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

### PROGRAMME GUIDE 2021-2023

**September, 2021**

/ May be subject to change. /

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



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## 1. INTRODUCTION TO THE PROGRAMME GUIDE

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The present program guide has been compiled to assist students of the Mundus Master's Program in Public Policy - Mundus MAPP, to complement the programme'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](http://mundusmapp.org) for up-to-date information.

CEU PU: <https://dpp.ceu.edu/>

IBEI: <https://www.ibe.org/en>

ISS: <https://www.iss.nl/en>

YORK: <https://www.york.ac.uk/politics/>

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

- for general queries:  
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- about academic matters:  
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Mundus MAPP institutions:

- Central European University Private University (coordinating institution) (CEU PU)
- Institut Barcelona d'Estudis Internacionals (IBEI)
- International Institute of Social Studies, Erasmus University Rotterdam (ISS)
- University of York (York)

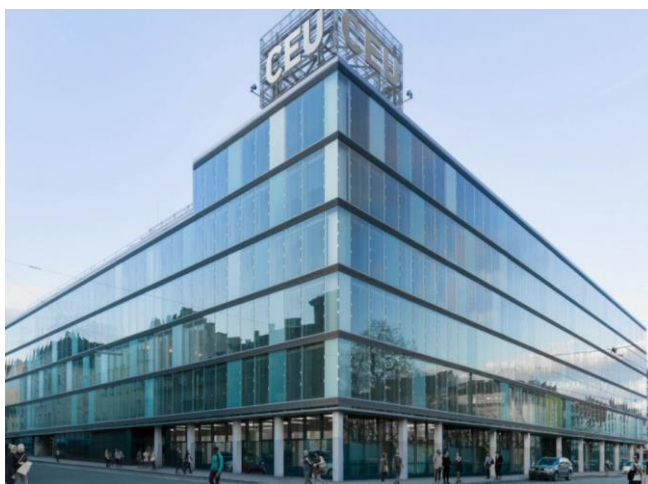
Wishing you all a successful and productive time at the consortium institutions,

*the Mundus MAPP team in Barcelona, The Hague, Vienna and York.*

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

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The Mundus MAPP Consortium Mundus MAPP/MUNMAPP is a two-year-long international joint Master's programme in Public Policy, offered by four [top-ranked](#) European institutions: [Central European University Private University](#), Vienna (Austria), [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's Degree](#) Program co-funded by the European Union.



**CEU PU** is a young, dynamic, English-speaking university and one of the world's leaders in social sciences, humanities, and business. Being a university with a mission, CEU PU is committed to promoting the values of open society and self-reflective critical thinking. With its international atmosphere, the university brings together students from over 110 countries and faculty from more than 50 countries, providing a unique space for an exchange of ideas and experiences from diverse backgrounds. Having its programs accredited in Austria, Hungary, and the US,

CEU PU maintains its operation in Vienna, Budapest, and New York. Students participating in the Mundus MAPP program will be based at the main campus in Vienna, at the Department of Public Policy. Easily accessible by a public transport, this campus is located in Favoriten, Vienna's multicultural 10th district, which is one of the city's most diverse locales.

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



**ISS** is an international postgraduate school and one of the oldest and largest centres 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 organisations 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)



**IBEI** is a dynamic centre 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. Now into its second decade,

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 within walking distance to the city centre. 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.ibeio.org](http://www.ibeio.org)



**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 centres, 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

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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:

- Dr Marie-Pierre Granger (CEU PU, Academic Coordinator)
- Dr Karim Knio (ISS)
- Dr Jeremy F. G. Moulton (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 Vienna. Professor Marie-Pierre Granger, the Programme Director, and Pál Banda, the Administrative Coordinator of Mundus MAPP, are based at Central European University Private 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:**



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### ***Programme management and quality assurance***

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

The quality assurance of the programme 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 programmes;
- ensure that the assessment process is rigorous and fair, and conducted in line with programme policies and regulations;
- enhance the programme.

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

- programme 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 2021-2023 is Professor Jeffrey Henderson from the University of Bristol, UK.

### *Data handling and data protection*

The Consortium privacy statement, including contact information for its data controllers, will be accessible at: <https://www.mundusmapp.org/data-privacy-notice/>

### *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 Programme 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 programme on their profile as part of their education.

Our former students say that through Mundus MAPP they had a great opportunity to meet people from all around the world, with different personal, educational and professional experiences and perspectives. It was a great way to network professionally and make new friends for life. We very much encourage students to interact with each other across the Consortium institutions and different cohorts. We invite everyone to take advantage of the Mundus MAPP network.

#### 4. INTRODUCTION TO MUNDUS MAPP

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The Erasmus Mundus Master's Programme in Public Policy (Mundus MAPP) is a two-year-long joint degree programme. It is offered by four consortium partners: Central European University Private University in Vienna (CEU PU, Austria), 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 programme also provides practical work experience and transferable skills gained through a study visit and an internship programme. Mundus MAPP prepares graduates for international professional careers as policy makers, policy analysts, and advisors in the areas of politics, civil service, international organisations, or corporate and non-governmental sectors.

There are four mobility tracks/specializations in the two-year programme:

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

Upon completion of the programme students receive a joint Master's 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 Master's Degree under the European Union's Erasmus+ Programme.

## 5. CORE PROGRAMME AND THE MOBILITY TRACKS

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### *The core of the Mundus MAPP programme*

The overall objective of the Erasmus Mundus MA Programme in Public Policy is to provide scholarly education and practical training for future academic and policy leaders in the public, private, and not-for-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 programme 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, experience with concrete policy interventions. The Mundus MAPP consortium comprises four different institutions with their own historical trajectories, disciplinary strengths, and areas of expertise, that is able to achieve this ambition.

The overall programme 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 the mobility track, while 40% of the curriculum is delivered in track-specific modules (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 1 and year 2.

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 PU-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 organisations and global policy regimes. The track is designed to provide students with thorough understanding of public policy in national as well as in international contexts. This includes analysis of policy networks, international organisations, and global policy regimes. Students will gain knowledge in policy analysis, economics, and European studies in the first year, and international relations and international political economy in the

second year. The central analytical tools include quantitative and qualitative research methods and comparative international public policy tools such as the organisation, resources and policy instruments of global policy regimes. Applicants who wish to pursue a career in international civil service, voluntary organisations, or global industries may be attracted to this track.

