topic
- formulate research questions
- undertake an initial literature review
- choose an adequate method to research the problem
- presented a convincing proposal for the final thesis including a statement regarding the objectives of the research, the research question, a short review of the relevant theoretical background and a statement on the methodology.

The thesis report should achieve the following:

8. Lead us into the general, then the specific topic.
9. Indicate that there is a gap, an area or puzzle that is unanswered or unresolved.
10. State the research question (as a question, where methodologically appropriate).
11. Indicate briefly how this question will be answered (i.e. what methods you have chosen).
12. Point to the value of this research, either practical (how it will benefit policy) or academic (how it will advance our knowledge).
13. Provide a review of relevant literature and indicate how it well help you deal with the chosen topic.
14. Provide a work plan with deadlines and deliverables up to the end of the thesis writing period.

The thesis report will be marked in the ISS or CEU marking system, using the following assessment criteria:

- Problem specification: Is the research question to be pursued in the thesis clear and suitable?
- Does the thesis report provide a convincing rationale for pursuing the proposed research?
- Presentation of concepts / theory: Does the report identify a suitable approach/theoretical framework/key concepts that will guide the thesis?
- Literature review: does the report identify relevant body/bodies of literature? Does it show a good understanding of appropriate/relevant literature? Is the literature competently reviewed, and its relevance for the thesis well established?
- Research design and methods: Is the report explicit about the research design of the planned thesis, including, where appropriate, hypotheses and case study selection? Does it provide a good discussion of planned data collection and analysis, of sources and methods that will be used? Are the chosen method/s well justified?
- Referencing: Is the use of literature and sources competent? Is referencing in line with good scholarly standards?
- General presentation: Is the report neatly presented and clearly structured? Is the language clear and correct? Is the report within (and not significantly shorter than) the expected 6,000 words?
- Quality of work plan: Does the thesis report include a realistic work plan and time table towards completion of the thesis, of the major milestones and deliverables?
Thesis

Institution: Joint component
Year/Term: Year 2
Course type: Core program component: research component
ECTS: 20

Brief description (including learning outcomes):
Mundus MAPP includes a significant research training and independent research component, preparing students for further studies and/or jobs requiring research skills following graduation. Students start to work on their thesis by compiling a review of the relevant literature, a methods section, or a substantial research proposal in the form of a “thesis report”, to be submitted in the first academic year. Building on the thesis report, students continue their project in year two and submit a thesis at the end of the academic year. The thesis is individually supervised; is supported by a workshop that is assessed through an oral presentation; and is designed to assess more advanced skills of independent research. The thesis is a 12,000 word long paper (including all references, footnotes, bibliography, appendices, and abstract) with all the attributes of scholarly work presented in accordance with IBEI or York thesis guidelines (depending on student track). If a significant change in the topic occurs in the course of the work (as compared to the thesis report), the student needs to secure approval from both supervisors. If the changed topic falls outside the expertise of the original supervisors it will not be approved. The thesis is due by June 7 (York tracks)/ July 1 (IBEI tracks) and is jointly graded by the two supervisors (or in the case of York, another member of faculty) each contributing half the final grade. Students receive detailed comments from the graders, and a single grade allocated in the York/IBEI grading scheme.

In order to complete the thesis requirement, students also need to pass an oral final examination (defense). The defense will take place in the days (or week) following thesis submission. The defense will provide the opportunity to students to summarize their core argument, and for members of the defense committee to ask questions, thereby testing student’s oral presentation and argumentation skills. A member of the committee who is of senior academic rank chairs the committee. The defense

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is graded with Pass or Fail only, which will be communicated to the student on the day of the defense. A passing grade is required both in the oral defense and for the thesis itself for fulfilling the thesis requirement as a whole.

By completing the thesis, students will:

- Have knowledge of the main theoretical and conceptual debates in their chosen field
- Be able to take independent research and data analysis
- Be able to develop robust and sustained written analyses and arguments
- Be able to orally defend their arguments and ideas.
Internship

Institution: Joint program component
Year/Term: Between Year 1 & 2
Course type: Core program component: practical component
ECTS: 3

Brief description (including learning outcomes):
Internships are a mandatory component of Mundus MAPP, and are designed to provide hands-on experience in public policy research, analysis and practice. The aim of the internship component is to facilitate the students’ (re)integration into the international job market upon graduation, build networks and professional contacts at hosting organizations, and allow students to apply and re-examine theoretical knowledge gained through the coursework in light of actual experience.

Internships will take place in a relevant organization of the students’ choice, such as think tanks, international organizations, national and international NGOs, professional bodies, government agencies and embassies, or research organizations. The tasks students undertake during the internship will vary greatly depending on the host institution’s profile and expectations, but must involve substantive work such as drafting policy documents, collecting, processing and analyzing relevant data, interacting with stakeholders, or research. Work that could typically be done by an intern is a baseline survey, an inventory and first analysis of data, a comparative analysis of findings of different evaluations, a literature study for policy preparation, or preparatory study for lobby and advocacy.

