



Co-funded by the  
Erasmus+ Programme  
of the European Union



## ERASMUS MUNDUS MASTERS PROGRAM IN PUBLIC POLICY – Mundus MAPP

### PROGRAM GUIDE 2018-2020

**August 31, 2018**

/May be subject to change./

Also available electronically at [www.mundusmapp.org](http://www.mundusmapp.org)



## Table of Contents

---

<b>1. INTRODUCTION TO THE PROGRAM GUIDE</b> .....	<b>4</b>
<b>2. INTRODUCTION TO THE CONSORTIUM AND THE CONSORTIUM INSTITUTIONS</b> .....	<b>5</b>
<b>3. MUNDUS MAPP CONSORTIUM ADMINISTRATION AND COMMUNICATION</b> .....	<b>8</b>
<i>Data handling and data protection</i> .....	10
<i>Communication with the consortium and fellow students</i> .....	10
<b>4. INTRODUCTION TO MUNDUS MAPP</b> .....	<b>11</b>
<b>5. CORE PROGRAM AND THE MOBILITY TRACKS</b> .....	<b>12</b>
<i>The core of the Mundus MAPP program</i> .....	12
<i>The four mobility tracks</i> .....	12
<i>Learning outcomes</i> .....	14
<b>6. PROGRAM STRUCTURE AND REQUIREMENTS FOR THE JOINT PROGRAM COMPONENTS</b> .....	<b>16</b>
<i>Course Work</i> .....	16
<i>Practical Components</i> .....	17
<i>Research Components</i> .....	19
<i>Program management and quality assurance</i> .....	21
<i>Introduction to the rules and regulations governing the Mundus MAPP program</i> .....	22
<i>Course/module assessment rules</i> .....	22
<i>Language of assessment</i> .....	22
<i>Form of assessment</i> .....	22
<i>Penalties for late submission and over-length assignments</i> .....	25
<i>Grading scale</i> .....	26
<i>Grading procedure</i> .....	26
<i>Feedback to students on their work</i> .....	27
<i>Reassessment opportunities</i> .....	28
<i>Mitigating circumstances</i> .....	29
<i>Academic misconduct</i> .....	29
<i>Appeals against a course/module grade</i> .....	30
<i>Appeals in the case of joint program components</i> .....	32
<b>7. AWARD REGULATIONS</b> .....	<b>33</b>
<i>Summary</i> .....	33
<i>Course/module grades</i> .....	34
<i>Progression</i> .....	34
<i>The duration of validity of the assessments</i> .....	34

Termination .....	35
Award requirements .....	35
Merit and distinction .....	35
Appeals regarding termination of enrollment or degree award.....	36
Graduation ceremonies .....	36
<b>8. MUNDUS MAPP STUDENT REPRESENTATIVES, FEEDBACK AND PROGRAM EVALUATION .....</b>	<b>37</b>
Student representatives.....	37
Student feedback and program evaluation.....	37
Student concerns and complaints .....	37
<b>10. TRAVELING SCHEDULES .....</b>	<b>38</b>
<b>11. FINANCIAL INFORMATION .....</b>	<b>41</b>
Erasmus Mundus scholarships .....	41
Institutional scholarships.....	42
Self-financing students .....	42
Tuition fee .....	42
Health insurance.....	43
Other charges.....	43
Estimated costs of living .....	43
<b>ANNEXES.....</b>	<b>45</b>
ANNEX I: Mundus MAPP Academic Calendar .....	46
ANNEX II: Overview of Track-Specific Curriculum.....	48
ANNEX III: Outlines of Core and Track-Specific Courses and Lists of Elective Courses .....	52
ANNEX IV: CEU Thesis Report Assessment Criteria and Grading Scale .....	100
ANNEX V: ISS Thesis Report Assessment Criteria and Grading Scale.....	102
ANNEX VI: CEU-IBEI Thesis Assessment Criteria and Grading Scale .....	105
ANNEX VII: ISS-IBEI Thesis Assessment Criteria and Grading Scale .....	107
ANNEX VIII: CEU-York Thesis Assessment Criteria and Grading Scale .....	109
ANNEX IX: ISS-York Thesis Assessment Criteria and Grading Scale .....	111
ANNEX X: Mundus MAPP Grading Equivalences .....	113
Annex XI: Mundus MAPP Award Scale Conversion Table .....	115

## 1. INTRODUCTION TO THE PROGRAM GUIDE

---

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

[www.mundusmapp.org](http://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](http://spp.ceu.edu)

IBEI: [www.ibeio.org](http://www.ibeio.org)

ISS: [www.iss.nl](http://www.iss.nl)

YORK: [www.york.ac.uk/politics](http://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 Griecsk, Mundus MAPP Senior Program Manager

Email: [griecsk@spp.ceu.edu](mailto:griecsk@spp.ceu.edu)

Tel: +36-1/328-3451

and about academic matters:

Professor Agnes Batory, Mundus MAPP Program Director, Consortium Coordinator

Email: [batorya@ceu.edu](mailto: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.*

## 2. INTRODUCTION TO THE CONSORTIUM AND THE CONSORTIUM INSTITUTIONS

---

The Mundus MAPP Consortium Mundus MAPP/MUNMAPP is a two-year-long international joint Masters program in Public Policy, offered by four [top-ranked](#) European institutions: [Central European University](#), Budapest (Hungary), [International Institute of Social Studies of Erasmus University Rotterdam](#) (the Netherlands), [Institut Barcelona d'Estudis Internacionals](#) (Spain) and the [University of York](#) (UK). Established in 2007, the program operates as an [Erasmus Mundus Joint Master Degree](#) Program co-funded by the European Union.



**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](http://www.ceu.edu) [spp.ceu.edu](http://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 University Pompeu Fabra, the UPC Barcelona Tech, and the Open University of Barcelona- and the Fundació CIDOB. Twelve years later, IBEI has consolidated itself, both in Spain and abroad, as a leading graduate school. The Institute is located in a new building on the Universitat Pompeu Fabra's Ciutadella Campus, which is in walking distance to the city center. The beautiful city of Barcelona hosts one of Europe's most important academic communities: eight universities and a network of research centres and scientific parks that create a thriving environment for study and research.

[www.ibei.org](http://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](http://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](http://www.york.ac.uk)

### 3. 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, Consortium Coordinator)
- Dr Karim Knio (ISS)
- Dr Barbara Yoxon (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. Professor 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](mailto:batorya@ceu.edu)



Henriett Griecs, Senior Program Manager  
[griecsk@spp.ceu.edu](mailto:griecsk@spp.ceu.edu)



Sandor Doman, Program Coordinator  
[Domans@spp.ceu.edu](mailto:Domans@spp.ceu.edu)

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



Karim Knio, Academic Coordinator  
[knio@iss.nl](mailto:knio@iss.nl)



Wieke Blaauw, Administrative Coordinator  
[blaauw@iss.nl](mailto:blaauw@iss.nl)



Bianca Jadoenath, Administrator  
[jadoenath@iss.nl](mailto:jadoenath@iss.nl)

**At the Institut Barcelona d'Estudis Internacionals:**



Pablo Pareja, Academic Coordinator  
[ppareja@ibe.org](mailto:ppareja@ibe.org)



Rebecca Niethammer, Administrative Coordinator  
[rniethammer@ibe.org](mailto:rniethammer@ibe.org)



Mariona Fernández, Administrative Coordinator  
[mfernandez@ibe.org](mailto:mfernandez@ibe.org)



Nere Sierra, Administrative Coordinator  
[mmapp@ibe.org](mailto:mmapp@ibe.org)

**At the University of York:**



Barbara Yoxon, Academic Coordinator  
[barbara.yoxon@york.ac.uk](mailto:barbara.yoxon@york.ac.uk)



Liz O'Brien, Administrative Coordinator  
[liz.obrien@york.ac.uk](mailto:liz.obrien@york.ac.uk)

### *Data handling and data protection*

The Consortium privacy statement, including contact information for its data controllers, is accessible at: <http://www.mundusmapp.org/consortium-privacy-statement>

### *Communication with the consortium and fellow students*

The Consortium mainly communicates via email and the administration of each of the Consortium universities has their own way of communicating with all of their enrolled students frequently sending automatized messages. For this reason, once enrolled, students are expected to check their institutional email address(es) regularly.



Students are 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>

Mundus MAPP is also present on LinkedIn:



Erasmus Mundus Master's Program in Public Policy – Mundus MAPP:

<https://www.linkedin.com/edu/school?id=372081&trk=edu-up-nav-menu-home>

Students are encouraged to list the program on their profile as part of the education.

Our former students would say that through Mundus MAPP they also had a great opportunity to meet people, from all around the world, with different personal, educational and professional experiences and perspectives, a great way to network professionally and meet new friends for a lifetime. We very much encourage students to interact with each other across the Consortium institutions and different cohorts. Besides meeting virtually via email and on Facebook, certain events during the academic year, the study trip, the graduation ceremonies or simply visiting each other's cities and institutions create excellent occasions to meet other students or alumni of Mundus MAPP. We encourage everyone to take advantage of the Mundus MAPP student, alumni and institutional network.

#### 4. INTRODUCTION TO MUNDUS MAPP

---

The Erasmus Mundus Masters Program in Public Policy (Mundus MAPP) is a two-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:

<b>Year 1</b>	<b>Year 2</b>	<b>Track name and focus</b>
CEU	IBEI	Global Public Policy
CEU	York	European Public Policy
ISS	IBEI	Political Economy and Development
ISS	York	Governance and Development

Upon completion of the program students receive a joint Masters degree in Public Policy from the two institutions at which they studied, and a joint Mundus MAPP diploma supplement issued by the four universities.

Mundus MAPP operates as an Erasmus Mundus Joint Masters Degree under the European Union's Erasmus+ Programme.

## 5. 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 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.

## *Learning outcomes*

Engagement with high-calibre internationally recruited faculty as well as practitioners, team-work, and interactive pedagogic methods help students achieve the learning outcomes of the program. Mundus MAPP aims at the following specific learning outcomes:

### Knowledge and understanding

- Systematic understanding of current theories, paradigms, concepts and principles of policy studies;
- Systematic understanding of public policy formation at all levels of government, the functioning of supranational institutions and intergovernmental coordination mechanisms;
- Systematic understanding of national, transnational and international policy processes and principles in the European context and globally;
- Systematic understanding of the existing political, economic, legal, geopolitical, and social implications of the formulation of public policies;
- Conceptual advancement in social science theories of the policy process, international relations and international development and the increasing dynamics between these fields of study, often in a research context;
- Close familiarity with European and other international governance models and regimes.

### Application of knowledge and understanding; problem solving abilities

- Critically analyse policy issues and develop holistic perspectives on European governance and global governance;
- Evaluate public policies and policy instruments with quantitative and qualitative methods;
- Independently formulate relevant research topics, develop preliminary hypotheses and ideas, conduct data collection and analysis, design investigation procedures and prepare scientifically sound and effective reports on research outcomes;
- Provide expert advice to decision makers in national and international fora, relying on a solid understanding of institutional contexts;
- Design and participate in the delivery of public policies in various sectors and (multi-disciplinary) institutional settings.

### Integration of knowledge, handling complexity; making judgements

- Interact with expertise in various fields of the social sciences related to public policy and governance;
- Provide critical analysis of policy studies and related literature;
- Improve competence in using statistical data, quantitative methods, and qualitative methods and formulate judgments with incomplete data;
- Enhance their leadership skills and greater cultural sensitivity necessary as public policy becomes transnationalised and public actors interact through new modes of multi-level and networked governance;
- Better appreciate the need for public integrity and ethical conduct in public service; deepened understanding of diverse forms of accountability and transparency; representation and public participation in local, national, international and transnational policy making.