**The CEU PU-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 policy processes in the EU and its member states, from agenda setting and policy making to policy design, implementation, and evaluation. The track is designed to provide students with a 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 in policy analysis, economics, comparative politics, and European integration studies. The central analytical tools include quantitative and qualitative research methods and comparative public policy tools such as policy design, policy instruments, organisational 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 member states or its neighbourhood, 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 organisations, 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 organisations/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, analysing 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 organisational 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 organisation 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 programme. 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, 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

- Critical analysis of policy issues and development of holistic perspectives on European and global governance;
- Evaluation of public policies and policy instruments with quantitative and qualitative methods;
- Independent formulation of relevant research topics, development of preliminary hypotheses and ideas, conducting data collection and analysis, designing investigation procedures, and preparation of scientifically sound and effective reports on research outcomes;
- Providing expert advice to decision makers in national and international fora, relying on a solid understanding of institutional contexts;
- Design and participation in the delivery of public policies in various sectors and (multi-disciplinary) institutional settings.

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

- Interaction with expertise in various fields of the social sciences related to public policy and governance;
- Conducting critical analysis of policy studies and related literature;
- Gaining advanced competence in using statistical data, quantitative methods, and qualitative methods and formulate judgments with incomplete data;
- Enhancing 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

- Conducting research and further studies in a manner that is largely self-directed and autonomous using library, electronic, and on-line information resources with confidence;
- Delivering 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;
- Working effectively in multidisciplinary, multicultural teams;
- Speaking, reading and writing English on a professional and academic level;
- Continuous and autonomous improvement of professional skills through planning, time management, critical reflection and self-evaluation, and adoption of individual learning strategies.

## 6. PROGRAMME STRUCTURE AND REQUIREMENTS FOR THE JOINT PROGRAMME COMPONENTS

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This section provides a general overview of the different components of the programme. The academic calendar of the programme 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 programme. Every track of the Mundus MAPP programme encompasses the following components:

### Course Work

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

### Practical components

4. Study visit
5. Internship (or Policy Lab for CEU PU students)

### 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 programme 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 programmes. 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 programme. 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 PU or at ISS. In the second year, students will take the core courses in Public Management and Global 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 PU 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 an opportunity to attune the programme 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 DPP at CEU PU) are open for Mundus MAPP students as elective courses. 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 the mobility track.

## ***Practical Components***

To strengthen the practical training components of the Mundus MAPP programme, each student will participate in a study visit and take up an internship adding up to 6 ECTS of the study programme.

### 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.

Because of the Covid 19-pandemic, the study visit for the students in the 2020-2022 program was postponed to the second year. Therefore, in the academic year 2021-2022 the study visit will be organised for two cohorts of students. All groups have an equal say in the destination.

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

The study visit will last three working days (Tuesday-Thursday) and is expected to take place in the second half of April of the first academic year.

Official communication for the study visit will involve the ISS academic coordinator, who is the convenor of the trip, and the ISS, CEU PU, IBEI and York student representatives. Student representatives will be approached by the convenor of the study visit in the early days of September by email.

The student representatives should organize a vote among their fellow students. Once a destination is selected (by voting or consensus), students 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 four student representatives will make sure that voting procedures are clear, transparent, and fair (one person one vote across voting iterations). The study visit convenor will set the threshold in case of a voting procedure.

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

By the end of December, students should be able to book their flights and accommodations. 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/organisations from the following list:

- Ministerial department or agency or a formal institution related to the state;
- International institution/organisation;
- University department or programme;
- Research think-tanks or research centres;
- Civil society actors including NGOs, CBOs, trade unions etc.;
- Political parties and/or pressure groups.

The study visit 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 finalise the study visit program. Once everything is confirmed, the convenor will produce a final document which specifies all the details of the trip. The final study visit document is expected to be available and shared with all students by early April.

The final programme will include organisational visits, with the primary aim to have at least one organisation in every category listed above, however, the final list will depend on the specificity of the city chosen and the availability of contacts.

*Note: In case the global pandemic situation in 2022 does not allow travelling, the study visit will be replaced by online meetings with the selected organisations .*

### 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 organisations, 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 organisation, such as think-tanks, international organisations, national and international NGOs, professional bodies, government agencies and embassies, or research organisations and institutes to complete this programme requirement. Internships are arranged by the students themselves; however the Consortium institutions offer support and advice. The tasks students undertake during the internship will vary greatly depending on the host institution's profile and expectations; nevertheless, they must involve substantive work such as drafting policy documents, collecting, processing, and analysing 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 or a comparative analysis of findings of different evaluations, a review of literature for policy preparation, or preparatory study for lobbying and advocacy.

Internships take place in year 1 (usually in July and August) and the credits count towards year 2. The internship report should be submitted by September 30, 2022. Failing that, the Academic Board may not confirm the student's progression to the second year. In exceptional cases, when students cannot complete the internship before year 2, they may request a deferral from the Academic Board before June of year 1.

[Information on Internship forms, reports and deadlines on CEU Tracks.](#)

### **Research Components**

Mundus MAPP includes a significant research training and an independent research component, which prepare students for further studies and/or jobs requiring research skills following their graduation. This includes training in quantitative and qualitative methods as part of the core courses, as well as thesis workshops, academic writing for graduate students, and two major research papers – the Thesis Report and the thesis – in which students demonstrate the acquired skills. The Thesis Report, thesis workshop, and thesis account for approximately one quarter of the credit load in the programme (33 ECTS). The Thesis Report and thesis will be supervised by a member of faculty, from each of 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 PU by January of year 1. Based on the thesis topic, students will be assigned a supervisor at the first-year institution, who will act as primary supervisor in academic year 1. Mundus MAPP students on the CEU PU tracks are eligible for the SPP MA thesis research grant the deadline of which is in February. By the end of April, students must submit a short proposal (600 words) for the Thesis Report.

In May, a second supervisor from York/IBEI will be assigned to the student and this faculty member will be taking over primary supervisory responsibilities from the ISS/CEU PU supervisors when students progress from year 1 to year 2. The two supervisors will collaborate and jointly advise the student during the two years of the programme 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 of the thesis itself, and is to be written in year 2.