Internships last one month and, depending on mobility track, take place after other academic requirements are completed in year one but before the academic year starts in year two; i.e., typically in the summer for CEU track students, and the month of September for ISS track students. Although exceptionally internships and thesis report writing can run parallel (with permission from ISS/CEU), students are strongly encouraged to complete their thesis reports first. Internships must be completed by the time teaching starts in year 2 at York / Barcelona. In exceptional circumstances, such as medical reasons or other mitigating circumstances, internships may be delayed to the second year; this needs to be approved by both the first and second year institution.
Students will be asked to confirm the host organization and the period of internship during the first academic year well in advance of the summer. Consortia institutions will support internship arrangements by providing information, advice and letters of recommendation (as needed), but securing a placement is the student’s own responsibility. For CEU track students, internships may be substituted with ‘Policy labs’, whereby teams of students work on a consulting project for a specific client under faculty supervision during the academic year. The credit value of Policy Labs will be the same as internships, but assessment methods and the timing will differ. CEU track students will be provided with further information on Policy Labs by CEU upon enrolment. CEU-track students may complete an internship as well as Policy Lab, in which case the latter will count as an elective course taken for Pass or Fail, therefore not affecting the final GPA.

By completing this module, students will have
- To combine and apply the knowledge obtained in previous work and during the study undertaken at the consortium institutions
- Obtain insights in the mission and policy of the hosting organization

- Obtain hands-on practical work experience
- Learn to report about the internship in a concise summary.
Policy Process and Policy Analysis

Institution: School of Public Policy, Central European University
Year/Term: Year 1, Terms 1 & 2
Course type: Core course
ECTS: 8

Brief description (including learning outcomes):

The course is designed to introduce students to the comparative analysis of public policy. It assesses key incentives and constraints that are inherent in the policy process and introduces models that seek to provide an analytical framework. Students will become familiar with pluralist and rational choice-based approaches to the study of public policy; they will acquire the analytical tools to analyse actors and their strategic behaviour in the political process; and they will gain some experience in analysing the policy process from the inception of a new public policy issue to its implementation and review. The course draws on classical texts in comparative politics and public policy, and proceeds to explore current academic and political issues in the (European) public policy debates.
**Microeconomics for Public Policy**

**Institution:** School of Public Policy, Central European University  
**Year/Term:** Year 1, Term 1  
**Course type:** Core course  
**ECTS:** 6

**Brief description (including learning outcomes):**

Microeconomics is a branch of economics that focuses on the question how individuals (or households) and firms make decisions to allocate limited resources in market interactions. Individual choices and private interests are behind most socio-economic processes. The understanding of the behavioral aspects of socio-economic processes is indispensable for good policymaking. This course provides a sound microeconomic foundation for students wishing to become proficient civil servants, policy experts, or analysts in the field of public policy. It will equip the students with a thorough understanding of the microeconomic theory and thus enable them to understand and analyze socio-economic processes and relationships as driven by economic behavior at the micro level. Throughout the course, specific public policy issues will be studied with the objective to motivate and demonstrate the pertinence of economic analysis for sound public policy making.

The course fosters a comprehensive understanding of the theoretical microfoundations of economic behavior and their repercussions for sound policy making. By the end of the course, a successful student will be equipped with an effective toolset to analyze public policy issues and proposals from the microeconomic perspective. Students shall improve their analytical skills through assignments fostering theoretical as well as policy aspects; and their argumentative skills through in-class discussions. Students’ practical skills will be solidified by means of an applied microeconomic policy project.
Macroeconomics for Public Policy

Institution: School of Public Policy, Central European University
Year/Term: Year 1, Term 2
Course type: Track-specific course
ECTS: 6

Brief description (including learning outcomes):
Macroeconomics is a branch of Economics that studies the performance, structure, and behavior of a national or regional (e.g. EU) economy as a whole. Macroeconomic developments are a central theme of policy debate around the globe. This course provides a sound understanding of macroeconomics for students wishing to become proficient civil servants, policy experts, or analysts in the field of public policy. It will equip the students with a thorough understanding of the macroeconomic theory and thus enable them to understand and analyze macroeconomic processes, relationships between aggregate economic variables, as well as the organization of the financial sector and national accounts.
Throughout the course, specific public policy issues will be studied with the objective to motivate and demonstrate the pertinence of macroeconomic analysis for sound public policy making.

The course fosters a comprehensive understanding of macroeconomic principles and their repercussions for sound policy making. By the end of the course, a successful student will be equipped with an effective toolset to analyze public policy issues and proposals from the macroeconomic perspective. Students shall improve their analytical and argumentative skills through homework assignments and their contributions to the Macroeconomic Policy Forum fostering theoretical as well as their policy applications and their oral communication skills through in-class discussions.
Quantitative Methods

Institution: School of Public Policy, Central European University
Year/Term: Year 1, Term 1
Course type: Core course
ECTS: 4

Brief description (including learning outcomes):
For both academic scholars and practitioners of public policy skillful processing of information is a key qualification. Methodological and analytical knowledge is of paramount importance to evaluate policies on basis of available data: reports, expert opinions, descriptive or inferential statistics etc. This course introduces students to the basics of research design, and to the quantitative and qualitative methods that can be used in addressing policy-relevant research questions.