### Learning skills and communication

- To undertake further studies in a manner that is largely self-directed and autonomous, using library, electronic and on-line information resources with confidence;
- Make written and oral presentations, not only on information, ideas, problems and solutions, but also their conclusions and the underpinning knowledge and rationale to specialist and non-specialist audiences;
- Work in multidisciplinary, multicultural teams;
- Speak, read and write English at professional and academic level;
- Continuously and autonomously improve professional skills through planning, time management, critical reflection and self-evaluation, and adoption of individual learning strategies.

## 6. 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 minimum 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 ECTS 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 ECTS 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 most 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.<sup>1</sup> In total the elective courses encompass between 18 – 24 ECTS 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.

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 convener of the trip, and the ISS and CEU student representatives. Student representatives will be approached by the convener of the study trip in the early days of September via email.

The student representatives should organize a vote among their fellow students. Once a destination is selected (voting or consensus), students at CEU and ISS should prepare a wish-list document entailing a description of the institutions they want to visit with an indication of relevant contact points in these institutions (emails and/ or phone). Institutions that provide general/centralized visits will not be accepted.

The 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 convener will set the threshold in case of a voting procedure.

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

---

<sup>1</sup>The availability of courses may vary from year to year.

The city destination must be communicated to the convenor by the end of November at the latest. The wish list, prepared by the students, must contain 12 institutions in total. It should be submitted to the convenor by the end of December.

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.

The study trip convenor has to approve the wish list based on considerations of academic merit and practical feasibility. After approval, the convenor will contact the chosen institutions, and finalize the study trip program. Once everything is confirmed, the convenor will produce a final document which specifies all the details of the trip. The final study trip document is expected to be available and shared with all students by early April.

The final program will include 6 to 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.

For non-EMJMD scholarship recipients, internships may be completed in any country, however, students are responsible for taking care of their travel and visa arrangements, living and medical insurance costs. 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.

Internships take place in the summer of year 1 and the credits count towards year 2. Unless a student asks for a deferment of the internship to year 2 before June, which is subject to the academic board's approval, failure to submit the internship report and the final internship documentation by September 30, 2018, will mean that the academic board will not confirm the student's progression to the second year.

### **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 is 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 is a paper of 6,000 words (+/-10%, all inclusive except for bibliography), which includes a problem specification (research question/rationale), theoretical framework and methodology, initial literature review, as well as a work plan detailing deadlines the student intends to observe for writing up the different parts of the thesis.

The thesis report will form an annex to the thesis and progress in year two, as compared to this benchmark, will be part of the thesis assessment criteria.

The topic of the thesis report (and by extension the thesis) should be relevant to the student's mobility track.

The thesis report should achieve the following objectives:

- Lead us into the general, then the specific topic.
- Indicate that there is a gap, an area or puzzle that is unanswered or unresolved.

- State the research question (as a question, where theoretically and methodologically appropriate).
- Develop a theoretical framework;
- Indicate how the research question/s will be answered (i.e. what methodologies you have chosen).
- Point to the value of this research, either practical (how it will benefit policy) or academic (how it will advance our knowledge).
- Provide an initial review of relevant literature and indicate how it will help you deal with the chosen topic.
- Provide a work plan with deadlines and deliverables up to the end of the thesis writing period.

For information on the assessment criteria and grading scales applied please check *Annexes IV* and *V*.

### 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 year 2 thesis supervisor, workshop convener and peers. Year 1 supervisor will have the opportunity of commenting on the project. During the workshop, each student will have approximately 15 minutes to present his/her thesis project, followed by 20 minutes of Q&A by academic staff and colleagues.

### 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 (+/-10%, all inclusive, except for bibliography) 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.

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 avoid a significant overlap between the thesis report and the thesis and to measure the progress the students have made after completing the first project, the thesis report is also to be submitted as an additional annex to the thesis (not counting to the word count of the thesis).

As part of 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/IBEI 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.

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://etd.ceu.hu>.

For information on the assessment criteria and grading scales applied please check *Annexes VI-IX*.

### ***Program management and quality assurance***

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 quality assurance of the program and the issuing of the joint degrees is the responsibility of the Mundus MAPP Academic Board.

An External Quality Assurance Reviewer (EQAR) is appointed to provide external oversight to help the Academic Board:

- maintain the academic standards for the award;
- ensure that academic standards and student achievement are comparable with similar programs;
- ensure that the assessment process is rigorous and fair, and conducted in line with program policies and regulations;
- enhance the program.

In order to fulfil their role, the EQAR will look at:

- program structure and content;
- representative examples of marked student work;
- student performance data;
- the calculation of final award marks.

*and*, in addition, undertake the following formalities:

- meet with the Mundus MAPP Academic Board in person or virtually;
- submit a report with respect to each cohort.

The EQAR in 2018-2019 is Professor Jeffrey Henderson from the University of Bristol, UK.

## *Introduction to the rules and regulations governing the Mundus MAPP program*

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.

<b>Institution</b>	<b>Summary of forms of assessment for the Course work.</b> Full details are provided in the module descriptions.
CEU	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: <i>SPP MA Student Handbook</i>
IBEI	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 found in the <i>IBEI Student Guide</i> .
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. More information: <i>Student Charter of the ISS</i>
YORK	Further information about assessment procedures at York can be found in section 4 of the <i>Taught Postgraduate Handbook</i> .

The jointly taught and examined program components are jointly assessed.

<p>Study visit (3 ECTS)</p>	<p>It is mandatory to attend the study visit. The study visit is assessed by a paper of 3,000 words (+/-10%, all inclusive, except for bibliography). 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.</p> <p>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.</p> <p>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.</p>
<p>Internships (3 ECTS)</p>	<p>Internships are assessed on the basis of a 1,000 words 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.</p> <p>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.</p> <p>For CEU track students, internships may be substituted with an applied policy lab, whereby teams of students work on a consulting project for a specific client under faculty supervision during the academic year. The credit value will be the same as internships, but assessment methods and the timing will differ. CEU track students will be provided with further information by CEU upon enrollment. CEU-track students may complete an internship as well as an applied policy lab, in which case the latter will count as an elective course taken for credit.</p>
<p>Thesis Report (10 ECTS)</p>	<p>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/IBEL supervisors fulfill this role in year two. The two supervisors will collaborate and</p>

	<p>jointly advise the student during the two years of the program until the thesis is submitted.</p> <p>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 (+/-10%, all inclusive, except for bibliography), which contains 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.</p> <p>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.</p> <p>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.</p>
<p>Thesis Workshop (3 ECTS)</p>	<p>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 convener, with students receiving a pass by successfully presenting in the workshop.</p> <p>During the workshop students will receive oral feedback from their thesis supervisor, workshop convener and peers. After the workshop students will receive written feedback provided by the supervisor of York/IBEI.</p>
<p>Thesis (20 ECTS)</p>	<p>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.</p> <p>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.</p> <p>In order to avoid a significant overlap between the thesis report and the thesis and to measure the progress the students have made after completing the first project, the thesis report is also to be submitted as an additional annex to the thesis (not counting to the word count of the thesis).</p> <p>As part of 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.</p>

	<p>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.</p> <p>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 20 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.</p>
--	---

### **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:

<b>Institution</b>	<b>Summary of penalties</b>
CEU	<p>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.</p> <p>More information: <i>SPP MAPP Student Handbook</i></p> <p>Penalties, if any, for over-length assignments are determined by the individual course instructors.</p>
IBEI	<p>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.</p>
ISS	<p>Points on work submitted late are subtracted according to a schedule in the Guidelines and Procedures Board of Examiners.</p> <p>More information: <i>Student Charter of the ISS</i></p>
YORK	<p>Students will have marks deducted for all work submitted late without valid exceptional circumstances. Students will have 5 marks deducted for submissions up to 1 hour late. Students will have 10 marks deducted for submissions made over 1 hour, but less than 24 hours, late. After this, a further 10 marks are deducted for every 24 hour period, up to a maximum of</p>

	<p>‘-40’ marks. After 5 days students receive a mark of zero. This includes weekends and bank holidays.</p> <p>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.</p> <p>Further information about assessment procedures at York can be found in section 4 of the <i>Taught Postgraduate Handbook</i>.</p>
--	---

### Grading scale

Mundus MAPP uses two conversion tables for establishing equivalences across the consortium: one for grades and the calculation of GPA, and another for determining class of degree award. The two grade equivalency charts can be found in *Annexes X and XI*.

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 (including the thesis) 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:

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).

<b>Institution</b>	<b>Summary of grading procedures for modules (not including the study visit, thesis report, internship, thesis workshop, and thesis)</b>
CEU	Work is single-graded by the course instructor and is not anonymously submitted. More information: <i>Student Rights, Rules, and Academic Regulations</i>
IBEI	Work is single-graded by the course instructor(s) and is not anonymously submitted. More information: <i>IBEI Student Guide</i>
ISS	Work is single-graded by the examiner. 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 65 or lower, or 88 or higher. More information: <i>Student Charter of the ISS</i>
YORK	All assessed work is anonymous during the marking process. All submissions for a module are marked by a first marker. The marks are then moderated. The moderator reviews a representative sample of submissions and feedback to ensure that standards of assessment are rigorously maintained and applied equitably.

	Further information about assessment procedures at York can be found in section 4 of the <i>Taught Postgraduate Handbook</i> .
--	--

### Feedback to students on their work

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

Institution	Summary of feedback procedures
CEU	<p>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.</p> <p>More information: <a href="#">SPP MA Student Handbook and Student Rights, Rules, and Academic Regulations</a></p>
IBEI	<p>Grades are released to students as soon as they are available, and communicated to the Academic 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.</p> <p>Individual final grades are entered into IBEI's Virtual Campus, an online platform where each student has an account showing his/her transcript.</p>
ISS	<p>The final marks and final grades shall be issued to the students within 20 working days after the final date of the exam period of the respective terms. These dates are announced in the Academic Calendar. In exceptional circumstances the Deputy Rector for Educational Affairs may decide otherwise. The Board of Examiners shall inform the students of any delay occurring in relation to the issuance of marks 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.</p> <p>In the case of essays, feedback always includes some individual comments on the essay content. Apart from that, examiners may also use standardized assessment comments forms.</p> <p>The student can appeal against the result exclusively on the basis of the final marks and grades but needs to substantiate such an appeal. More information: <i>Student Charter of the ISS</i></p>
YORK	<p>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.</p>

	<p>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.</p> <p>Further information about assessment procedures at York can be found in section 4 of the <i>Taught Postgraduate Handbook</i>.</p>
--	---

### 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.

Institution	Timing and nature of reassessment opportunities for course work
CEU	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 "RP" (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. <i>Student Rights, Rules, and Academic Regulations (9.4)</i>
IBEI	Students who fail to achieve the minimum pass grade in any course are allowed one retake within the same semester. The form of retakes should be the same as, or similar to, the form of the original examination/assessment. Students who fail to achieve the minimum pass grade in an elective can compensate for that course in the following term.
ISS	Students who have obtained a fail grade for a component of a course are given the opportunity of a resit for the assignment(s) 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 assignment(s) of that course.
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

Study visit (3 ECTS)	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).
----------------------	--

Internships (3 ECTS)	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.
Thesis Report (10 ECTS)	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.
Thesis Workshop (3 ECTS)	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.
Thesis (20 ECTS)	If the final grade for the Thesis is below the pass threshold (York $\pm$ 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.