The report is a paper of 6,000 words (+/-10%, all included except for bibliography), which comprises 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 individual parts of the thesis.

The Thesis Report forms an annex to the thesis and will serve as a benchmark, against which students' progress will be assessed, forming a part of thesis evaluation criteria. The topic of the Thesis Report (and by extension the thesis) should be relevant to the student's mobility track.

An overlap between the Thesis Report and Thesis (to be written in the second year):

The Thesis Report and the Thesis are separate assignments: the idea is not to 'copy and paste' the report into the thesis, but there should be a continuity between the report and thesis (the report

should embody the core idea for the thesis project even if, naturally, the project will evolve in the second year). However, students may incorporate parts of the text from the report, should it contain already very clearly formulated sections with ideas and arguments which would not have significantly changed in the second year. For instance, these could be parts of the literature review and substantial components of the theoretical framework, but the text would evolve using additional readings in the second year. There is no quantitative benchmark (e.g. x %) as to permissible overlap; supervisors and examiners should use their own judgment. For more detailed guidance on what is expected to change or not, please refer to annex XII *Instructions on transition between the Thesis Report and the final Thesis - Continuity and Change*.

The Thesis Report should achieve the following objectives:

- Lead us into a general, then a specific topic;
- Indicate that there is a gap, an area or puzzle, that is unanswered or unresolved;
- State the research 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 development of the thesis through academic and peer support. 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 coursework requested in each course.

The thesis workshop entails taking two research methods workshops by the end of the first semester at IBEI.

### 8. Thesis (20 ECTS)

Building on the Thesis Report, students continue their project in year 2 and submit the thesis at the end of the second academic year. The thesis is individually supervised and supported by the workshop that is assessed through an oral presentation. The thesis is designed to evaluate more advanced skills of independent research.

The thesis is a 12,000-word paper (+/-10%, all included, except for bibliography) with all the attributes of a scholarly work presented in accordance with IBEI or York thesis guidelines (depending on the student's 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 new topic falls outside the expertise of the original supervisors, it may not be approved.

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

As part of the thesis requirements, students need to pass a final oral examination (defense). The defense will take place in the days following the thesis submission. It will provide students with the opportunity to summarise 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 is communicated to the student on the day of the defense .

The thesis is jointly examined by the two institutions of the students' chosen mobility track and be jointly graded by the two supervisors, each contributing half of the final grade. Students receive detailed comments from the examiners and a single grade allocated in the York/IBEI grading scheme. A passing grade is required for both, the oral defense and the thesis itself, in order to fulfil the thesis requirement as a whole.

For students whose mobility track involves CEU PU, the electronic version of the entire thesis must also be uploaded into the CEU PU 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.edu>.

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

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

The Mundus MAPP programme consists of coursework, practical components and research components. For those components of the programme that take place entirely at one institution (coursework), the rules and regulations of that institution apply. For the joint components of the programme (the practical components and the research components), decisions rest with the Academic Board. Where there is no specific rule for the joint components of the programme, the general rules and regulations of the institution where the student is enrolled when undertaking the programme component apply.

### ***Course/module assessment rules***

The programme is comprised of courses (CEU PU/ISS/IBEI) or modules (YORK), which are allocated a certain credit value based on notional student workload, and are assigned to Master's 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 programme 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 the conduct of examinations), are determined by the institution that offers the course/module.

<b>Institution</b>	<b>Summary of forms of assessment for the Coursework.</b> Full details are provided in the course/module descriptions.
CEU PU	Courses are assessed by a final paper, in combination with presentations delivered by students (graded), and/or short written assignments, and/or exams (e.g. quantitative courses). Active and informed participation may contribute part of the final grade (not more than 10-20%). More information: <a href="#">DPP Student Handbook</a>
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 <a href="#">IBEI Student Guide</a> .
ISS	Assessments are based on identifiable individual input. The assessment can exist of a written examination, assignment like essays and to a maximum of 15% of group work. More information in the Student Charter which is made available on the Electronic Learning Environment Canvas.
YORK	Further information about assessment procedures at York can be found in section 4 of the <a href="#">Taught Postgraduate Handbook</a> .

The jointly taught and examined programme components are jointly assessed.