The course has two major goals:
1) To enhance students’ ‘passive’ literacy of quantitative research methods. In this respect students will learn how to evaluate the adequacy of a given research method for a given research question. They will learn how to judge the quality of reports and academic studies on basis of typical flaws different research techniques may have.
2) To give students active skills and to show them how to apply techniques to original policy studies of their own. The class will give an overview of issues related to measurement, causal inference, quasi-experimental research, sampling and survey research, interviewing and other qualitative methods of data collection, as well as practical skills in applying statistics.
Qualitative Methods

Institution: School of Public Policy, Central European University
Year/Term: Year 1, Term 1
Course type: Core course
ECTS: 4

Brief description (including learning outcomes):
The course gives an introduction into the philosophy of (social) science, research design and techniques of comparative qualitative inquiry. We investigate what social scientists do and how they evaluate their theories. We then discuss a broad range of topics, including research design, concepts and measurement, the problem auf causality in social sciences, the art of cases selections, evaluation and interviews. The general goal of the course is raising awareness of methodological pitfalls, fostering critical thinking in qualitative research design, and planning own empirical studies. The material is based on book chapters and papers of the respective field, new contributions in the field and a selection of applied studies. The course is based on discussions and active participation of students.

The general goal of the course is raising awareness of methodological pitfalls, fostering critical thinking in qualitative research design, and planning own empirical studies.
Jean Monnet Module on European Integration

Institution: School of Public Policy, Central European University
Year/Term: Year 1, Term 1
Course type: Track-specific course
ECTS: 8

Brief description (including learning outcomes):
This course focuses governance and policy-making in the European Union (EU). The course adopts an interdisciplinary approach, with a particular focus on political science, IR and legal studies perspectives. The course covers the EU’s institutional framework and key decision-making processes, the main theoretical perspectives on European integration and governance, and an analysis of core fields of EU public policy. Part A concentrates on the EU’s institutional framework providing a review of the main decision-making bodies and processes. Part B discusses core theoretical perspectives European integration research. Part C explores core EU policy areas and reviews contemporary challenges of EU governance in the respective fields. Finally, Part D concludes on a critical overview of core modes of governance in the EU. A core feature of the course is that it combines seminar sessions with interactive guest lectures which are delivered by prominent scholars in the discipline as well as EU policy-makers. This course is aimed at students who seek to engage in EU-related research and/or would like to work in or with EU institutions in their professional careers with.
The course provides students with an advanced-level overview of policy-making in the European Union and introduces them to contemporary challenges of European integration.

At the end of the course, students should:
- be able to identify and understand the functioning of the main EU institutions;
- have a clear understanding of the main decision and law-making processes in the EU;
- demonstrate an in-depth knowledge of the governance dynamics in specific policy-areas;
- be familiar with theories of European integration and core analytical perspectives;
- be aware of the main contemporary challenges facing European integration;
- be able to locate and analysis EU policy documents, legislation, action and case law, and to provide policy advice;
- be able to synthesize, analyze and evaluate primary and secondary sources;
- be able to reason analytically and logically within a range of disciplines;
- be able to write in an analytical and critical way;
- be able to communicate effectively orally;
- to communicate effectively in writing to both scientific and non-scientific audience.
- know how to approach a question from various perspectives between and within discipline(s);
- be familiar with the basic theories and methodology from more than one disciplines;
- identify and explain the policy implications or theoretical constructs.
Academic Writing

Institution: School of Public Policy, Central European University
Year/Term: Year 1, Terms 1&2
Course type: Core course
ECTS: 0

Brief description (including learning outcomes):
The aim of this course is to help you develop as a writer within the English speaking academic community by raising awareness of, practicing, and reflecting upon the conventions of written texts. In addition to addressing issues related to academic writing, the course will also focus on other language skills you will need to complete your graduate level work in English.

During the course, students will:
- Become familiar with the genres of and enhance the skills related to research-based and policy writing
- Improve your ability to use effectively the discourse patterns of academic English
- Have the opportunity to develop your writing process through generating ideas, drafting, peer evaluation and individual writing consultations
- Learn to take into consideration the expectations of your readership with regard to discourse conventions in different communities
- Learn to incorporate the work of other authors into your own writing within the requirements of English academic practice

By the end of this course, students should be able to:
- Identify the typical components and features of various genres in your field
- Structure a policy brief, a critique or a position paper, an op-ed and a research paper at the macro and micro level
- Think and write more clearly and incisively
- Draw on a variety of skills and approaches when writing different papers
- Write for various audiences, adapting your writing to the expectations of these audiences
- Properly incorporate the work of other authors into your own writing, and understand the CEU policy on plagiarism
- Edit and refine your own written work
Elective courses

Institution: School of Public Policy, Central European University

Year/Term: Year 1, Terms 1, 2 & 3

Course type: Elective courses

ECTS: 12

Brief description:
Students are required to take 12 ECTS from the following tentative list of courses. Current course offerings are published on the website of CEU every academic year:

<table>
<thead>
<tr>
<th>Course</th>
<th>ECTS</th>
<th>Term</th>
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<tbody>
<tr>
<td>Administrative Law for Public Management</td>
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<td>2</td>
</tr>
<tr>
<td>Between States &amp; Markets: Global Governance and Transnational Networks</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Challenges for Welfare States in a Globalized Economy</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Comparative Political Institutions</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Corruption and Corruption Control</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Economic Analysis of Labor and Population Policy</td>
<td>4</td>
<td>2</td>
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<tr>
<td>Electronic governance</td>
<td>4</td>
<td>2</td>
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<tr>
<td>Energy Policy</td>
<td>4</td>
<td>2</td>
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<tr>
<td>Equality Policy in Comparative Perspective</td>
<td>4</td>
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</tr>
<tr>
<td>Ethics and Public Policy</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>EU Competition Policy and Law</td>
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<tr>
<td>EU Politics</td>
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<tr>
<td>EU Socio-Economic Governance</td>
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<td>European Union Law</td>
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<tr>
<td>Global Cities</td>
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<tr>
<td>Global Political Economy</td>
<td>4</td>
<td>2</td>
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<tr>
<td>International Policy Practice</td>
<td>4</td>
<td>2</td>
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<tr>
<td>Policy Lab</td>
<td>4</td>
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<tr>
<td>Public policy and party politics</td>
<td>4</td>
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</tr>
<tr>
<td>Terrorism and Counter-Terrorism</td>
<td>4</td>
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<tr>
<td>The Politics of Gender Based Violence</td>
<td>4</td>
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<tr>
<td>Theories and Strategies of Development</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>
ISS 4182 Comparative Public Policy