### 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.

Institution	Summary of mitigating circumstances procedures
CEU	Mitigating circumstances issues are dealt with by the Program Director. More information: <i>SPP MA Student Handbook</i> and <i>Student Rights, Rules, and Academic Regulations</i>
IBEI	Mitigating circumstances issues are dealt with by the course instructor and IBEI's Head of Studies.
ISS	Mitigating circumstances are dealt with by the ISS Board of Examiners. More information: <i>Student Charter</i> of the ISS
YORK	Mitigating circumstances are dealt with by the Exceptional Circumstances Committee within the Department of Politics. <a href="https://www.york.ac.uk/students/studying/progress/exceptional-circumstances/">https://www.york.ac.uk/students/studying/progress/exceptional-circumstances/</a>

### 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.

<b>Institution</b>	<b>Academic misconduct procedures</b>
CEU	<i>SPP MA Student Handbook</i> <i>Student Rights, Rules and Academic Regulations</i> <i>Code of Ethics</i>
IBEI	IBEI's <i>Student Guidelines</i> specify the procedures dealing with academic misconduct.
ISS	ISS rules are explained in the Rules on Teaching and Assessments (RTA) and will be distributed to students upon arrival. More information: <i>Student Charter</i> of the ISS
YORK	Students are required to take and pass a VLE-based Academic Integrity tutorial. <a href="http://www.york.ac.uk/about/departments/support-and-admin/registry-services/academic-misconduct/">http://www.york.ac.uk/about/departments/support-and-admin/registry-services/academic-misconduct/</a>

### **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).

<b>Institution</b>	<b>Appeals against a course/module grade</b>
CEU	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 via email, 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 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. For appealing grades received for cross-listed courses students should follow the appeals procedures set out by the other CEU departments where the courses are offered. These procedures do not affect the student's general rights to appeal as set out in CEU's Student Rights, Rules, and Academic Regulations.
IBEI	Students may request that their marks be reviewed according to the following procedure: 1. After publication of provisional marks, students can appeal the mark to the evaluating faculty member during a period to be determined and announced prior to the release of the marks. 2. After publication of final marks, students can request a second review from the Director of IBEI, within a period of ten calendar days. The second review foreseen in point 2 is to be carried out by a tribunal made up of the Coordinator of the program in which the student is enrolled and two IBEI faculty members designated by the Director of IBEI. Before issuing its decision, the tribunal must hear the faculty member concerned. The tribunal is to act

	<p>upon the request for a second hearing within a period of ten calendar days from the time of the request.</p> <p>Any request for a second review as described in point 2 must be preceded by prior completion of the procedure in point 1.</p>
ISS	<p><b>(WHW 7.61)</b></p> <ol style="list-style-type: none"> <li>1. Students may appeal against any mark awarded for a course.</li> <li>2. The appeal must be made in writing to the Board of Examiners, using the appeal form available in Moodle, within two weeks after the publication of the marks and final grades. Neither illness, nor holidays shall be regarded as valid reasons for late submission of appeals.</li> <li>3. The Board of Examiners shall only consider written 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 four 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 judgement in a written report to the Board of Examiners. When the Board of Examiners decides that the appeal is justified, it shall determine the final grade and inform the student and staff concerned of its decision.</li> <li>4. The student can submit a written appeal against the decision of the Board of Examiners to the EUR Board of Appeal for non-initial Master Programmes (<i>Geschillencommissie Niet-initiële opleidingen</i>). This can be done directly to the Committee per mail (mail to: <a href="mailto:secretariaat-jz@abd.eur.nl">secretariaat-jz@abd.eur.nl</a>; put "GNIO" in the subject line), but also via the ISS Academic Registrar (mail to: <a href="mailto:academic.registrar@iss.nl">academic.registrar@iss.nl</a>). The Board of Appeal can communicate in English, but will always give its verdict in Dutch (as a legal requirement). A summary in English will be added.</li> <li>5. If the student disagrees with this decision, (s)he can lodge an appeal with the Examinations Appeals Board. An appeal to the EUR Board of Appeal must be made in writing within six weeks after the decision on the first appeal procedure by the Board of Examiners.</li> <li>6. The EUR Board of Appeal shall decide within ten weeks after receiving the letter of appeal.</li> </ol>
YORK	<p>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.</p> <p><a href="https://www.york.ac.uk/students/help/appeals/">https://www.york.ac.uk/students/help/appeals/</a></p>

### *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 degree, 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 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.

The list of degree documents students will receive:

For the CEU-IBEI track:

- Hungarian accredited degree certificate and diploma supplement from CEU (in Hungarian and in English)
- US accredited degree certificate from CEU (in English)
- Two-year transcript issued by CEU (in English)
- Degree certificate from IBEI (in Spanish, Catalan and English)
- One-year transcript from IBEI (in English)
- Joint Mundus MAPP diploma supplement (in English)

For the CEU-York track:

- Hungarian accredited degree certificate and diploma supplement from CEU (in Hungarian and in English)
- US accredited degree certificate from CEU (in English)
- Two-year transcript issued by CEU (in English)
- Degree certificate from York (in English)
- One-year transcript from York (in English)
- Joint Mundus MAPP diploma supplement (in English)

For the ISS-IBEI track:

- Degree certificate from ISS (in English)
- One-year transcript from ISS (in English)
- Degree certificate from IBEI (in Spanish, Catalan and English)
- One-year transcript from IBEI (in English)
- Joint Mundus MAPP diploma supplement (in English)

For the ISS-York track:

- Degree certificate from York (in English)
- One-year transcript from ISS (in English)

- One-year transcript from York (in English)
- Joint Mundus MAPP diploma supplement (in English)

Students will receive the documents from the institution that issues the given document.

Please note that degree issuing procedures take long, particularly in the case of IBEI. Any degree certificate received from any of the consortium institutions certifies completion of the whole program so, for example, the one degree certificate received upon completion of the ISS-York track, certifies the completion of the program the same way as other degree certificates in other tracks. Each consortium institution meets their own accreditation requirements when issuing these documents.

### ***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. At York students may 'audit' modules (subject to availability and space). 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, track-specific and elective 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 for the purpose of the completion of the program. Results of a partly completed program shall not be valid for earning the Masters degree 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. Termination decisions are made by the Mundus MAPP Academic Board. 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.

## **Award requirements**

The 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.

OR

they have obtained their overall average grade falls within the merit or distinction band of the Mundus MAPP award scale AND the grade for their thesis falls within the merit band in the Mundus MAPP award scale.

The overall Mundus MAPP GPA is calculated as follows:

1. The credit-weighted mean (average grades or GPA) 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 and translated into a grade on the Mundus MAPP *grading scale*) as per Annex IV;

2. The credit-weighted mean (average grades or GPA) 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 and translated into a grade on the Mundus MAPP *grading scale* as per Annex IV;

3. The mean (average) of the two converted figures is calculated which results in the final Mundus MAPP GPA.

4. The final classification category is determined based on the final Mundus MAPP GPA as per the Mundus MAPP *award* scale as per Annex V.

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.

### ***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 where they studied, 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> until new student representatives are elected in the fall of 2018.

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.

## 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.edu](mailto:horvatha@ceu.edu)

Tel: +36-1/327-3272

Orientation information for CEU:

<https://www.ceu.edu/node/9597>

#### **ISS:**

Ms Marianne van Dieren, Admission Officer

Email: [vdieren@iss.nl](mailto:vdieren@iss.nl)

Orientation information for ISS:

[http://www.iss.nl/prospective\\_students/](http://www.iss.nl/prospective_students/)

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](mailto:immigration@york.ac.uk)

Phone: +44-1904/323-561

Orientation information for YORK:

<http://www.york.ac.uk/study/student-life>

Students moving to York for their second year will be invited to apply for a Confirmation of Acceptance for Studies (CAS) in the June prior to their arrival in York. The CAS is a virtual document containing

information about the course and personal details. It enables you to apply for a tier 4 visa to study in the United Kingdom. You cannot apply for your visa more than 3 months before your course start date. The course start date is the start of term at York for the second year of your program.

### **Students moving from The Hague or Budapest to Barcelona**

Queries related to the Spanish visa/student residence permit should be addressed to:  
Rebecca Niethammer/Nerre Sierra, Admissions & International Mobility Office  
Email: [mmapp@ibei.org](mailto:mmapp@ibei.org)

Orientation information for IBEI:  
[http://www.ibei.org/en/life-in-barcelona\\_37541](http://www.ibei.org/en/life-in-barcelona_37541)

### *Housing*

#### **CEU, Budapest**

Most CEU students stay in the CEU Residence Center or in rented apartments in the city. Students who do not receive housing benefit as part of their financial aid may inquire about availability and reserve their rooms with the Residence Center Management via e-mail ([resman@ceu.edu](mailto:resman@ceu.edu)).

Students who have not requested or who have not been granted housing in the Residence Center, should arrange accommodation on their own.

The Dean of Students Office offers general advice on finding private accommodation in Budapest. If you have questions related to neighborhoods, districts preferred by students you may contact them via [apartment@ceu.edu](mailto:apartment@ceu.edu).

If, however, students prefer searching for flats ahead of time during the summer period, they can directly contact the following rental agent:

Zsofia Gomory- [gomoryzs@gmail.com](mailto:gomoryzs@gmail.com)

More information: <https://www.ceu.edu/studentlife/onlineorientation/accommodation>

#### **IBEI, Barcelona**

IBEI does not count with halls of residence so students normally live in shared student flats. IBEI provides information on how to find accommodation.

More information:  
[http://www.ibei.org/en/accommodation\\_37587](http://www.ibei.org/en/accommodation_37587)

#### **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/](http://www.iss.nl/prospective_students/accommodation/)

## **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 (ECF)*, essentially, a study contract with the Consortium, each 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 *ECF* states,

- the Consortium is unable to provide additional financial assistance in addition to the financial assistance specified in the *Acceptance Letter*;
- the 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 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), and may include a contribution to student travel and installation costs and a monthly subsistence allowance (stipend) for the entire duration of the course the conditions of which were specified in the ECF issued by the Consortium upon acceptance.

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) so they are not required to pay any tuition fees.

Monthly stipend payment schedule for all Erasmus Mundus scholarship recipients

#### **Year 1**

<b>Students studying at CEU/ISS</b>	
September	1,000 EUR
October	1,000 EUR
November	1,000 EUR
December	1,000 EUR
January	1,000 EUR
February	1,000 EUR
March	1,000 EUR
April	1,000 EUR
May	1,000 EUR
June	1,000 EUR
July	1,000 EUR
August	1,000 EUR
<b>Total</b>	<b>12,000 EUR</b>

## Year 2

<b>Students studying at IBEI/YORK</b>	
September	1,000 EUR
October	1,000 EUR
November	1,000 EUR
December	1,000 EUR
January	1,000 EUR
February	1,000 EUR
March	1,000 EUR
April	1,000 EUR
May	1,000 EUR
June	1,000 EUR
July	1,000 EUR
August	1,000 EUR
<b>Total</b>	<b>12,000 EUR</b>

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

The contribution to travel and settlement costs will be paid at the beginning of each year by October at the latest.

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.