Study visit (3 ECTS)	<p>It is mandatory to attend the study visit. The study visit is assessed by a paper of 3,000 words (+/-10%, all included, except for bibliography). The paper will identify challenges that the visited organisation faces, assess its operation, and provide recommendations for changes the organisation 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, and double grading as required by ISS regulations (lowest and highest grades). Reassessment is possible following ISS regulations.</p> <p>In case of CEU PU track students, the grade is converted to CEU PU grade as per the grading equivalence table below. Students not attending the study visit sessions will automatically get a Fail grade on their paper. Resubmission and reassessment are possible following the 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 programme elements, a Fail grade for the study visit means failing the programme as a whole.</p> <p><i>Note: Note: In case the global pandemic situation in 2021/2022 does not allow travelling, the study trip will be replaced by online meetings with the selected organisations .</i>  <i>This might also affect the paper that the students are required to submit.</i></p>
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<p>Internships (3 ECTS)</p>	<p>Internships are assessed on the basis of a report submitted by the student and a short report from the host organisation, and 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 organisation, 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 four weeks of completing the internship, and are to be submitted to the first-year institution in their mobility tracks.</p> <p>For CEU PU track students, internships may be substituted with a Policy Lab. In the Policy Lab course, students work in and out of class in teams on an abbreviated version of an Applied Policy Project under close supervision. Two or more projects are offered each year; the projects are done for a real client. The course teaches understanding and interacting with clients; work planning and budgeting; teamwork basics; giving and receiving feedback; and research, analysis, and policy development skills. The credit value will be the same as internships, but the assessment methods and the timing will differ. CEU PU track students will be provided with further information by CEU PU upon enrolment. CEU PU track students may complete an internship as well as a policy lab, in which case the latter will count as an elective course taken for credit.</p>
<p>Thesis Report (10 ECTS)</p>	<p>Students provide proposals for the Thesis Report by January/February. By end of May, a supervisory team (including first and second supervisor) will be appointed. Further instructions on the timing and format of the Thesis Report Proposal will be provided by the respective first year institutions in due time. The ISS/ CEU PU supervisors take on primary supervisory responsibilities in the first year, while York/IBEI supervisors fulfil this role in year 2. The two supervisors collaborate and jointly advise the student during the two years of the programme until the thesis is submitted.</p> <p>The Thesis Report should be written after coursework finishes in the first academic year. The Thesis Report serves as an advanced thesis proposal which already covers considerable ground for the thesis itself, to be written in year 2. The Thesis Report is a paper of 6,000 words (+/-10%, all included, except for bibliography), which contains a problem specification (a research question/rationale), an initial literature review, methods and, where appropriate, hypotheses and a case study selection; as well as a 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 Thesis Report is jointly graded by the two supervisors, each contributing half the final grade. Students receive detailed comments from the examiners, and a single grade allocated in the ISS/ CEU PU grading scheme.</p> <p>A third institution from the Consortium will be called in if the discrepancy between two supervisors is too large, according to the rules of the institution to which the Thesis Report is submitted. For CEU PU, that is 1 point difference and for ISS, that is 10 points difference. If a third institution is brought in, the final grade is determined 1/3 – 1/3 – 1/3 from each of the three examiners. The student will receive a single final grade and the Thesis Report Evaluation Forms.</p>
Thesis Workshop (3 ECTS)	<p>The thesis workshop in Year 2 is intended to be developmental and therefore is graded on a Pass/Resubmit basis by the workshop convenor, with students receiving a Pass by successfully presenting in the workshop.</p>
Thesis (20 ECTS)	<p>The thesis is jointly graded by the two supervisors each contributing half the final grade. Students receive detailed comments from the examiners, and a single grade allocated in the York/IBEI grading scheme.</p> <p>The second supervisor from York/IBEI takes over primary supervisory responsibilities from the ISS/ CEU PU supervisors when students progress from year 1 to year 2. The two supervisors collaborate and jointly advise the student during the two years of the programme 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 (but not counting towards the word count of the thesis).</p> <p>As part of the thesis requirement, students need to pass a final oral examination (defense). The defense takes place in the days (or weeks) following thesis submission. The defense provides the opportunity to students to summarize their core argument, and for members of the defense committee to ask questions, thereby testing students' oral presentation and argumentation skills. In the case of CEU PU track students, the defense committee consists of a member of faculty from York/IBEI and a member of faculty from CEU PU; the latter 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 – one representing ISS and another representing IBEI/YORK. The defense is graded with Pass or Fail only, which is communicated to the student on the day of the defense. A Pass grade is required both in the oral defense and for the thesis itself for fulfilling the thesis requirement as a whole.</p> <p>A third institution from the Consortium will be called in if the discrepancy between two supervisors is too large, according to the rules of the institution to which the Thesis Report is submitted. For IBEI if the difference exceeds 20 points and for York where the degree classification would be affected (qualitative criteria). If a third institution is brought in, the final grade is determined 1/3 – 1/3 – 1/3 from each of the three examiners. The student receives a single final grade and all the Thesis Evaluation Forms.</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 institution's academic coordinator in writing, and enclosing supporting documentation (e.g. a medical note). That institution's 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 PU	If not specified otherwise, late submission will result in a reduction of a grade step from the final grade (e.g. an A can become an A-) every 24 hours starting from the deadline. More information: <a href="#">DPP Student Handbook</a> Penalties, if any, for over-length assignments are determined by the individual course instructors.
IBEI	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. <a href="#">IBEI Student Guide</a>
ISS	Points on work submitted late are subtracted according to a schedule in the Guidelines and Procedures Board of Examiners. More information in the Student Charter which is made available on the Electronic Learning Environment Canvas.
YORK	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 '-40' marks. After 5 days students receive a mark of zero. This includes weekends and bank holidays. The penalty for submitting late on a Pass/Fail module is a Fail. There are no penalties for over-length assignments, but markers are not obliged to read any more than 4,000 words. Further information about assessment procedures at York can be found in section 4 of the <a href="#">Taught Postgraduate Handbook</a> .

### *Grading scale*

Mundus MAPP uses two conversion tables for establishing equivalences across the consortium: one for grades and calculation of GPA, and another for determining the degree award classification. The grade and award 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 the ISS grading scheme, with the translation of grades to the CEU PU grading scale in the case of students studying at

CEU PU). 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 as Pass/Fail, based on the requirements in Section 6 above).

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.

When determining the final overall grade for degree award classification purposes, a different scheme is used (see below in the section on Award regulations).

### *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 programme structure on the assessment of joint programme 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 PU	Work is single-graded by the course instructor and is not anonymously submitted. More information: <a href="#">Student Rights, Rules, and Academic Regulations</a>
IBEI	Work is single-graded by the course instructor(s) and is not anonymously submitted. More information: <a href="#">IBEI Student Guide</a>
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 64 or lower, or 88 or higher. More information in the Student Charter which is made available on the Electronic Learning Environment Canvas.
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 <a href="#">Taught Postgraduate Handbook</a> .

### *Feedback to students on their work*

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

<b>Institution</b>	<b>Summary of feedback procedures</b>
CEU PU	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 SITS, an online platform where each student has an account showing their transcript. Written feedback is provided on every written work submitted, typically using feedback forms (the format of the forms may differ between courses). Students also get feedback on oral presentations; upon request, this feedback takes a written form.

	More information: <a href="#">DPP Student Handbook</a> and <a href="#">Student Rights, Rules and Academic Regulations</a>
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.</p> <p>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.</p> <p>More information in the Student Charter which is made available on the Electronic Learning Environment Canvas <i>Student Charter</i> of the ISS</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).</p> <p>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 <a href="#">Taught Postgraduate Handbook</a>.</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 the case of a joint programme component, the two relevant Consortium institutions coordinate this decision.