Institution: International Institute of Social Studies, Erasmus University Rotterdam
Year/Term: Year 1, Term 1
Course type: Core course
Assessment: 85% assignments, 15% presentation
ECTS: 5

Brief description (including learning outcomes):
Comparative public policy has become an important field of study within the Policy Sciences more in general. By promoting the exchange of knowledge, expertise and ‘best practices’ across Europe it is also playing an important role in the process of Europeanization of public policies itself. Yet, comparative public policy faces many empirical, theoretical and methodological difficulties. To overcome such difficulties, this course develops a problem solving approach to the comparative study of public policies.

At the end of the course, students:
- are able to discuss the difficulties as well as opportunities of comparative public policy for policy learning;
- are familiar with the comparative dynamics of agenda setting;
- can compare processes of policy implementation by looking at instrument choices and implementation styles;
- are familiar with the design and execution of policy research from a comparative perspective and with instruments as international surveys, multi-case studies, benchmarking and best practices and use of international statistics;
ISS 4212 Contemporary Capitalism and Governance: Neo-Liberalism and Beyond

Institution: International Institute of Social Studies, Erasmus University Rotterdam
Year/Term: Year 1, Term 2
Course type: Track-specific course
Assessment: 100% assignments
ECTS: 8

Brief description (including learning outcomes):
This is a course about the rise, nature and evolution of neo liberalism and how it has become, not just as an idea, a preferred policy template or set of interests among many, but the most influential policy agenda for the reshaping of the global order and the way in which political and economic life is organised. This course examines the ideological, economic and political reasons for this ascendancy and the institutional and political forces behind their existence.

The course is divided into three parts. Part I looks into the multiple ways in which the term has been defined ranging from orthodox approaches which deny the existence of neo liberalism, to many heterodox accounts in International Political Economy (IPE) literature which treat it as a hegemonic discourse and practice. It also analyses the policy metamorphosis of neo liberal reforms by tracing the shift from the structural adjustment/Washington Consensus era to the so called Post Washington Consensus era with its emphasis on institutional building, good governance policies and poverty reduction strategies. Part I concludes by asking whether neo liberalism is still alive today or whether it has evolved in its nature towards something new and different.

Part II looks into the processes through which neo liberal reform policies have been appropriated and implemented, and the impact of these upon existing governance systems of social and political power. It draws on a variety of case studies including the implementation of neoliberal reforms in Latin America, Africa, South East Asia, China, India, Russia, The European Union and the Middle East. Part III is thematic in its nature and shifts the analysis towards the implication of neo liberal reform policies on the current global financial architecture, gender relations and environmental conservation.

After completion of the course, students will have:
- enhanced their knowledge of market led restructuring reform policies in contemporary capitalist economies.
- acquired an understanding of the various interpretations that are relevant to explaining the nature, rise and evolution of neo liberalism;
- strengthened their ability to analyse critically the claims made by scholars and other observers of neo liberal political, economic and social reform policies;
- improved their academic skills in writing short and long essays.
ISS 4307 Global Governance and Development: Debating Liberal Internationalism

**Institution:** International Institute of Social Studies, Erasmus University Rotterdam  
**Year/Term:** Year 1, Term 3  
**Course type:** Track-specific course  
**Assessment:** 100% assignments  
**ECTS:** 8

This course, which is focused on the global political-economic context of the development process, aims to contribute to a better understanding of the various manifestations of global governance in today's world, as well as the arguments for global – that is, not territorially confined – public policy making. Regimes of global governance have an important impact on the formulation of national policies in countries of the global South, and an understanding of these regimes is required in order to assess the constraints and opportunities that governments, the private sector and civil society are facing in achieving their objectives.

After completion of the course, students will have:

- enhanced their knowledge of contemporary global governance, in particular of the institutions and ideas shaping global public policy;  
- acquired an understanding of the various interpretations that are relevant to explaining global governance and global public policy;  
- strengthened their ability to analyze critically the claims made by scholars and other observers of global governance and global public policy;  
- improved their skills in formulating an evidence-based argument on issues of global governance and global public policy;  
- developed further their skills of presenting the results of their own research to an audience and assessing the research findings of others.
ISS 4180 Thinking About Institutions and Governance

Institution: International Institute of Social Studies, Erasmus University Rotterdam
Year/Term: Year 1, Term 1
Course type: Track-specific course
Assessment: 85% assignments, 15% presentation
ECTS: 5

Brief description (including learning outcomes):
Governance is a concept that implies different meanings to different audiences depending on the area, discipline, field and theoretical lenses one uses in defining it. Yet, across this myriad of interpretations and practices, this course looks into the central relationship linking Institutions and Governance. More specifically, it focuses on how our analysis of institutional formation, emergence, maintenance, persistence, change and evolution shapes the extent to which we deal with different modalities of governance. In so doing, this course enables students to critically analyze new programs of governance, institution and state building reforms that have emerged in the past two decades to replace, supplement or facilitate policies previously solely focused on market liberalization. It also allows students to situate and understand better some of the disputes and different approaches to questions of governance, reform and democracy and how these influence the development policy agenda.