Scholarship holders spending part of the EMJMD course in their country of residence are not entitled to benefit from the monthly subsistence allowance for this period

The monthly subsistence allowance is not given to scholarship holders from a Partner Country for the EMJMD periods exceeding three months (indicatively the equivalent of 15 ECTS credits) spent in any Partner Country.

### *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 has students who pay their tuition fees and cover living costs from private sources or other scholarships.

### *Tuition fee*

In the 2018-2020 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.

**The tuition fee must be paid to the institution where students are studying and the payment schedule and methods of payment are regulated in the Acceptance Letter and Enrollment Confirmation Form.**

### *Health insurance*

EMJMD scholarship recipients receive a health insurance from the Consortium institutions that meets the EACEA minimum insurance requirements. All institutional scholarship recipients and self-funded students, except for the students at CEU in the first year, are required to pay for their own health insurance during the time of their enrollment. For details on the health insurance please check your Enrollment Confirmation Form the Consortium issued you upon acceptance.

### *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

College membership fee: £10

Immigration Health Surcharge (only applicable to students applying for a tier 4 visa). Further information is available at <https://www.york.ac.uk/students/support/international/immigration/tier-4-pilot/>. Please note: the charge is payable regardless of whether you have private health insurance

#### 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 any damage caused by the student, and students are also required to meet all their administrative and academic requirements before getting their deposit refunded)

Enrollment fee (for institutional scholarship recipients): 200 EUR

Study materials: 100 EUR

#### IBEI

No additional university charges

The costs of the study visit (normally a two or three-day trip to another European city from Budapest or The Hague in the value of 500-800 EUR) 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.

<b>University</b>	<b>Estimated costs of living per month (Moderate standard of living excluding accommodation)</b>	<b>Accommodation costs per month</b>
YORK	325 GBP	In college: 450-600 GBP <sup>2</sup>
ISS	400 EUR	In dormitory: 520-535 EUR
CEU	120,000 HUF	In rented shared apartments: 350 EUR <sup>3</sup>
IBEI	350 EUR	In rented shared apartments: 350-450 EUR

---

<sup>2</sup> With regard to privately rented accommodation in the UK, please note that it is sometimes necessary for students to pay rent in advance (up to 6 months in advance on occasion), as well as needing to provide a deposit of at least one month's rent on signing a private tenancy agreement. It may also be necessary to arrange a UK rent guarantor.

<sup>3</sup> In Hungary tenants are normally required to pay a deposit of two months' rent and make the advance payment of the first month's rent upon signing the lease contract.

## 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 IV:* CEU Thesis Report Assessment Criteria and Grading Scale
- ANNEX V:* ISS Thesis Report Assessment Criteria and Grading Scale
- ANNEX VI:* CEU-IBEI Thesis Assessment Criteria and Grading Scale
- ANNEX VII:* ISS-IBEI Thesis Assessment Criteria and Grading Scale
- ANNEX VIII:* CEU-York Thesis Assessment Criteria and Grading Scale
- ANNEX IX:* ISS-York Thesis Assessment Criteria and Grading Scale
- ANNEX X:* Mundus MAPP grading equivalences
- ANNEX XI:* Mundus MAPP award conversion table

**OVERVIEW OF DATES AND DEADLINES IN THE MUNDUS MAPP PROGRAM<sup>4</sup>**

**MAY BE SUBJECT TO CHANGE.**

**Year 1 (2018-2019)**

September 3, 2018	Students start in Budapest/The Hague
March, 2019	Students are contacted by York and IBEI about visa requirements for the UK and Spain
March-April, 2019	Final thesis report proposal submission deadline at CEU ISS students submit their indicative thesis report documents Students receive the lists of available supervisors at York and IBEI
April, 2019	Year 2 supervisors are finalized by York and IBEI, students are informed  Students to be informed on the logistics and course requirements for the study visit by ISS
April 23-25, 2019	Study trip - reports due in two weeks after trip concludes
May, 2019	Students submit their internship proposals to CEU ISS receives internship proposal forms from the students on a roll-over basis
August 31, 2019	Thesis report submission deadline
September 30, 2019	Final deadline for internship reports Thesis report results to students
October 6, 2019	Final date for appeal against thesis report grade Progression to year 2 approved by Academic Board for students who did not appeal their thesis report grade
October 31, 2019	Resubmission deadline for failed thesis reports

---

<sup>4</sup> \* 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.

November 30, 2019 Results for resubmitted thesis reports  
(failure results in immediate termination of enrollment)

**Year 2 (2019-2020)**

September 2019 Students move to York/Barcelona

October-November 2019 Thesis workshop at IBEI

May 2020 Thesis workshop at York

June 2020 Graduation ceremonies at CEU and IBEI

July 8, 2020 Thesis submission deadline

Week of September 9, 2020 Final oral exams/thesis defenses (exact dates TBA)  
Thesis grades are communicated within one day of defense

September 19, 2020 Final date for appeal against thesis grade  
Status of graduation approved by Academic Board for students who did not  
appeal their thesis grade

November 15, 2020 Resubmission deadline for failed theses

December 2, 2020 Results for resubmitted theses  
(failing the thesis results in immediate termination of enrollment)

January, 2021 Graduation ceremony at York

## ANNEX II: Overview of Track-Specific Curriculum

### European Public Policy

#### Year 1 at CEU

	ECTS
<b>Core Courses</b>	<b>24</b>
Research Design and Methods for Public Policy I.	4
Research Design and Methods for Public Policy II.	4
Policy Analysis	4
Institutions and Actors in Policy Process	4
Economic Analysis for Public Policy I.	4
Economic Analysis for Public Policy II.	4
Academic writing	0
<b>Track Specific Courses</b>	<b>12</b>
Jean Monnet Module in European Integration	8
Public Sector Economics	4
<b>Elective Courses</b>	<b>12</b>
<b>Study Visit</b>	3
<b>Thesis Report</b>	10
<b>Total year 1</b>	<b>61</b>

#### Year 2 at York

	ECTS
<b>Core Courses</b>	<b>14</b>
Public Management and Delivery	7
Global Governance	7
<b>Track Specific Courses</b>	<b>10</b>
European Public Policy	10
<b>Elective Courses</b>	10
<b>Internship<sup>5</sup></b>	3
<b>Thesis Workshop</b>	3
<b>Thesis</b>	20
<b>Total year 2</b>	<b>60</b>

---

<sup>5</sup>Internships normally take place in the first academic year.

## **Global Public Policy**

### **Year 1 at CEU**

	ECTS
<b>Core Courses</b>	<b>24</b>
Research Design and Methods for Public Policy I.	4
Research Design and Methods for Public Policy II.	4
Policy Analysis	4
Institutions and Actors in Policy Process	4
Economic Analysis for Public Policy I.	4
Economic Analysis for Public Policy II.	4
Academic writing	0
<b>Track Specific Courses</b>	<b>12</b>
Jean Monnet Module in European Integration	8
Public Sector Economics	4
<b>Elective Courses</b>	<b>12</b>
<b>Study Visit</b>	3
<b>Thesis Report</b>	10
<b>Total year 1</b>	<b>61</b>

### **Year 2 at IBEI**

	ECTS
<b>Core Courses</b>	<b>12</b>
Public Management	6
Global Governance	6
<b>Track Specific Courses</b>	<b>12</b>
International Relations	8
International Political Economy	4
<b>Elective Courses</b>	10
<b>Internship<sup>6</sup></b>	3
<b>Thesis Workshop</b>	3
<b>Thesis</b>	20
<b>Total year 2</b>	<b>60</b>

---

<sup>6</sup>Internships normally take place in the first academic year.

## ***Governance and Development***

### ***Year 1 at ISS***

	ECTS
<b>Core Courses</b>	<b>18</b>
Comparative Public Policy (ISS 4182)	5
Development Economics and Public Policy (ISS 4181)	5
Research Methods (various courses)	8
<b>Track Specific Courses</b>	<b>21</b>
Thinking about Governance and Institutions (ISS 4180)	5
Contemporary Capitalism and Governance: neo-liberalism and beyond (ISS 4212)	8
Politics of Global Development: Debating liberal internationalism (ISS 4307)	8
<b>Elective Courses (various courses)</b>	<b>8</b>
<b>Study Visit (ISS 4280)</b>	<b>3</b>
<b>Thesis Report (ISS 4380)</b>	<b>10</b>
<b>Total year 1</b>	<b>60</b>

### ***Year 2 at York***

	ECTS
<b>Core Courses</b>	<b>14</b>
Public Management and Delivery	7
Global Governance	7
<b>Track Specific Courses</b>	<b>10</b>
Conflict and Development	10
<b>Elective Courses</b>	<b>10</b>
<b>Internship<sup>7</sup></b>	<b>3</b>
<b>Thesis Workshop</b>	<b>3</b>
<b>Thesis</b>	<b>20</b>
<b>Total year 2</b>	<b>60</b>

---

<sup>7</sup>Internships normally take place in the first academic year.

## ***Political Economy and Development***

### ***Year 1 at ISS***

	ECTS
<b>Core Courses</b>	<b>18</b>
Comparative Public Policy (ISS 4182)	5
Development Economics and Public Policy (ISS 4181)	5
Research Methods (various courses)	8
<b>Track Specific Courses</b>	<b>21</b>
Thinking about Governance and Institutions (ISS 4180)	5
Contemporary Capitalism and Governance: neo-liberalism and beyond (ISS 4212)	8
Politics of Global Development: Debating liberal internationalism (ISS 4307)	8
<b>Elective Courses (various courses)</b>	8
<b>Study Visit (ISS 4280)</b>	3
<b>Thesis Report (ISS 4380)</b>	10
<b>Total year 1</b>	<b>60</b>

### ***Year 2 at IBEI***

	ECTS
<b>Core Courses</b>	<b>12</b>
Public Management	6
Global Governance	6
<b>Track Specific Courses</b>	<b>12</b>
International Relations	8
Development Cooperation in Practice	4
<b>Elective Courses</b>	10
<b>Internship<sup>8</sup></b>	3
Thesis Workshop	3
<b>Thesis</b>	20
<b>Total year 2</b>	<b>60</b>

---

<sup>8</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**

<b>Institution:</b>	Joint program component
<b>Year:</b>	Year 1
<b>Course type:</b>	Core program component - practical component
<b>Assessment:</b>	100% assignment (paper of 3,000 words)
<b>ECTS:</b>	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.

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**

<b>Institution:</b>	Joint program component
<b>Year:</b>	Year 1
<b>Course type:</b>	Core program component: research component
<b>Assessment:</b>	100% assignment (report of 6,000 words)
<b>ECTS:</b>	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 (+/-10%, all inclusive, except for bibliography), which contains 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 objectives:

- Lead us into the general, then the specific topic.
- Indicate that there is a gap, an area or puzzle that is unanswered or unresolved.
- State the research question (as a question, where theoretically and methodologically appropriate).
- Develop a theoretical framework;
- Indicate how the research question/s will be answered (i.e. what methodologies you have chosen).
- Point to the value of this research, either practical (how it will benefit policy) or academic (how it will advance our knowledge).
- Provide an initial review of relevant literature and indicate how it will help you deal with the chosen topic.
- 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 word limit?
- 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?

## **Research Workshop**

<b>Institution:</b>	Joint component
<b>Year:</b>	Year 2
<b>Course type:</b>	Core program component: research component
<b>ECTS:</b>	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.