<b>Institution</b>	<b>Timing and nature of reassessment opportunities for course work</b>
CEU PU	Students who fail to achieve the minimum Pass grade during an examination or for coursework 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

	<p>examination or assignment is failed during a given academic course, granting a retake is at the discretion of the Programme Director. A satisfactory retake means 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 the Mundus MAPP coordinator or the Student Records Office for any observed administrative error. If a student fails all permitted retakes of a mandatory course, their enrolment should be terminated, since the student will not be able to fulfil the degree requirements without the course in question.</p> <p><a href="#"><u>Student Rights, Rules and Academic Regulations</u></a> (9.4)</p>
IBEI	Students who fail to achieve the minimum passing 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 failing 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 resit 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 passing 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 attempts and any reassessments, are included on the final York transcript.

#### Reassessment opportunities for joint assessed programme 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 passing threshold (CEU PU: 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 passing 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 November 15 of the 2 <sup>nd</sup> year/within

	two months of the defense. A re-submitted Thesis cannot be graded higher than the minimum passing grade. Consortium institutions, depending on their own regulations, may not provide supervision for the re-submission of the Thesis.
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### *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.

<b>Institution</b>	<b>Summary of mitigating circumstances procedures</b>
CEU PU	Mitigating circumstances issues are dealt with by the Programme Director. More information: <a href="#">DPP Student Handbook</a> and <a href="#">Student Rights, Rules and Academic Regulations</a>
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 in the Student Charter which is made available on the Electronic Learning Environment Canvas.
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, the approach taken is consistent.

<b>Institution</b>	<b>Academic misconduct procedures</b>
CEU PU	<a href="#">DPP Student Handbook</a> <a href="#">Student Rights, Rules and Academic Regulations</a> <a href="#">Code of Ethics</a> <a href="#">Policy of Plagiarism</a>
IBEI	<a href="#">IBEI's Student Guidelines</a> specify the procedures dealing with academic misconduct.
ISS	ISS rules are explained in the Guidelines and Procedures Board of Examiners ISS which forms part of the Student Charter. More information in the Student Charter which is made available on the Electronic Learning Environment Canvas.

YORK	Students are required to take and pass a VLE-based Academic Integrity tutorial. <a href="https://www.york.ac.uk/students/studying/skills/integrity/onetutorial/">https://www.york.ac.uk/students/studying/skills/integrity/onetutorial/</a>
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### *Appeals against a course/module grade*

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

<b>Institution</b>	<b>Appeals against a course/module grade</b>
CEU PU	<p><a href="#">Students may appeal the grades</a> they received for courses, exams, or major pieces of written work that pertain to courses for which DPP is responsible. Appeals must be submitted to the appropriate Programme 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 Programme Director will assess the student's request for review of the grade, and, if a review is merited, convene the Academic Integrity Committee (AIC) including at least two faculty members who did not participate in assigning the appealed grade. The Committee will determine the final grade. In the event that the Programme Director is responsible for the grade that is being appealed, another faculty member will replace them.</p> <p>For appealing grades received for cross-listed courses, students should follow the appeals procedures set out by the other <i>CEU PU</i> departments which offer the course.</p> <p>These procedures do not affect the student's general rights to appeal as set out in <i>CEU PU's <a href="#">Student Rights, Rules, and Academic Regulations</a></i>.</p>
IBEI	<p>Students may request that their marks be reviewed according to the following procedure:</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. After publication of final marks, students can request a second review from the Director of IBEI, within a period of ten calendar days.</li> </ol> <p>The second review foreseen in point 2 is to be carried out by a tribunal made up of the Coordinator of the programme, 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 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	Students may appeal against any mark awarded for a course (WHW 7.61). More information in the Student Charter which is made available on the Electronic Learning Environment Canvas.
YORK	There is no right to appeal against the academic judgement of examiners. Appeals against individual module marks are only permitted on the grounds that a procedural irregularity has occurred, OR that the assessment was conducted unfairly or improperly, OR that relevant mitigating circumstances exist and there was a good reason why these could not have been presented at the appropriate



	time or the examiners made aware of them before a decision on academic performance was made. <a href="https://www.york.ac.uk/students/help/appeals/">https://www.york.ac.uk/students/help/appeals/</a>
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### *Appeals in the case of joint programme 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 Mundus MAPP Programme Coordinator (CEU PU). The Mundus MAPP Programme Coordinator (CEU PU) will forward it to the Mundus MAPP Academic Board.

Appeals against joint programme 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 the relevant mitigating circumstances could not be reasonably communicated before a decision on academic performance was made.

The Mundus MAPP Academic Board will decide whether the appeal should be granted, 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 their involvement in the assessment process which is being challenged), they will be replaced by a nominated alternate from the same institution.

## 7. AWARD REGULATIONS

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### *Summary*

To be eligible for the award of the degree, a student must undertake the programme of study as approved by the Mundus MAPP Academic Board, and obtain at least 120 ECTS at Master's level (with at least 60 ECTS in year 1 at either ISS or CEU PU 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 PU and York, or CEU PU 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 institutions which the student attended in their mobility track, as well as a joint Diploma Supplement issued by CEU PU. The transcript is a list which specifies all the components of the MA programme and the grades obtained in assessments. No detailed information of the transcript shall be disclosed without the explicit consent of the student concerned.

List of degree documents students will receive:

For the CEU PU -IBEI track:

- an Austrian accredited degree certificate and a Diploma Supplement from CEU PU (in English and German)
- a US-accredited degree certificate from CEU PU (in English)
- a two-year transcript issued by CEU PU (in English)
- a degree certificate from IBEI (in Spanish, Catalan, and English)
- a one-year transcript from IBEI (in English)
- a Joint Mundus MAPP diploma supplement (in English)

For the CEU PU-York track:

- an Austrian accredited degree certificate and a Diploma Supplement from CEU PU (in English and German)
- a US-accredited degree certificate from CEU PU (in English)
- a two-year transcript issued by CEU PU (in English)
- a degree certificate from York (in English)
- a one-year transcript from York (in English)
- a Joint Mundus MAPP diploma supplement (in English)

For the ISS-IBEI track:

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

For the ISS-York track:

- a degree certificate issued by York on behalf of ISS and York (in English)
- a one-year transcript from ISS (in English)

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

Students will receive the documents from the issuing institutions.