The course is divided into three parts. Part I is theoretical in its content. It introduces students into different conceptualizations of ‘governance’ before it tackles the theoretical underpinnings that inform it with a particular focus on the ‘new institutionalism’ literature with all of its disciplinary varieties. Part II aims to link the first theoretical block with a series of processes that speak to governance related topics and issues. As such, the second block looks into the extent to which institutional analysis informs the design of World Bank’s Good Governance policies (focus on anti-corruption and decentralization policies), and how it relates to the literature on the Varieties of Capitalism (VoC) which studies contemporary State-Market interactions in modern capitalist societies. Similarly, the second block links institutional analysis with debates revolving around the topics of democracy (definition and classification) and democratization (democracy transition and consolidation). Part III comprises a
series of workshops (three) where students undertake a variety of assignments that speak to topics already covered throughout the course.

In this module, students learn how:
- To critically conceptualise complex analytical issues such as social change, continuity and institutional reform
- To understand the main differences among authors and schools of thought in relation to key debates in the area of governance and institutional analysis.
- To formulate a coherent argument regarding one’s own theoretical position in the diverse governance literatures.
- To develop further their skills of presenting the results of their own research to an audience and assessing the research findings of others.
ISS 4181 Development Economics and Public Policy

Institution: International Institute of Social Studies, Erasmus University Rotterdam
Year/Term: Year 1, Term 1
Course type: Core course
Assessment: 50% written exam, 50% assignments
ECTS: 5

Brief description (including learning outcomes):
This is an advanced course in development economics for master-level students in development studies with a particular focus on public policy. This ten lecture course starts with a discussion of the nature of development economics and the place of development economics within the broader field of development studies. Session 2 presents the main elements of classic and heterodox theories of economic development. Session 3 introduces students to the most prominent contemporary models of development and underdevelopment, in particular, endogenous growth theories, the debate about the ‘big push’ and the nature and causes of poverty traps. Session 4 shifts the analysis to the particular problem of agriculture. After highlighting the debate about the role of agriculture within economic development, the course will move to the analysis of the agricultural land market and show how market imperfections can lead to inefficient production decisions and thus hinder agricultural development. Session 5 analyses rural-urban interactions and discusses the nature of urban formal and informal labour markets. The focus will be on constraints faced by informal entrepreneurs and the policies that can be used to ease such constraints. Session 6 will discuss the role of population growth and fertility and show that demographic change has to be considered as endogenous to economic development and that policies that do not take this into account are likely to be unsuccessful. Session 7 deals with health and development. Again, it will be shown that the causality between both – health and development – is bi-directional and macroeconomic empirical evidence is mixed. Then the focus will shift to microeconomic studies examining the health-productivity relationship. Sessions 8 and 9 will discuss the policy implications issuing from the different theories in the context of real country problems. Empirical evidence in favour and against the various theories presented will feed the discussion. Session 10 will conclude the course. It should be noted that the course will also be sensitive to problems rooted in the inequality between men and women, such as for instance the implications of
unequal access to land, financial capital, labour market opportunities or health services and policy measures that may be taken to bridge such inequalities.

After completion of the course, students should:
- Have knowledge about the most important mainstream and heterodox economic approaches to analyse the economic transformation of those countries known as the ‘developing world’.
- Be able to identify the main hypotheses and processes explaining economic growth and development and how they relate to policy making.
- Learn to identify market failures and to determine whether appropriate policies grounded in an understanding of these conditions can address such failures.
- Critically assess the limitations and strengths of the theories presented and to understand the key points of discussion between alternative theories.
- Relate economic theory and concepts to real-life situations and specific public policy contexts.
ISS 4182 Comparative Public Policy

Institution: International Institute of Social Studies, Erasmus University Rotterdam
Year/Term: Year 1, Term 1
Course type: Core course
Assessment: 85% assignments, 15% presentation
ECTS: 5

Brief description (including learning outcomes):
Comparative public policy has become an important field of study within the Policy Sciences more in general. By promoting the exchange of knowledge, expertise and ‘best practices’ across Europe it is also playing an important role in the process of Europeanization of public policies itself. Yet, comparative public policy faces many empirical, theoretical and methodological difficulties. To overcome such difficulties, this course develops a problem solving approach to the comparative study of public policies.

At the end of the course, students:
- are able to discuss the difficulties as well as opportunities of comparative public policy for policy learning;
- are familiar with the comparative dynamics of agenda setting;
- can compare processes of policy implementation by looking at instrument choices and implementation styles;
- are familiar with the design and execution of policy research from a comparative perspective and with instruments as international surveys, multi-case studies, benchmarking and best practices and use of international statistics.
Research Methods

Institution: International Institute of Social Studies, Erasmus University Rotterdam
Year/Term: Year 1, Terms 1, 2 & 3
Course type: Core course
ECTS: 8

Brief description:
Students are required to take 8 ECTS worth of courses from the following list:

ISS-3103 Regression and Data Analysis
ISS-3105 Research Paper Preparation
ISS-3201 Methods for Social Development Research
ISS-3203 Topics in Regression Analysis
ISS-3207 Qualitative Interviews
ISS-3209 Techniques for Understanding Quantitative Secondary Data
ISS-3210 Discourse Analysis and Interpretive Research
ISS-3303 Ethnographic Research and Reflexivity in Development Contexts
ISS-3305 Techniques for Case-study Research
ISS-3306 Participatory Action Research
ISS-3310 Doing Your Own Survey
Elective courses

Institution: International Institute of Social Studies, Erasmus University Rotterdam
Year/Term: Year 1, Term 2 & 3
Course type: Elective Courses
ECTS: 8

Brief description:
Students are required to take 8 ECTS from the following tentative list of courses. Current course offerings are published on the website of ISS every academic year:

ISS-4201 Stakeholders in Local Development: Interests, Negotiations and Cooperation
ISS-4202 Poverty, Gender and Social Protection: Debates, Policies and Transformative Interventions
ISS-4209 Policy Analysis and Design
ISS-4211 Promotion of Local Economic Development
ISS-4216 Human Rights, Law and Society
ISS-4217 Governance, Conflict Analysis and Conflict Management
ISS-4218 Child and Youth Studies in Development Context
ISS-4223 Development Research: Comparative Epistemologies and Methodologies
ISS-4226 Feminist Theories and Strategies for Development: Global and Local Perspectives
ISS-4227 Securitisation of Development: Violence, Humanitarianism and Peace
ISS-4228 Population, People and Resources: Generations and Regeneration
ISS-4229 Global Environmental Politics
ISS-4230 Agricultural and Rural Development Policy: Interventions and Institutions
ISS-4231 Growth, Inequality and Poverty
ISS-4232 Social Movements, NGOs and Civil Society
ISS-4233 Global Economy
ISS-4303 Realizing Rights and Social Justice
ISS-4311 Children, Youth and Development: Policy and Practice
ISS-4312 International Financial Reform
ISS-4313 Violent Conflict, Media and the Politics of Representation
ISS-4317 Econometric Analysis of Development Policies
ISS-4334 Politics and the Economics of Natural Resource Management
ISS-4335 Politics of Agrarian Transformation
ISS-4338 Gender and Sexuality as ‘Lenses’ to Engage with Development Policy and Practice
ISS-4339 Public Sector Organizations, Management and Reforms
ISS-4341 Evaluation of Development Policy, Programmes and Projects
ISS-4343 Political Economy of the Global Food System
ISS-4344 Working Out of Poverty
ISS-4346 Migration, Globalization and Livelihoods
ISS-4347 Young People and Work: Theory, Practice and Policy
Global Governance

Institution: Institut Barcelona d’Estudis Internacionals
Year/Term: Year 2, Terms 1 & 2
Course type: Core course
ECTS: 6

Brief description (including learning outcomes):

Contemporary globalisation has transformed international society at an intense rhythm and scope with no historical precedent. International relations are no longer an area of inter-state relations, but have become a political space in which activities and challenges have acquired a global dimension, both materially and geographically. The needs and forms of governance in this newly emerging political space have led to global governance.

The subject combines the study of globalisation with the analysis of global governance. The first part involves the conceptualisation of globalisation. It studies the main processes, paying particular attention to technological factors and the ITC revolution, and these are treated as complementary phenomena to the globalising trends of regionalisation and regionalisms. In the second part, theoretical perspectives of global governance are studied, incorporating theoretical contributions on international regimes and analysing transformation experienced by some of the main international institutions (United Nations, Bretton Woods and the multilateral trade system) during the past decades. The third part studies some of the main challenges that need to be addressed by global governance: environmental degradation, poverty and global economic inequalities, migration and massive displacement, new wars and arms proliferation, as well as the violation of human rights in their different policy forms.
International Political Economy

**Institution:** Institut Barcelona d’Estudis Internacionals  
**Year/Term:** Year 2, Term 2  
**Course type:** Track specific course  
**ECTS:** 4

**Brief description (including learning outcomes):**
By almost any measure, we live today in the most economically internationalized era of world history. Products from previously isolated places are now transported, and consumed worldwide, firms in traditionally sheltered sectors face unprecedented levels of international competition, and capital freely flows in massive quantities across the globe. How has this process come about? To study the economic and political underpinnings of the global economic order is precisely the main purpose of the discipline of International Political Economy. Using analytical and methodological insights from political science and economics, the young discipline of IPE has contributed to our understanding of different dimensions of the international economy: why do some countries adopt protectionist policies whereas other embrace free trade? What explains the different regulations imposed on the flow of the different factors of production across countries and periods of time? What role do domestic and international factors play in the international monetary and financial order? This course offers a critical introduction to some of these contributions. It is structured into three blocks. The first three sessions of the course introduce the analytical tools and the theoretical approaches used in IPE, and provide a brief overview of the recent history of the world economic order. The second block (sessions 4 through 10) analyzes in detail different dimensions of the international economic policies of countries: trade, capital flows and monetary relations, and migration. The third part of the course (sessions 11-13) looks at the consequences of increasing economic integration on several dimensions of domestic and international politics.

Students are expected, by the end of the course, to

- know the key features of the contemporary world economic order
be familiar with the main contributions to our understanding of that economic order have been made from the field of IPE: the political economy of trade policy, the regulation of international capital flows, and the choice of monetary regimes.