## **Thesis**

<b>Institution:</b>	Joint component
<b>Year:</b>	Year 2
<b>Course type:</b>	Core program component: research component
<b>ECTS:</b>	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 (+/-10%, all inclusive except for bibliography), 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 avoid a significant overlap between the thesis report and the thesis and to measure the progress the students have made after completing the first project, the thesis report is also to be submitted as an additional annex to the thesis (not counting to the word count of the thesis).

As part of 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 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**

<b>Institution:</b>	Joint program component
<b>Year:</b>	Year 1 (counts towards Year 2)
<b>Course type:</b>	Core program component: practical component
<b>ECTS:</b>	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.

Consortium 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 an applied policy lab, whereby teams of students work on a consulting project for a specific client under faculty supervision during the academic year. The credit value will be the same as internships, but assessment methods and the timing will differ. CEU track students will be provided with further information by CEU upon enrollment. CEU-track students may complete an internship as well as an applied policy lab, in which case the latter will count as an elective course taken for credit.

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.

## **Research Design and Qualitative Methods I**

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

### **Brief description:**

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 methods that can be used in addressing policy - relevant research questions.

The class will give an overview of issues related to measurement, causal inference, quasi-experimental research, sampling and survey research, as well as practical skills in applying statistics.

### **Learning outcomes**

The course has one major goal: 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.

A second goal is to give students some active skills and to show them how to apply techniques to original policy studies of their own.

## **Research Design and Methods for Public Policy II**

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

### **Aim and structure of the course**

The course explores the philosophy of (social) science, research design and techniques of qualitative data gathering and analysis. We investigate what social scientists do and how they evaluate their theories and empirical material. In the course we explore research design (finding a research question, defining concepts and measurement and case selection), data gathering (surveys, interviews, using documents and archives, observation), data analysis and research based policy recommendation. The course consists of eleven seminars. The format is based on introductions by the lecturer(s), student presentations, class discussions and group work exercises'.

### **Learning Outcomes:**

The general goal of the course is raising awareness of methodological problems and solutions in qualitative research. The material is based on book chapters and papers of the respective field, new contributions in the field and a selection of applied studies. As specific learning outcomes students should be able to develop a coherent research design on their own and choose the appropriate method of data gathering and data analysis tailored to their research question. In addition, students should be able to critically review research and policy papers regarding their research design and methodological choices. All written assignments must be submitted on the CEU e-learning platform for the course.

## **Policy Analysis**

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

### **Course Description**

This mandatory 2 credit course examines the policy process in different political and geographical contexts. The course considers how policy problems are identified and framed, and how responses are formed and evaluated. Through interactive seminars based on core literature, policy material and case study work, students learn and apply key concepts in policy studies, deepen their knowledge of the policy cycle from initiation implementation and evaluation, and examine the actors, interests and institutions (domestic and external) that shape policy processes and outcomes. Different traditions in policy analysis and normative aspects of the policy process are critically examined, as well as the impact different contexts (geographical and political) have on policy-making.

### **Learning Outcomes**

By the end of the course, students will be able to:

- identify policy problems and critically engage with them with various analytical tools and methods
- understand key concepts in policy studies and apply them to/in specific problems/contexts
- understand, articulate and critically discuss how policy issues are problematized and policy responses are designed, implemented, monitored and evaluated in different political and geographical contexts
- engage with normative aspects of policy design, including strategies to mainstream rights, evidence-based and gender and conflict sensitive approaches
- identify key actors and institutions and entry points for advocacy and engagement in the policy process in divergent policy contexts,
- write about public policy for different audiences.

## **Institutions and Actors in the Policy Process**

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

### **Brief description**

This course introduces students to how institutions structure policy-making processes and influence actor behaviour, policy output, as well as opportunity structures for participation and engagement. The course adopts a broader understanding of political institutions and takes a governance perspective. Rather than being just branches of government, political institutions – be they formal or informal – significantly frame and affect actor behaviour. Policy-making does not happen in a vacuum but it is constrained by different institutional settings which enable or disempower particular actors, include or exclude them, encourage or discourage association or dispersion of actor groups. Students learn how political regime types, constitutional practices, patterns of party politics and political competition, and informal norms impact on the policy process.

Can environmental NGOs and associations of indigenous people seek support from constitutional courts to revert a government decision to construct an oil pipeline? Are minorities more successful in securing their interests in systems of proportional representation? Are authoritarian regimes dependent on the legitimisation of their policies? What determines which societal interests prevail when pressure groups seek to get a grip on the policy process? Are presidential systems of democratic representation more effective in delivering policies than parliamentary ones or vice versa?

The course compares domestic experiences in different country settings around the world. It takes a domestic perspective while considering the impact of regional settings on domestic policy-making. Students acquire core knowledge in analysing the impact of institutional settings on the policy process and who different groups of actors are affected by them. The course introduces participants to comparative perspective and provides illustrations of relevant research perspectives. It helps students to consider different institutional environments when designing policy and developing strategies for influence. It equips them with advanced foundational knowledge on which the program's specialised electives build.

- 1) The institutional foundations of policy-making
  - legitimacy, power and policymaking

- constitutionalism
- representative democracy (majoritarian, proportional, presidential systems)
- semi-authoritarian regimes

## 2) Actors in the policy process

- political parties
- lobbying by corporate actors and interest groups
- civil society, NGOs and social movements
- courts

## 3) Interaction of actors and institutions in policy-making

- governance and government
- political opportunity structures and veto points
- electoral cycle and public opinion

## **Learning outcomes**

With completing the course students will

- be able to understand key patterns of how political institutions impact on the policy process and identify the role of different types of actors within this process;
- be able to apply key concepts which are used in the analysis of political systems and governance structures in relation to different country settings and across different dimensions of contemporary governance systems;
- have a critical understanding of core concepts and approaches in the field and including their potential conceptual and empirical limitations;
- have the skills necessary to engage and learn through discussion and team work in the field of political analysis;
- be able to engage in independent research in the field using multiple sources including scholarly contributions and empirical information also in areas which are new to them;
- be able to offer assessments of how political institutions and the specific roles of different actors influence policy choices.

## **Economic Analysis for Public Policy I**

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

### **Brief description**

The course trains students to use concepts largely from microeconomic theory to analyze public policy issues. As an introductory course, it equips students to use economic reasoning for critically thinking through everyday decisions. We will cover modules on consumer theory and game theory to understand behavior, market equilibrium and dynamics, including an introduction to market failures, externalities, and public goods. The primary goal of the course is to enable students to apply principles of economics to complex policy questions, analyze market scenarios and consequences of intervention. We will include case studies and policy labs to supplement the class lectures to impart these concepts.

### **Learning outcomes**

Students will be able to apply principles of economics to policy questions, analyze market scenarios and the consequences of intervention.

## **Economic Analysis for Public Policy II**

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

### **Brief description**

Macroeconomics is a branch of Economics that studies the performance, structure, and behavior of a national or supra-national (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 an analytical toolset enabling them to understand and study 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. This approach will provide the students with a broad understanding of macroeconomic principles as well as enable them to profoundly analyze specific macroeconomic policy issues, such as fiscal and monetary policy, stabilization policy, unemployment, inflation, or economic growth. Considerable effort will be made to make the material accessible to students with diverse backgrounds.

### **Objectives and learning outcomes**

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 case studies and policy labs fostering theoretical skills as well as their policy applications through in-class policy debates.

## **Public Sector Economics**

**Institution:** School of Public Policy, Central European University

**Year/Term:** Year 1

**Course type:** Track-specific course

**ECTS:** 4

### **Brief description**

This course provides an introduction to modern public economics. It begins with the presentation of the basic set of analytical tools used by economists in treating public economic issues that may require public (governmental) intervention in competitive markets. The analytical focus of the first part is on the social problem of externalities and the tools available to policy makers to correct socially inefficient market outcomes. Once the tools of analysis are presented and the need for a public sector has been established, the second part of the course deals with some specific areas of public policy making (environmental policy, social insurance and social security, fighting poverty and income redistribution, among others). The third part considers some political economy issues -- while the economist may be quick to point out where public policy can be welfare-enhancing for society, the implementation of policy must work through the machinery of democracy and we will, thus, cover the classic economic models of politics. The fourth part of the course considers the revenue side, specifically how public expenditures are to be financed through taxation or public debt. We will critically examine the efficiency effects of taxation and study optimal methods of raising public revenues through taxation. Additionally, in this part, we will consider the intergenerational consequences of public debt as well as contemporary debates on fiscal federalism.

### **Learning outcomes**

- Understand the concept of externalities to economic decision-making, in general, and economically analyze the optimal policy responses.
- Understand how public goods are to be optimally provided.
- Understand the role of government in areas such as healthcare, education, social security, poverty alleviation, and income redistribution.
- Understand how political dynamics shape public policy decision-making using a classic economic model of politics.
- Understand how the government raises revenues through taxation to finance public expenditures and how different forms of taxation affect individual decision-making.

## **Jean Monnet Module on European Integration**

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

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

This course provides students with in-depth knowledge about institutions and policy-making within the European Union (EU). The course takes a trans-disciplinary perspective and is targeted at students from the broader fields of public policy and public administration, legal studies, international relations and political science. The course introduces key analytical perspectives in EU studies and exposes students to the main governance and policy challenges which the EU is currently facing. The course familiarises students with functioning of the EU's main decision-making bodies and reviews main areas of EU policy activity including the single market, the euro, and the Union's external relations. The course debates options for future institutional reform and the EU's fragile legitimacy after the euro and migration crises. Interactive guest lectures bring leading EU studies scholars and policy-makers to the classroom. Simulations of decision-making episodes introduce students to EU policy practice.

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

<b>Institution:</b>	School of Public Policy, Central European University
<b>Year/Term:</b>	Year 1
<b>Course type:</b>	Core course
<b>ECTS:</b>	0

### Brief description

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

### Learning outcomes

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 the School of Public Policy every academic year:

Course	ECTS
Law and Public Policy	4
Public Management	4
Rule of Law for Public Policy Students	4
Writing for Policy Audiences	2
Public Choice	4
Introduction to Development	4
Politics and Policies of Foreign Aid	4
Systemic project evaluation	4
The Politics of Government Transparency	4
Corruption, Corruption Control and Global Governance	4
Networked Governance: Theory and Practice	4
The Political Economy of Global Governance	4
Applied Research in Higher Education Policy and Practice I	0
Higher Education Policy in the Age of Knowledge Society	4
Documentary for Social Change	8
Geopolitics of the Internet	8
Terrorism and Counter Terrorism	8
The Politics of Drug Policy	4
Equality Policy in Comparative Perspective	4
Critical Reasoning	4
Job Search Basics and Beyond for MA students	0
Job Search Basics and Beyond for MPA students	0
Psychology and Public Policy	4
Religion in the Public Sphere	4
Introduction to Global Governance and Public Policy	4
Labor and Population Policy	4
Macroeconomics and Public Finance	8
Institutions, Behavior and Economic Development	4

Evidence-based policies and sustainable development goals	4
Food Policy and Politics	4
Policy Change in International Development: Evidence, Voice, and Coalitions	4
Rural Development Policy	4
The Political Economy of Non-Democracy	8
International Organizations: Past, Present, Future	4
The Global Politics of China	4
Applied Research in Higher Education Policy and Practice II	8
Higher Education and Public Policy	8
CMDS Practicum	4
Introduction to Cyberconflict	8
Media Freedom and Human Rights	4
Conflict Analysis	4
Introduction to International Humanitarian Law for Public Policy Students	4
Designing Interventions to Respond to Conflict and Violence	4
Human Rights Law and Mechanisms for Public Policy Students	8
Security in the Global South: Latin America case study	4
Social Justice Frameworks in Action	8
The Law and Politics of Combating Violence Against Women	4
Applied Regression Analysis for Public Policy	8
Budgeting and Fiscal Governance	4
Ethics, Politics and Policy	4
Impact Evaluation: Theory and Application	4
Job Search Basics and Beyond for MA students	0
Money, Banking and Monetary Policy	4
Religion and Society in Turkey	4
Science, Society and Environmental Policy	4
Intervention in Action: South Sudan	4
Poverty, Health and Development	4
The Politics of South-South Development in Africa	4
Economics of Higher Education	4
The Internet and Human Rights	4
Advanced Impact Evaluation	4

## **ISS 4182 Comparative Public Policy**

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

<b>Institution:</b>	International Institute of Social Studies, Erasmus University Rotterdam
<b>Year/Term:</b>	Year 1, Term 2
<b>Course type:</b>	Track-specific course
<b>Assessment:</b>	Assignment 1 (Essay): 50%, Assignment 2 (Essay): 50%
<b>ECTS:</b>	8

### **Learning objectives**

After completion of the course, students will have:

- enhanced their knowledge of market led restructuring reform policies in contemporary capitalist economies;
- Situate the theories within the thematic settings of the course;
- 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.