Please note that degree-issuing procedures may take a long time. Any degree certificate received from any of the consortium institutions certifies completion of the whole programme. For example, the one-degree certificate received upon completion of the ISS-York track certifies the completion of the programme 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 programme comprises courses (CEU PU/ISS/IBEI) or modules (YORK), which are allocated a certain credit value based on notional student workload and are assigned to Master's 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. low 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 PU, ISS, and IBEI during their enrolment 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 programme is dependent on obtaining 60 ECTS from either ISS or CEU PU in year 1, with a minimum GPA of 2.66 at CEU PU 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 enrolment 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 programme. Results of a partly completed programme shall not be valid for earning the Master's degree after 3 years from when a student started the programme.

### *Leave of absence*

Students may request a leave of absence after completing all the requirements of year 1 and the internship. The request must be submitted to the Mundus MAPP Programme Coordinator CEU PU, who forwards it to the Board for approval. Such requests are granted in extraordinary circumstances. The leave of absence may not exceed one year. Students granted a leave of absence are expected to join back the programme in September following year 2 and complete all their year 2 requirements in that academic year in order to graduate at the end of the third year.

### *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 passing grade.

### **Termination**

A student who cannot meet the award requirements specified below due to, for instance, failing a mandatory course component and having exhausted their reassessment opportunities during their studies, will have their 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 Master's in Public Policy will only be awarded on the basis of credits accumulated as part of the approved programme of study. Students must obtain at least 120 ECTS at Master level, with at least 60 ECTS in year 1 at either CEU PU or ISS with a minimum GPA of 2.66 at CEU PU 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 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

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 X and XI;

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 for internship and 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 X and XI;

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

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

Students who are not eligible to receive the Master's award will not receive a lower degree award. Students who do not receive the Master's 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 enrolment or degree award***

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

Appeals regarding termination of enrolment, 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 stated above, they must file the appeal in writing to the Mundus MAPP Programme Coordinator in Vienna (CEU PU) within two weeks of receiving the decision. The Programme Coordinator 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 appeal.

If a member of the Board could be perceived as having a conflict of interest in any case (i.e. they been involved in taking decisions relevant to the student's appeal case), they will be replaced by a nominated alternate from the same institution who has an understanding of the Programme 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

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### *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 published 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 2021.

The role of the student representatives is to gather feedback from the student body about the programme, raise any issues and concerns the students may voice, and help communicate important information to the consortium institutions from their colleagues. They are invited to report on student issues at the annual Academic Board meetings.

### *Student feedback and programme 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 their institution or to the Mundus MAPP Program Director and the Program Coordinator in Vienna. In addition to that, the resident student representative(s) are invited to the annual Mundus MAPP Academic Board meeting.

The academic content and management of the programme is assessed by the students through:

- regular course evaluations each partner university carries out;
- 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 are advised to first approach their student representative (where appropriate) and/or the Mundus MAPP academic and administrative contact persons in the institution where they study at the time. If the problem cannot be resolved locally, they may turn to the coordinators of the Consortium.

## 10. TRAVELING SCHEDULES

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### *Visa*

The first-year students start in either CEU PU or ISS.

Students in the CEU PU-IBEL track are advised to apply for two-year residence permit in Austria which will ease the Spanish residency permit application process at the end of year 1. If they can secure only a one-year residence permit in Austria, they should make sure to take the necessary steps to obtain the student visa and residence permit for the second year of their studies at IBEI. Students in the CEU PU-York track will have to apply for their residency permit for both years separately.

For students starting in the ISS tracks residence permit for two years will be requested which will ease the Spanish residency permit application process at the end of year 1 for the students in the ISS-IBEL track, and might benefit the students in the ISS-York track. Students will have to apply for their residency permit for the UK in York separately.

For students starting at CEU PU, the university will issue a visa support letter after students confirm their enrolment, and students will be responsible for their own visa application. ISS will initiate the visa process for those students who start at ISS.

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

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

Contact persons:

#### **CEU PU:**

Admissions Office

Email: [admissions@ceu.edu](mailto:admissions@ceu.edu)

Student Center

Email: [studentcenter@ceu.edu](mailto:studentcenter@ceu.edu)

Orientation information for CEU PU (including information on the visa):

<https://www.ceu.edu/info-prospective-students>

#### **ISS:**

Ms Els Veltman, Admission Officer

Email: [veltman@iss.nl](mailto:veltman@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 spring of the first year.

### **Students moving from The Hague or Vienna 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 June, prior to their arrival in York. The CAS is a virtual document containing information about the course and personal details. It enables students to apply for a Tier 4 visa to study in the United Kingdom. Students cannot apply for their visa more than 3 months before their course start date. For the second year of their programme at York, the course start date is the start of the term

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

Queries related to the Spanish visa/student residence permit should be addressed to:

Rebecca Niethammer & Kyriaki Xenofontos, 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)

Students need to ensure that they have a valid Dutch or Austrian residence permit covering the full Mundus MAPP study period of two years, i.e. including the academic year they will spend at IBEI, in order to be able to apply for their Spanish stay for study authorisation when they arrive to Spain. Failing that, they will be responsible for obtaining a one-year student visa for the second year of their studies. IBEI will inform the students about the process and the requirements before moving to Barcelona.

## ***Housing***

### **CEU PU, Vienna**

CEU PU does not offer halls of residence, therefore students typically live in shared student flats or student dormitories.

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



### **IBEI, Barcelona**

IBEI does not offer halls of residence, therefore students typically live in shared student flats.

More information:

[http://www.ibeio.org/en/accommodation\\_37587](http://www.ibeio.org/en/accommodation_37587)

### **ISS, The Hague**

ISS has its own housing facilities. ISS guarantees accommodation to students who are accepted and pay the tuition fee before 1 July. 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

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The most important document detailing financial information, scholarship and tuition fee conditions, is the *Acceptance Letter*. Students should keep and study carefully this document as it contains the legal and financial conditions of their studies.

Please note that, as the *Acceptance Letter* states,

- the Consortium is unable to provide further financial assistance in addition to any financial assistance already specified in it;
- 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 students' participation costs (including, for example, the tuition fees and full insurance coverage), and may include a contribution to students' 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 *Acceptance Letter* issued by the Consortium upon acceptance.

Mundus MAPP universities contribute in the form of partial tuition fee waivers. The reduced tuition fees are covered directly by the Erasmus+ grant, meaning that the EMJMD scholarship students are not required to pay any tuition fees directly.