- engage with the current debate on the political and economic consequences of increased levels of economic integration.
International Relations

**Institution:** Institut Barcelona d’Estudis Internacionals

**Year/Term:** Year 2, Term 1

**Course type:** Track specific course

**ECTS:** 8

**Brief description (including learning outcomes):**

The course on International Relations focuses on two aspects: first, to provide students with sound knowledge of International Relations theory and its evolution and help them apply the main theoretical approaches to the study and interpretation of international society and current political processes; second, to examine the characteristics and functions of different actors in international relations.

The course aims at developing the following skills:

- Understanding and critical analysis of ideas and facts.
- Appropriate use of concepts and theories.
- Decision-making and solving practical problems.
- Drawing up of specialized documents.
- Information management (search for sources, data selection and evaluation).
- Acquiring knowledge about ideas and facts.
- Interpersonal coordination and group-work skills.
- Initiative taking and group leadership.
Political Economy of Development

Institution: Institut Barcelona d’Estudis Internacionals
Year/Term: Year 2, Term 2
Course type: Track specific course
ECTS: 4

Brief description (including learning outcomes):

The course focuses on three main development topics; poverty, inequality and growth, topics which have become even more important in light of the global economic crisis of 2008-2009 which has affected most developing countries (with the exception of China and India) disproportionately. The subject introduces students to development theory and the main debates in the field of economic development (traditional economic growth models, overview of basic needs, “growth and equality” and macro-economic growth with poverty reduction): the role of the state in development (from a state that “develops” to a “permissive state”), different development strategies and crucial issues such as poverty, inequality and access to utilities and services (such as land, water and health) in developing countries and transition economies, in the context of rapid globalization of the global economy, and in relation to the “Millennium Development Goals” for 2015.

The learning outcomes of the course include
- in-depth understanding of different strategies and development models and their role in developing countries on different continents (and more recently in economies in transition),
- analytical understanding of the expansive global economy, aspects of inequality in trade and the growing gap between rich and poor
- continued handling of different income indexes (wealth and expenditure), and inequality and poverty
- critical interpretation of debates, good practice for the reduction of poverty, standard tools being proposed by the IFI and the viability of the “Millennium Development Goals”.

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Public Management

Institution: Institut Barcelona d’Estudis Internacionals
Year/Term: Year 2, Term 1
Course type: Core course
ECTS: 6

Brief description (including learning outcomes):

Public Management is a multi-faceted course designed to provide graduate students a comprehensive understanding of public management as a field of academic study and an area of professional practice. Public management has changed considerably in recent years as a result of reform initiatives in many countries and the interplay between local, national, regional, supranational and global levels. In order to understand this dynamic reality, this course will examine both empirical developments and new theories of public management with an international perspective.

At the end of the course, students should reach a better understanding of public management as a field of study, the environment of public organizations, and the context of work and management in the public sector.
Development Economics

**Institution:** Institut Barcelona d’Estudis Internacionals

**Year/Term:** Year 2, Term 2

**Course type:** Track specific course

**ECTS:** 4

**Brief description (including learning outcomes):**

The course focuses on three main development topics; poverty, inequality and growth, topics which have become even more important in light of the global economic crisis of 2008-2009 which has affected most developing countries (with the exception of China and India) disproportionately. The subject introduces students to development theory and the main debates in the field of economic development (traditional economic growth models, overview of basic needs, “growth and equality” and macro-economic growth with poverty reduction): the role of the state in development (from a state that “develops” to a “permissive state”), different development strategies and crucial issues such as poverty, inequality and access to utilities and services (such as land, water and health) in developing countries and transition economies, in the context of rapid globalization of the global economy, and in relation to the “Millennium Development Goals” for 2015.

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- continued handling of different income indexes (wealth and expenditure), and inequality and poverty
- critical interpretation of debates, good practice for the reduction of poverty, standard tools being proposed by the IFI and the viability of the “Millennium Development Goals”.

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Elective courses

Institution: Institut Barcelona d’Estudis Internacionals
Year/Term: Year 2, Term 1 & 2
Course type: Elective course
ECTS: 14

Brief description:
Students are required to take 14 ECTS from the following tentative list of courses. Current course offerings are published on the website of IBEI:

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<th>ELECTIVES</th>
<th>Credits</th>
<th>Term</th>
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<td>American Foreign Policy</td>
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<td>Competitiveness and Growth</td>
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<td>Development and Social Change in Latin America</td>
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<td>Globalization and Society</td>
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<td>Mediterranea and Arab World Studies</td>
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<td>Nationalism and Ethnic Conflict</td>
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<td>Political Processes in the European Union</td>
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<td>TIC for Development</td>
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<td>War, Political Thought and the Construction of Peace</td>
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<td>Achieving Peace and the International Order</td>
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<td>Comparative Politics of Regionalism</td>
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<td>Development Economics: Poverty, Inequality and Growth</td>
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<td>Education and communication in International Relations</td>
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<td>Experiments in Political Economy, International Relations and Development</td>
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<td>Foreign Policy Analysis: Theory and Case Studies</td>
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<td>Global Civil Society</td>
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<td>International Business and Economic Institutions</td>
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<td>International Relations and Humanitarian Actions</td>
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<td>International Security and Armed Forces</td>
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<td>Methods of Qualitative Approach</td>
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## Global Governance

**Institution:** University of York  
**Year/Term:** Year 2, Term 1  
**Course type:** Core course  
**ECTS:** 7

### Brief description (including learning outcomes):
A ubiquitous term in academic and policy making circles alike, global governance seeks to capture the complexity and density of state and non-state actors working to address numerous pressing issues that cross territorial borders. This module examines the global structures, processes and institutions that shape what we know as global governance. Among the questions the module addresses: What is global governance, and what should it be? Which actors are enabled and constrained in global governance processes? How and why do we see different outcomes of global governance across time and issue areas? The module begins by examining the concept of global governance and aims to place it in historical context. We then go on to consider leading mainstream and critical approaches to understanding global governance and international organizations. The bulk of the module involves applying these analytical approaches to understanding and comparing four issue areas: the global governance of health, finance, labour and the environment. We conclude by considering new directions in global governance.