### **Course description**

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.

## **ISS 4307 Politics of Global Development: Debating Liberal Internationalism**

<b>Institution:</b>	International Institute of Social Studies, Erasmus University Rotterdam
<b>Year:</b>	Year 1
<b>Course type:</b>	Track-specific course
<b>Assessment:</b>	Assignment: 85%, Presentation: 15%
<b>ECTS:</b>	8

### **Learning 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 analyse critically the claims made by scholars and other observers of global governance and global public policy;
- developed a nuanced understanding of the extent to which liberal ideas, norms and values continue to shape global institutions;
- developed a critical understanding of the different ways in which emerging powers influence the role and agenda of global governance institutions;
- developed their skills of presenting the results of their own research to an audience and assessing the research findings of others.

### **Course description**

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 policy formulation 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.

The course is divided into three parts. The first part lays the groundwork for a critical discussion of liberal internationalism, global governance and its various manifestations. Moreover, it assesses the extent to which the current global order is being challenged by the increasing role of so-called 'emerging powers'. Second, we move onto the institutional paraphernalia of global governance itself, zooming in on the United Nations (UN); the World Trade Organisation (WTO), including global trade politics more broadly; the Group of 8 (G8) and the Group of 20 (G20); and the OECD Development Assistance Committee (DAC) and other institutions driving international development cooperation. We assess the (lack of) changes within these institutions and the implications for the broader edifice of the liberal world order. The third part of the course builds on the previous two parts and discusses liberal internationalism in relation to neoliberalism and the international legal domain. Moreover, it explores the future of global governance theorizing.

## **ISS 4180 Thinking About Institutions and Governance**

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

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

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

**Course type:** Core course

**ECTS:** 8

### **Brief description:**

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

ISS-3201	Mixed Methods for Social Development Research
ISS-3203	Topics in Regression Analysis
ISS-3207	Qualitative Interviewing
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-3307	Collecting and evaluating data

## Elective courses

<b>Institution:</b>	International Institute of Social Studies, Erasmus University Rotterdam
<b>Year:</b>	Year 1
<b>Course type:</b>	Elective Courses
<b>ECTS:</b>	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	Promotion of Local Developments
ISS-4202	Poverty, Gender and Social Protection: Debates, Policies and Transformative Interventions
ISS-4209	Policy Analysis and Design
ISS-4212	Contemporary Capitalism and Governance: Neo Liberalism and Beyond
ISS-4216	Human Rights, Law and Society
ISS-4217	Conflict Analysis and Pathways for their Transformation: A Governance Perspective
ISS-4218	Children and Youth Studies in Development Context
ISS-4226	Feminist Perspectives on Gender and Development
ISS-4227	Securitisation of Development: Violence, Humanitarianism, Social Transformation
ISS-4229	Global Political Ecology
ISS-4231	Growth, Inequality and Poverty
ISS-4233	Global Economy
ISS-4237	Global Food Politics
ISS-4238	People on the Move: Migration, Globalisation and Livelihood
ISS-4303	Mobilizing Rights and Social Justice
ISS-4307	Politics of Global Development: Debating Liberal Internationalism
ISS-4311	Children, Youth and Development: Policy and Practice
ISS-4313	Violent Conflict, Media and the Politics of Representation
ISS-4317	Econometric Analysis of Development Policies
ISS-4334	Economics and Politics of Nature and Society
ISS-4335	Politics of Agrarian Transformation
ISS-4338	Gender and Sexuality as 'Lenses' to Engage with Development Policy and Practice
ISS-4339	Development Management and Reforms
ISS-4341	Evaluation of Development Policy, Programmes and Projects
ISS-4348	Human Behaviour and Experiments in Development
ISS-4349	Social Movements and Civic Innovation
ISS-4350	From Working Poverty to Decent Work: Policy and Collective Action
ISS-4351	Development, SDGs and Financial Markets

## **Global Governance**

<b>Institution:</b>	Institut Barcelona d'Estudis Internacionals
<b>Year:</b>	Year 2
<b>Course type:</b>	Core course
<b>ECTS:</b>	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**

<b>Institution:</b>	Institut Barcelona d'Estudis Internacionals
<b>Year:</b>	Year 2
<b>Course type:</b>	Track specific course
<b>ECTS:</b>	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**

<b>Institution:</b>	Institut Barcelona d'Estudis Internacionals
<b>Year:</b>	Year 2
<b>Course type:</b>	Track specific course
<b>ECTS:</b>	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.

## **Public Management**

<b>Institution:</b>	Institut Barcelona d'Estudis Internacionals
<b>Year:</b>	Year 2
<b>Course type:</b>	Core course
<b>ECTS:</b>	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 Cooperation in Practice**

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

**Year:** Year 2

**Course type:** Track specific course

**ECTS:** 4

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

The course focuses on how Development Cooperation works in practice. While reviewing the evolving International Cooperation architecture the course will focus on implementation matters.

The starting point of the course is the significant change brought about in the Development Agenda worldwide by the three far reaching Conferences which took place in 2015: The Climate Change Conference of Paris in December, the new 2030 Agenda for Sustainable Development agreed in the UNGA in September and the Addis Conference on Financing for Development of August 2015 in Addis. They represent a major change in the Development paradigm for the coming years and will be one of the key topics addressed in the course.

New actors and new partnerships have been called upon to play a much higher role in the development endeavour, changing significantly the overall international setting. The course will review how development partners work in practice and through which means of implementation, and analyse how they are adjusting to the new Agenda.

## Elective courses

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

**Year:** Year 2

**Course type:** Elective course

**ECTS:** 10

### Brief description:

Students are required to take 10 ECTS from the following tentative list of courses. Course offerings are published on IBEI's website. The following list of electives illustrates the offer for the academic year 2018-2019:

E101	Mediterranean and Arab World Studies	4
E102	<i>Sistema Jurídico Internacional</i>	4
E104	<i>Política Exterior Europea</i>	4
E106	East Asian Studies (intensive)	4
E107	<i>Historia Política Global</i>	4
E108	<i>Estudios de América Latina</i>	4
E109	<i>Guerra, Pensamiento Político y la Construcción de la Paz</i>	4
E110	International Political Economy (Track ISS-IBEI)	4
E111	Nationalism and Ethnic Conflict	3
E112	Intelligence Studies (intensive)	4
E113	European Union Political Processes	4
E114	Globalization and Society	4
E115	Geopolitics of Energy	4
E117	The BRICS and the Global Power Shift	4
E119	Globalization, Social Movements and Development	4
E120	Program Evaluation in Development	4
E121	Understanding Development: theory and practice	3
E122	Making Barcelona global: From world's fairs to the modern Megalopolis	4
E123	Politics of International Sanctions (intensive)	3
E210	International Environmental Politics	4
E213	<i>Desarrollo y Cooperación Internacional</i>	4
E231	Security and Development in Africa	4
E201	<i>Protección Internacional de los Derechos Humanos</i>	4
E202	International Relations in Latin America	4
E203	International Relations in Middle East	4
E204	International Relations in Asia	4
E206	Foreign Policy Analysis	4

E207	International Business and Economic Institutions	4
E208	Growth, Inequality and Poverty (TRACK CEU-IBEL)	4
E209	Data Analysis for International Relations	3
E211	Peace Processes and Conflict Resolution	4
E214	War and Genocide	4
E215	European Union and its Immediate Surroundings	4
E218	Strategy	4
E220	International Relations in Humanitarian Action	4
E222	<i>Seguridad Internacional y Fuerzas Armadas</i>	4
E223	<i>Política Exterior, Diplomacia y Globalización</i>	4
E225	Methods of Qualitative Analysis	3
E227	Civil Wars (intensive)	3
E228	Development Cooperation in Practice	4
E230	Cybersecurity	4
E232	Evaluation of Development Programs: Experimental methods	4
E234	International Migrations	4
E236	Trending Topics in Development	4
E237	Governance of International Development	4
E239	Failed States and the Agenda for Reconstruction	4
E240	Game Theory of International Relations	4
E241	Immigration Integration Policies	4
E243	Diplomacy (intensive)	3
E244	Development, Environment and Natural Resources	4
E245	International Security and Mass Destruction Weapons	4
E246	Natural Resources and Armed Conflicts	4
E247	Within National Inequalities: from Pareto to Piketty	4
E248	International Climate Change Policy	4
E249	Foreign and Security Policy of the Russian Federation	4
E118	European Security and Defence Policy (intensive)	3

## **Global Governance**

<b>Institution:</b>	University of York
<b>Year:</b>	Year 2
<b>Course type:</b>	Core course
<b>ECTS:</b>	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**

<b>Institution:</b>	University of York
<b>Year:</b>	Year 2
<b>Course type:</b>	Core course
<b>ECTS:</b>	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

## **European Public Policy**

<b>Institution:</b>	University of York
<b>Year:</b>	Year 2
<b>Course type:</b>	Track specific course
<b>ECTS:</b>	10

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

The aim of this course is to analyse the institutional set-up, the policy-making processes and the main policies of the European Union. The first part of the course examines the main institutions and policy-making processes of the EU; the 'old' theories of European integration and the 'new' theories of EU governance with a focus on recent literature related to the post-crisis period. The second part of the course examines key issues which are part of the new European Commission policy priorities including the single market, the economic and monetary union, energy, climate change and environmental policy

### **Learning objectives include:**

- (a) To explain the political and legal dynamics of European integration and of the specificities of the institutional order it has generated;
- (b) To offer substantial insights into practice of policy-making in the EU system;
- (c) To analyse some of the main policies of the EU;
- (d) To evaluate the challenges posed to the political and institutional system of the EU by recent crises;
- (e) To improve the clarity and organisation of both written and oral expression, and to familiarise participants with the use of official EU sources

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.

## **Conflict & Development**

**Institution:** University of York

**Year:** Year 2

**Course type:** Track specific course

**ECTS:** 10

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

The module examines understandings of development and the intersections of development and conflict. Through most of the Cold War period conflict zones were effectively written out of development and development theory did not engage with conflict theory. In the post-Cold War period the greater visibility of civil wars has led to a focus on development as a form of conflict prevention and resolution. However, patterns of economic and political development remain potential causes of conflict.