Monthly stipend payment schedule for all Erasmus Mundus scholarship recipients

#### **Year 1**

<b>Students studying at CEU PU/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>

The 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 programme 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 normally 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 programme requirements/deadlines may result in the suspension or delay of the payment of their scholarship.

### ***Self-financing students***

Mundus MAPP also admits students on a fee-paying basis.

### ***Tuition fee***

In the 2021-2023 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 programme. 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.**

### *Health insurance*

EMJMD scholarship recipients receive a health insurance from the Consortium institutions that meets the EACEA minimum insurance requirements and the relevant national immigration requirements. All institutional scholarship recipients and self-funded students, except for the students at CEU PU in the first year, are required to pay for their own health insurance during the time of their enrolment. For details on the health insurance please check your Acceptance Letter 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:

#### **CEU PU**

Enrolment fee: 200 EUR

Study materials: 100 EUR

Austrian Student Union fee: 20.20 EUR per semester

#### **ISS**

No additional university charges.

#### **IBEI**

No additional university charges.

#### **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.

The students must also cover the costs of the study visit (typically a two- or three-day trip to another European city from Vienna or The Hague in the value of 500-800 EUR).

### *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: 550 EUR
CEU PU	550 EUR	In rented shared apartments: 250-450 EUR
IBEI	350 EUR	In rented shared apartments: 350-500 EUR

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<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.

## ANNEXES

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- 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 Programme Guide are intended to provide an outline of the courses.*
- ANNEX IV:* CEU PU Thesis Report Assessment Criteria and Grading Scale
- ANNEX V:* ISS Thesis Report Assessment Criteria and Grading Scale
- ANNEX VI:* CEU PU-IBEI Thesis Assessment Criteria and Grading Scale
- ANNEX VII:* ISS-IBEI Thesis Assessment Criteria and Grading Scale
- ANNEX VIII:* CEU PU-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
- ANNEX XII:* Instructions on transition between the Thesis Report and the final Thesis - Continuity and Change

**OVERVIEW OF DATES AND DEADLINES IN THE MUNDUS MAPP PROGRAMME<sup>3</sup>**

**MAY BE SUBJECT TO CHANGE.**

**Year 1 (2021-2022)**

September 1, 2021	Students start in Vienna/The Hague
March, 2022	Students are contacted by York and IBEI about visa requirements for the UK and Spain
March-April, 2022	Final Thesis Report proposal submission deadline at CEU PU ISS students submit their indicative Thesis Report documents
April, 2022	Students are informed on the logistics and course requirements for the study visit by ISS
End of April, 2022	Study trip- reports due in two weeks after trip concludes
May, 2022	Students receive the lists of available supervisors at York and IBEI Students submit their internship proposals to CEU PU ISS receives internship proposal forms from the students on a roll-over basis
August 31, 2022	Thesis report submission deadline
September 30, 2022	Final deadline for internship reports Thesis report results to students
October 5, 2022	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, 2022	Resubmission deadline for failed Thesis Reports
November 30, 2022	Results for resubmitted Thesis Reports (failure results in immediate termination of enrolment)

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<sup>3</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.

**Year 2 (2022-2023)**

September 2022	Students move to York/Barcelona
January 2023	Thesis workshop at IBEI
April-May, 2023	Thesis workshop at York
June 2023	Graduation ceremonies at CEU PU and IBEI
July 31, 2023	Thesis submission deadline
Week of Sept. 12, 2023	Final oral exams/thesis defenses (exact dates TBA) Thesis grades are communicated within one day of defense
September 23, 2023	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, 2023	Resubmission deadline for failed theses
December 1, 2023	Results for resubmitted theses (failing the thesis results in an immediate termination of enrolment)
January, 2023	Graduation ceremony at York



## ANNEX II: Overview of Track-Specific Curriculum

### European Public Policy

#### Year 1 at CEU PU

	ECTS
<b>Core Courses</b>	<b>28</b>
Quantitative Methods for Public Policy	4
Qualitative Methods for Public Policy	4
Policy Analysis	4
Institutions and Actors in Policy Process	4
Economic Analysis for Public Policy I.	CNT
Economic Analysis for Public Policy II.	8
Academic Writing	4
<b>Track Specific Courses</b>	<b>12</b>
European integration and EU Governance: An Introduction [4 ECTS] + Introduction to EU law (4 ECTS) OR EU Human Rights Law and Policy (4 ECTS) OR EU's Role in Global Governance [4 ECTS] (for a total of 8 ECTS)	8
Public Sector Economics	4
<b>Elective Courses</b>	<b>8</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>4</sup></b>	3
<b>Thesis Workshop</b>	3
<b>Thesis</b>	20
<b>Total year 2</b>	<b>60</b>

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<sup>4</sup>Internships normally take place in the first academic year.

## ***Global Public Policy***

### ***Year 1 at CEU PU***

	ECTS
<b>Core Courses</b>	<b>28</b>
Quantitative Methods for Public Policy	4
Qualitative Methods for Public Policy	4
Policy Analysis	4
Institutions and Actors in Policy Process	4
Economic Analysis for Public Policy I.	CNT
Economic Analysis for Public Policy II.	8
Academic Writing	4
<b>Track Specific Courses</b>	<b>12</b>
European integration and EU Governance: An Introduction [4 ECTS] + Courts as Global Policy Actors (4 ECTS) OR EU's Role in Global Governance [4 ECTS] (for a total of 8 ECTS)	8
Public Sector Economics	4
<b>Elective Courses</b>	<b>8</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 Theory	8
International Political Economy	4
<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>

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<sup>5</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>	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 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>	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>

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<sup>6</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 Theory	8
Development Economics (Growth, Inequality and Poverty)	4
<b>Elective Courses</b>	10
<b>Internship<sup>7</sup></b>	3
Thesis Workshop	3
<b>Thesis</b>	20
<b>Total year 2</b>	<b>60</b>

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

## **Study Visit**

<b>Institution:</b>	Joint program component
<b>Year:</b>	Year 1
<b>Course type:</b>	Core program component - a 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 organisations from public, private and non-profit sectors such as international organisations, national and international non-governmental organisations, government agencies, think tanks and policy centres. During each meeting, a representative of the host organisation 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 organisations. 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 organisations to be visited.