### Learning objectives:
By the end of the module you should demonstrate an ability to:
- analyse international organisation and global governance in historical context;
- critically assess different theories and approaches to global governance to make sense of patterns of global governance;
- understand the role of state and non-state actors in global governance across different policy areas;
- make reasoned arguments, drawing on theoretical and empirical material, and express them effectively in oral and written form.

### Teaching and learning methods:
The module consists of weekly, two-hour seminars. Each seminar participant will give one oral presentation throughout the term. Seminars will also include group exercises, some of which will require advance. Students are expected to have read all essential readings for the week and come to the seminars prepared to participate actively in the discussions.
Public Management and Delivery

Institution: University of York
Year/Term: Year 2, Term 3
Course type: Core course
ECTS: 7

Brief description (including learning outcomes):
This module provides an opportunity for participants of a practical orientation to enhance their personal growth by stimulating new ideas and developing new skills in public policy, administration and management. The module explores current developments in applied policy analysis and public management; considers how policy problems and programmes are managed in the public sector; evaluates the actions and processes that shape the management of change; and, assesses how policies are managed, implemented, monitored and evaluated.
The module brings together three key inter-related themes: public management theory and practice; the tools of government; and, the role of knowledge in public policy-making. The 'public management theory and practice' theme examines the development of public management reform from an international perspective, the professional and ethical implications of reform, and the development of models of 'joined-up government'. The tools of government and role of knowledge themes explore policy instruments and techniques utilised at the micro-level stages of the policy process, and methods of programme measurement, analysis and evaluation.

By completing this module, students will have
- an understanding of the complex issues surrounding the formation, implementation and evaluation of public policy;
- a grasp of the political, institutional and organisational contexts which shape the policy making process;
- a familiarity with the ways in which the management and operation of the public sector has been transformed since the early 1980s;
- team work and research skills which will benefit data collection and analysis for the dissertation component of the degree; and,
- inter-professional perspectives and intellectual and professional self-awareness.

This module will also equip students with a range of key transferable skills:
- The ability to consider a problem from a variety of perspectives.
- The ability to work independently, both individually and in smaller groups
- The ability to identify problems and develop solutions
Public Policy in the European Union

Institution: University of York
Year/Term: Year 2, Term 1
Course type: Track specific course
ECTS: 10

Brief description (including learning outcomes):
The main objective of this module is to develop an advanced understanding of different analytical approaches to the study of public policy-making in the European Union (EU). Through lectures, seminars, and private study participants will apply different analytical approaches to understanding contemporary policy issues facing the EU, and in doing so develop independent research skills.

Learning objectives include:
to understand different analytical approaches to the study of EU policy-making and politics; to be able to generate theoretically grounded research questions or puzzles that particular observations about the EU might pose and develop research design skills to analyze them; to be able to relate theories and debates about the EU to broader academic debates in public policy and governance.

Academic and graduate skills include:
Seminars will develop graduate skills in working effectively with groups and communicating ideas clearly orally and in writing; private study will develop academic skills in using a full range of learning resources and working independently; assessment will develop skills in working autonomously and competently to utilize knowledge in an innovative way.
Theories and Policies of Development Governance

Institution: University of York
Year/Term: Year 2, Term 1
Course type: Track specific course
ECTS: 10

Brief description:
This module looks at major theories and policies of development governance. Debates about how best to achieve economic and social development in the developing world have focused on what role the state should play in the development process. The module examines this question by looking at the experiences of different parts of the developing world, asking why some regions have performed so much better than others. The module charts changing trends in development policy from early state-led models of development, to the rise of neoliberalism and the more recent preoccupation with ‘good governance’. It considers how and why these changes in policy have occurred and what effect they have had in different parts of the developing world.

The topics covered include development planning, East Asian ‘developmental states’, neoliberalism and the role of the market, the growing significance of NGOs and other non-state actors, the role of different forms of institutions and whether democracy is essential for effective development governance. The module also looks at the emergence of new challenges facing developing countries, particularly the growing threat presented by climate change. The module is multidisciplinary, introducing students to influential ideas in the politics, economics and political economy of development.
Research Workshop

Institution: University of York
Year/Term: Year 2, Term 3
Course type: Core course
ECTS: 3

Brief description (including learning outcomes):
The research workshop aims to support the development of the thesis through academic and peer support. In participating in the research workshop, students will have the opportunity to receive important developmental feedback on their planned thesis; and in turn will be able to critically engage with, and support, the work of their peers.
The research workshop is intended to be developmental and therefore will be marked on a pass/resubmit basis only, with students receiving a pass by presenting in the workshop. Students will receive oral feedback from their thesis supervisor, workshop convenor and peers, and written feedback from their supervisor of UoY/IBEI afterwards.

By completing the research workshop, students will:
- Be able to synthesis and respond to critical feedback.
- Be able to critically appraise the work of their peers.