The definition and measurement of development remains contested but has significant implications for contemporary development practices. We examine a range of approaches to the definition of development as involving “needs”, “capabilities”, and “rights”. Contemporary practices emphasise development as a process involving the participation of the poor, we examine the potential for and limitations on the participation of the poor in development, in general as well as contexts of post-conflict reconstruction and development.

At the end of the module students should be able to answer the following questions:

1. What is development?
  - a. What are the implications of how we define or measure it?
2. What are the implications of current theories for development practice?
  - a. How participatory can development be?
  - b. What role for civil society?
  - c. How do we understand power in development processes?
3. What are the relations between development and conflict?
  - a. Are there correlations between patterns of development and violent conflict?

- b. How do we understand the dynamics of violent conflicts and their relations with development?
- c. How are inequalities of power and wealth related to conflicts?
- d. Can development aid contribute to conflicts? How can these risks be mitigated?

## **ANNEX IV: CEU Thesis Report Assessment Criteria and Grading Scale**

Thesis reports submitted at CEU are marked in the 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 and 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 word limit?
- 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?

### **Grading**

Evaluators are asked to provide **a numerical grade** that falls within the ranges set out below. The numerical grade reflects whether a given grade is strong or weak (for example, a strong B would be near the 3.00-mark, and a medium B near 2.75).

A 3.68 – 4.00

A- 3.34 – 3.67

B+ 3.01 – 3.33

B 2.68 – 3.00

B- 2.34 – 2.67

C+ 2.33 (minimum pass)

‘A’                    The thesis shows originality and a high degree of conceptual sophistication alongside critical examination of theoretical and empirical knowledge

‘A-,’ ‘B+’

*The thesis contributes to the existing literature in the field; it shows a complete knowledge of the subject matter and relevant theoretical material, and it demonstrates a clear analytic ability.*

‘B,’ ‘B-,’ ‘C+’

*The thesis has the attributes of a “Pass with Honours” thesis, but to an adequate rather than excellent level.*

#### *Fail / Resubmit*

The thesis lacks a thorough knowledge of the subject matter, and it does not relate to the broader academic literature. It neither applies research methods properly, nor demonstrates any analytic ability. The student may be invited to write a new thesis, for which s/he might be asked to change the thesis topic. The usual time frame for submission of the new thesis is six weeks after the new topic has been communicated to the MA Director. The grade can be maximum a Retake Pass (RP in the value of C+).

#### *Fail for academic dishonesty*

The thesis work is not original: the thesis (or substantial parts of it) has either been submitted for fulfillment of another degree at another university or parts of the thesis are plagiarized, and are not the original work of the author.

In case of serious offenses the thesis is graded as fail (F).

In case of milder offenses the thesis is graded with Retake Pass (RP in the value of C+) and the transcript will be flagged for academic dishonesty.

## ANNEX V: ISS Thesis Report Assessment Criteria and Grading Scale

Thesis reports submitted at ISS are marked in the ISS 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?
- Theoretical Framework(s): Does the report identify a comprehensive approach/theoretical framework and key concepts that will guide the thesis? Is this theoretical framework(s) coherent?
- Problem Situating: Is the selection of the theoretical framework(s) well justified? Does the report reflect how the author built his/her theoretical positioning and what implications this has on the nature of the research?
- Research design and Methodology: 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 the strategy of the research? Is this strategy compatible with the theoretical framework(s) and research question?
- 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?
- 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 word limit?
- 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?

### Grading

Evaluators are asked to provide **a numerical grade** that falls within the ranges set out below.

#### **F : FAIL**

*0 to 59*

(the lowness of the mark depends on the extent of the weaknesses)

- Unable to adequately formulate research question(s)
- Unable to adequately present relevant concepts and theory
- Unable to adequately present structure and strategy of the paper
- Inaccessible language; and/or deficient referencing
- Plagiarism.

**NARROW FAIL**

Fails on at least one of the requisites for even a narrow pass.

**NARROW PASS**

*60-62*

- Minimally adequate formulation of research question
- Minimally adequate presentation of concepts and theory that will be used
- Minimally adequate explanation of structure and strategy of the paper
- Bare minimum of needed material and references
- Basic understanding of subject matter
- Basic understanding and skills in relating theory and data
- Comprehensible; adequate referencing.

**C: PASS**

*63 to 69*

- Fulfills all the requisites for a narrow pass, and does somewhat better on one or more.

**C+ : SATISFACTORY**

*70 to 79*

Reflects standard competence:

- (Reasonably) well-formulated research question(s)
- Competent presentation of concepts and theory that will be used
- Competent discussion of the sources and methods that are used
- Adequate materials and references
- Clear, competent general presentation (layout, language).

**B : GOOD**

*80 to 84*

- Well-specified research question(s)
- Good presentation of concepts and theory that will be used
- Good discussion of the sources and methods that are used

- Above average collection of material and references to literature
- Good general presentation (layout, language)

**B+ : VERY GOOD**

85 to 89

**85+= merit level**

- Well-specified research question(s)
- Very good presentation of concepts and theory that will be used
- Very good discussion of the sources and methods that are used
- Good collection of material and references to literature
- Very good general presentation (layout, language)
- (85+): Demonstrates good potential for subsequent PhD work.

**A : EXCELLENT**

*90 or above*

***distinction level***

- Well-specified and focused research question(s)
- Strong presentation of concepts and theory that will be used
- Strong discussion of the sources and methods that are used
- Competent and proficient use of literature and sources
- Good general presentation (layout, language)
- Obvious PhD candidate.

## ANNEX VI: CEU-IBEI Thesis Assessment Criteria and Grading Scale

The thesis is marked in the IBEI 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?
- **Progress since / improvement upon thesis report**
- **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 thesis neatly presented and clearly structured? Is the language clear and correct? Is the thesis within (and not significantly shorter than) the expected word limit? Is the use of literature and sources competent? Is referencing in line with good scholarly standards?

Mark Range	Key features applicable in the assessment of examination essays and dissertations	
<b>90-100</b>	Overall	Outstanding answer: exceptionally well structured and theoretically informed, showing striking personal insight and originality.
	Understanding	Authoritative; full understanding of relevant material; highly original analysis; highly independent and critical judgment; high degree of precision.
	Selection & Coverage	Unusually extensive range of sources, applied with outstanding insight; exceptionally effective use of evidence to support argument.
	Structure	Excellent structure, focus, presentation and writing style, contributing to a highly compelling argument.
<b>85-89</b>	Overall	Highly thoughtful answer informed by wider reading, showing clarity of thought, personal insight and originality.
	Understanding	Thorough understanding of relevant material; insightful discussion; evidence of independent and critical judgment.
	Selection & Coverage	Extensive range of sources applied insightfully; very effective use of evidence to support argument.
	Structure	Very good structure and focus; clear and fluent writing style; compelling argument.
<b>78-84</b>	Overall	Thoughtful answer informed by wider reading, showing clarity of thought and personal insight.
	Understanding	Thorough understanding of relevant material; insightful discussion and analysis.
	Selection & Coverage	Extensive range of sources applied insightfully. Effective use of evidence to support argument
	Structure	Well structured and focused; clear and fluent writing style; persuasive argument.
<b>64-77</b>	Overall	Good understanding or relevant material; coherent and logical argument.
	Understanding	Good understanding of important facts and concepts; substantive analysis of key issues.

	Selection & Coverage	Good use of relevant sources/literature; employment of a range of evidence to support argument.
	Structure	Coherent and logical presentation.
<b>50-63</b>	Overall	Sound understanding; limited analysis.
	Understanding	Generally sound understanding of relevant material but limited range or depth; more descriptive than analytical.
	Selection & Coverage	Appropriate but limited use of sources/literature; attempts to support argument, but these are awkward and/or unconvincing.
	Structure	Generally clear presentation but awkward structure and/or limited development of argument.
<b>41-49</b>	Overall	Basic understanding and analysis.
	Understanding	Some general knowledge but little detail; minimal demonstration of analytical thought.
	Selection & Coverage	Sparse coverage of basic material; generally unsuccessful in using evidence to support argument.
	Structure	Adequate structure and presentation, but unclear or disorganized in places.
<b>0-40</b>	Overall	Unsystematic, incomplete and/or inaccurate.
	Understanding	Little or no knowledge demonstrated; numerous inaccuracies; meaning unclear; little or no analysis.
	Selection & Coverage	Inappropriate and/or inaccurate use of sources/literature; poor or no use of evidence to support argument.
	Structure	Disorganised and unclear presentation; consistently poor spelling and grammar; incoherent argument or none discernible; unacceptably brief.

## ANNEX VII: ISS-IBEI Thesis Assessment Criteria and Grading Scale

The thesis is marked in the IBEI 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?
- **Problem Situating:** Is the selection of the theoretical framework(s) well justified? Does the report reflect how the author built his/her theoretical positioning and what implications this has on the nature of the research? **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 thesis neatly presented and clearly structured? Is the language clear and correct? Is the thesis 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?
- Has the project improved significantly since the submission of the thesis report?

Mark Range	Key features applicable in the assessment of examination essays and dissertations	
<b>90-100</b>	Overall	Outstanding answer: exceptionally well structured and theoretically informed, showing striking personal insight and originality.
	Understanding	Authoritative; full understanding of relevant material; highly original analysis; highly independent and critical judgment; high degree of precision.
	Selection & Coverage	Unusually extensive range of sources, applied with outstanding insight; exceptionally effective use of evidence to support argument.
	Structure	Excellent structure, focus, presentation and writing style, contributing to a highly compelling argument.
<b>85-89</b>	Overall	Highly thoughtful answer informed by wider reading, showing clarity of thought, personal insight and originality.
	Understanding	Thorough understanding of relevant material; insightful discussion; evidence of independent and critical judgment.
	Selection & Coverage	Extensive range of sources applied insightfully; very effective use of evidence to support argument.
	Structure	Very good structure and focus; clear and fluent writing style; compelling argument.
<b>78-84</b>	Overall	Thoughtful answer informed by wider reading, showing clarity of thought and personal insight.

	Understanding	Thorough understanding of relevant material; insightful discussion and analysis.
	Selection & Coverage	Extensive range of sources applied insightfully. Effective use of evidence to support argument
	Structure	Well structured and focused; clear and fluent writing style; persuasive argument.
<b>64-77</b>	Overall	Good understanding of relevant material; coherent and logical argument.
	Understanding	Good understanding of important facts and concepts; substantive analysis of key issues.
	Selection & Coverage	Good use of relevant sources/literature; employment of a range of evidence to support argument.
	Structure	Coherent and logical presentation.
<b>50-63</b>	Overall	Sound understanding; limited analysis.
	Understanding	Generally sound understanding of relevant material but limited range or depth; more descriptive than analytical.
	Selection & Coverage	Appropriate but limited use of sources/literature; attempts to support argument, but these are awkward and/or unconvincing.
	Structure	Generally clear presentation but awkward structure and/or limited development of argument.
<b>41-49</b>	Overall	Basic understanding and analysis.
	Understanding	Some general knowledge but little detail; minimal demonstration of analytical thought.
	Selection & Coverage	Sparse coverage of basic material; generally unsuccessful in using evidence to support argument.
	Structure	Adequate structure and presentation, but unclear or disorganized in places.
<b>0-40</b>	Overall	Unsystematic, incomplete and/or inaccurate.
	Understanding	Little or no knowledge demonstrated; numerous inaccuracies; meaning unclear; little or no analysis.
	Selection & Coverage	Inappropriate and/or inaccurate use of sources/literature; poor or no use of evidence to support argument.
	Structure	Disorganised and unclear presentation; consistently poor spelling and grammar; incoherent argument or none discernible; unacceptably brief.

## **ANNEX VIII: CEU-York Thesis Assessment Criteria and Grading Scale**

The thesis is marked in the York/IBEL 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?
- **Progress since / improvement upon thesis report**
- **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 thesis neatly presented and clearly structured? Is the language clear and correct? Is the thesis within (and not significantly shorter than) the expected word limit? Is the use of literature and sources competent? Is referencing in line with good scholarly standards?

### **York thesis grading scheme**

90-100	A mark of 90-100 is awarded to work of publishable, or near-publishable Standard.
75-89	A mark of 75-89 is awarded to work which shows exceptional insights that are derived from extensive research and creative and evidentially supported analysis. It demonstrates a disciplined and imaginative approach and critically assesses a range of interpretations in developing its own.
70-74	A mark of 70-74 is awarded to excellent work that is distinguished but not necessarily exceptional. It is clear that the candidate's knowledge and informed understanding of the subject matter is comprehensive. Moreover, the candidate shows that s/he can use her/his knowledge to develop independent and original thinking about the topic. The candidate's work addresses the issues in a clear, well structured, and sustained way. The candidate uses appropriate evidence, argument, or illustration.
60-69	A mark of 60-69 is awarded to good or very good work. The candidate understands the subject matter, has read widely, and is able competently and critically to evaluate the established viewpoints. The candidate makes good use of evidence, argument, or illustration.
50-59	A mark of 50-59 is awarded for satisfactory work. The candidate's grasp of the subject matter, and of the literature, is satisfactory, but not comprehensive. The candidate's

critical evaluations of the material are thus limited and derivative. The use of evidence, argument, or illustration is satisfactory but no more.

00-49 Fail

A mark below 50 is awarded where the candidate has a limited grasp of the issue and the literature, and where the candidate's evaluative judgements are poorly informed or wholly derivative. Work awarded a mark below 50 is judged to be insufficiently well informed and insufficiently critical to warrant the award of a pass at postgraduate level.

## **ANNEX IX: ISS-York Thesis Assessment Criteria and Grading Scale**

The thesis is marked in the York/IBEI 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?
- **Problem Situating:** Is the selection of the theoretical framework(s) well justified? Does the report reflect how the author built his/her theoretical positioning and what implications this has on the nature of the research?
- **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 thesis neatly presented and clearly structured? Is the language clear and correct? Is the thesis 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?
- **Has the project improved significantly since the submission of the thesis report?**

### **York thesis grading scheme**

90-100            A mark of 90-100 is awarded to work of publishable, or near-publishable Standard.

75-89    A mark of 75-89 is awarded to work which shows exceptional insights that are derived from extensive research and creative and evidentially supported analysis. It demonstrates a disciplined and imaginative approach and critically assesses a range of interpretations in developing its own.

70-74    A mark of 70-74 is awarded to excellent work that is distinguished but not necessarily exceptional. It is clear that the candidate's knowledge and informed understanding of the subject matter is comprehensive. Moreover, the candidate shows that s/he can use her/his knowledge to develop independent and original thinking about the topic. The candidate's work addresses the issues in a clear, well structured, and sustained way. The candidate uses appropriate evidence, argument, or illustration.

60-69            A mark of 60-69 is awarded to good or very good work. The candidate understands the subject matter, has read widely, and is able competently and critically to evaluate the established viewpoints. The candidate makes good use of evidence, argument, or illustration.

50-59 A mark of 50-59 is awarded for satisfactory work. The candidate's grasp of the subject matter, and of the literature, is satisfactory, but not comprehensive. The candidate's critical evaluations of the material are thus limited and derivative. The use of evidence, argument, or illustration is satisfactory but no more.

00-49 Fail A mark below 50 is awarded where the candidate has a limited grasp of the issue and the literature, and where the candidate's evaluative judgements are poorly informed or wholly derivative. Work awarded a mark below 50 is judged to be insufficiently well informed and insufficiently critical to warrant the award of a pass at postgraduate level.

**ANNEX X: Mundus MAPP Grading Equivalences**

Mundus MAPP grading scale			ISS		CEU		York		IBEI	
ECTS grade name	ECTS grade	Point	Grade	Point	Grade	Point	Grade	Point	Grade	Point
Excellent	A	100	A	100	A	3.98-4.00	1	98-100	A	100
Excellent	A	99	A	99	A	3.95-3.97	1	95-97	A	99
Excellent	A	98	A	98	A	3.92-3.94	1	92-94	A	98
Excellent	A	97	A	97	A	3.89-3.91	1	89-91	A	97
Excellent	A	96	A	96	A	3.86-3.88	1	86-88	A	96
Excellent	A	95	A	95	A	3.83-3.85	1	83-85	A	95
Excellent	A	94	A	94	A	3.80-3.82	1	80-82	A	94
Excellent	A	93	A	93	A	3.77-3.79	1	77-79	A	93
Excellent	A	92	A	92	A	3.74-3.76	1	74-76	A	92
Excellent	A	91	A	91	A	3.71-3.73	1	71-73	A	91
Excellent	A	90	A	90	A	3.68-3.70	1	70	A	90
Very good	B	89	B+	89	A-	3.63-3.67	2.1	69	B	89
Very good	B	88	B+	89	A-	3.58-3.62	2.1	69	B	89
Very good	B	87	B+	89	A-	3.53-3.57	2.1	68	B	88
Very good	B	86	B+	88	A-	3.48-3.52	2.1	68	B	88
Very good	B	85	B+	88	A-	3.43-3.47	2.1	67	B	87
Very good	B	84	B+	87	A-	3.38-3.42	2.1	67	B	87
Very good	B	83	B+	87	A-	3.34-3.37	2.1	66	B	87
Very good	B	82	B+	86	B+	3.30-3.33	2.1	66	B	86
Very good	B	81	B+	86	B+	3.23-3.29	2.1	65	B	85
Very good	B	80	B+	85	B+	3.17-3.22	2.1	65	B	85
Good	C	79	B	84	B+	3.14-3.16	2.1	64	C	84
Good	C	78	B	84	B+	3.11-3.13	2.1	64	C	84
Good	C	77	B	84	B+	3.08-3.10	2.1	63	C	83
Good	C	76	B	83	B+	3.05-3.07	2.1	63	C	83
Good	C	75	B	83	B+	3.01-3.04	2.1	62	C	82
Good	C	74	B	82	B	2.97-3.00	2.1	62	C	82
Good	C	73	B	82	B	2.94-2.96	2.1	61	C	81
Good	C	72	B	81	B	2.91-2.93	2.1	61	C	80
Good	C	71	B	81	B	2.88-2.90	2.1	60	C	79
Good	C	70	B	80	B	2.84-2.87	2.1	60	C	78
Satisfactory	D	69	C+	79	B	2.79-2.83	2.2	59	D	76-77
Satisfactory	D	68	C+	78	B	2.74-2.78	2.2	59	D	74-75
Satisfactory	D	67	C+	77	B	2.69-2.73	2.2	58	D	72-73
Satisfactory	D	66	C+	76	B	2.64-2.68	2.2	58	D	71
Satisfactory	D	65	C+	75	B-	2.59-2.60	2.2	57	D	70
Satisfactory	D	64	C+	74	B-	2.54-2.58	2.2	56	D	68-69
Satisfactory	D	63	C+	73	B-	2.49-2.53	2.2	55	D	67
Satisfactory	D	62	C+	72	B-	2.44-2.48	2.2	54	D	66

Satisfactory	D	61	C+	71	B-	2.39-2.43	2.2	53	D	65
Satisfactory	D	60	C+	70	B-	2.34-2.38	2.2	52	D	64
Pass	E	59	C	69	C+	2.33	2.2	51	E	63
Pass	E	58	C	68	C+	2.33	2.2	51	E	62
Pass	E	57	C	67	C+	2.33	2.2	51	E	61
Pass	E	56	C	66	C+	2.33	2.2	51	E	60
Pass	E	55	C	65	C+	2.33	2.2	51	E	58-59
Pass	E	54	C	64	C+	2.33	2.2	51	E	56-57
Pass	E	53	C	63	C+	2.33	2.2	50	E	54-55
Pass	E	52	C	62	C+	2.33	2.2	50	E	52-53
Pass	E	51	C	61	C+	2.33	2.2	50	E	51
Pass	E	50	C	60	C+	2.33	2.2	50	E	50
Fail	F	49	F	59	F	0	fail	49	F	49
Fail	F	48	F	58	F	0	fail	48	F	48

*Annex XI: Mundus MAPP Award Scale Conversion Table*

Mundus MAPP award scale		ISS	CEU	York	IBEI
Classification	Point	Point	Point	Point	Point
Distinction	100	100	3.98-4.00	98-100	100
Distinction	99	99	3.95-3.97	95-97	99
Distinction	98	98	3.92-3.94	92-94	98
Distinction	97	97	3.89-3.91	89-91	97
Distinction	96	96	3.86-3.88	86-88	96
Distinction	95	95	3.82-3.85	83-85	95
Distinction	94	94	3.79-3.81	80-82	94
Distinction	93	93	3.76-3.78	77-79	93
Distinction	92	92	3.73-3.75	74-76	92
Distinction	91	91	3.70-3.72	71-73	91
Distinction	90	90	3.67-3.69	70	90
Merit	89	89	3.63-3.66	69	89
Merit	88	89	3.60-3.62	68	89
Merit	87	89	3.57-3.59	67	88
Merit	86	88	3.53-3.56	66	88
Merit	85	88	3.50-3.52	65	87
Merit	84	87	3.47-3.49	64	87
Merit	83	87	3.43-3.46	63	87
Merit	82	86	3.40-3.42	62	86
Merit	81	86	3.37-3.39	61	85
Merit	80	85	3.33-3.36	60	85
Satisfactory	79	84	3.29-3.32	59	84
Satisfactory	78	84	3.26-3.28	59	84
Satisfactory	77	84	3.23-3.25	58	83
Satisfactory	76	83	3.19-3.22	58	83
Satisfactory	75	83	3.16-3.18	58	82
Satisfactory	74	82	3.13-3.15	57	82
Satisfactory	73	82	3.09-3.12	57	81
Satisfactory	72	81	3.06-3.08	57	80
Satisfactory	71	81	3.03-3.05	56	79
Satisfactory	70	80	3.00-3.02	56	78
Pass	69	79	2,99	55	76-77
Pass	68	78	2.97-2.98	55	74-75
Pass	67	77	2,96	54	72-73
Pass	66	76	2.94-2.95	54	71
Pass	65	75	2.92-2.93	54	70
Pass	64	74	2.90-2.91	53	68-69
Pass	63	73	2,89	53	67
Pass	62	72	2.87-2.88	53	66
Pass	61	71	2.85-2.86	52	65

Pass	60	70	2.83-2.84	52	64
Pass	59	69	2,82	51	63
Pass	58	68	2.80-2.81	51	62
Pass	57	67	2,79	51	61
Pass	56	66	2.77-2.78	51	60
Pass	55	65	2.75-2.76	51	58-59
Pass	54	64	2.73-2.74	50	56-57
Pass	53	63	2,72	50	54-55
Pass	52	62	2.70-2.71	50	52-53
Pass	51	61	2.68-2.69	50	51
Pass	50	60	2.66-2.67	50	50
Fail	49	59	2,65	49	49
Fail	48	58	2,64	48	48