**Learning objectives**

- Combining and applying the knowledge obtained in previous work and during the study undertaken at the consortium institutions;
- Obtaining insights into the mission and policy of the organisation visited;
- Learning to write concise reports ' with recommendations for specific clients.

**Assessment**

The paper will identify challenges the visited organisation faces, assess its operation, and provide recommendations for changes the organisation 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 PU track students, is converted to CEU PU grades)

## Thesis Report

<b>Institution:</b>	Joint program component
<b>Year:</b>	Year 1
<b>Course type:</b>	Core program component: a 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 an independent research component, preparing students for further studies and/or jobs requiring research skills following their graduation. Work on the student's research project starts with a short statement of thesis topic, submitted to ISS/CEU PU by March of year 1, stating a preference for a supervisor at the first-year institution, who will act as a primary supervisor in the academic year 1. 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 PU 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 programme 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 2. The report will be a paper of 6,000 words (+/-10%, all included, 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 1, and is jointly graded by the two supervisors, each contributing half the final grade. Students receive detailed comments from the examiners, and a single grade allocated in the ISS/CEU PU 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 methodology to research the problem;
- present a convincing proposal for the final thesis, including a statement regarding the objectives of the research, a research question, a short review of the relevant theoretical background, and a statement on the methodology.

In general terms, the Thesis Report should achieve the following objectives:

- Lead us from a general to a specific topic;
- Indicate that there is a gap, an area or puzzle that is unanswered or unresolved;
- State a 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 more specific information about the thesis report assessment criteria at CEU and at ISS please consult annexes IV and V.

The Thesis Report will be marked in the ISS or CEU PU marking system, using the following assessment criteria explained in annexes IV and V.



## **Thesis Workshop**

<b>Institution:</b>	Joint component
<b>Year:</b>	Year 2
<b>Course type:</b>	Core programme 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. By participating in the research workshop, students will have the opportunity to receive 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.

By completing the research workshop, students will:

- Be able to synthesise and respond to a 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 programme component: research component
<b>ECTS:</b>	20

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

Mundus MAPP includes a significant research training and an independent research component, preparing students for further studies and/or jobs requiring research skills following their graduation. Students start to work on their thesis by compiling a review of the relevant literature, a methods section, and 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 2 and submit a thesis at the end of the academic year.

The thesis is individually supervised and designed to assess more advanced skills of independent research. It is supported by a workshop, participation at which is assessed through an oral examination. The thesis is a 12,000 word-long paper (+/-10%, all included except for bibliography), with all the attributes of a 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 examiners, 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 included in 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 defence will provide the opportunity for students to summarize their core argument, and for members of the defense committee to ask questions, thereby testing student’s oral and argumentation skills. A member of the

committee who is of a 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:

- acquire knowledge of the main theoretical and conceptual debates in their chosen field;
- Be able to undertake 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 programme component
<b>Year:</b>	Year 1 (counts towards Year 2)
<b>Course type:</b>	Core programme component: a 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 organisation, 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 organisation of the students' choice, such as think tanks, international organisations, national and international NGOs, professional bodies, government agencies and embassies, or research organisation. 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 analysing relevant data, interacting with stakeholders, or research. Work that could typically be done by an intern is a baseline survey, an inventory and a first analysis of data, a comparative analysis of findings of different evaluations, a literature study for policy preparation, or a 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 1 but before the academic year starts in year 2; i.e., typically in summer for CEU PU 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 PU), 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 organisation 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 PU track students, internships may be substituted with a 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 PU track students will be provided with further information by CEU PU upon enrollment. CEU PU-track students may complete an internship as well as a policy lab, in which case the latter will count as an elective course taken for credit.

By completing this module, students will have:

- learned to combine and apply the knowledge obtained in previous work and during the study undertaken at the consortium institutions;
- Obtained insights into the mission and policy of the hosting organisation ;
- Obtained hands-on practical work experience;
- Learnt to report about the internship in a concise summary.

## **Qualitative Methods for Public Policy**

<b>Institution:</b>	Department 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 deals with the philosophy of (social) science, research design and techniques of qualitative data collection and analysis. We examine what social scientists do and how they evaluate their theories and empirical material. In the course we examine research design (research paradigm, theory formation, conceptualisation, case design), qualitative data collection (interviews, focus groups, participant observation) and qualitative techniques of data analysis and evaluation. The course consists of twelve seminars. The format is based on introductions by the lecturer, student presentations and group work exercises.

### **Learning outcomes**

The general aim of the course is to raise awareness of methodological problems and solutions in qualitative research and to enable students to write methodologically sound term papers and MA theses. The material is based on journal articles, book chapters and a selection of applied studies. As specific learning outcomes, students should be able to independently develop a coherent research design and choose the appropriate method of data collection and data analysis tailored to their research question. In addition, students should be able to critically review research and policy work with regard to their research design and methodological decisions.

## **Quantitative Methods for Public Policy**

<b>Institution:</b>	Department 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**

This course will introduce students to common quantitative research design and methods used for public policy analysis. Students will learn how to formulate practical research questions, find and construct appropriate datasets used for policy analysis, and use a variety of statistical tools to provide insight to important policy issues. Students will also learn how to use statistical software to manage and analyze various types of data. No prior knowledge of statistics is needed.

### **Learning Outcomes:**

By the end of the course students should be proficient in:

- Identifying and generating answerable research questions with direct policy implications;
- Using Stata to construct datasets and produce basic descriptive statistics;
- Using appropriate statistical analyses to answer specific research questions;
- Critically appraising quantitative research findings, and;
- Explain the limitations of observational data for making causal claims;
- Write clean, reusable, and reliable STATA code;
- Presenting analyses in a professional manner that is accessible to policy-makers.

## **Policy Analysis**

<b>Institution:</b>	Department 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 policy processes 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 the core literature, policy materials, and case study work, students learn and apply key concepts in policy studies. They deepen their knowledge of a policy cycle from initiation, implementation, to evaluation, and examine actors, interests and institutions (domestic and external) that shape policy processes and outcomes. The course examines different traditions in policy analysis, normative aspects of policy processes, as well as the impact that 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 using 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 problematised 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-based, evidence-based, and gender and conflict-sensitive approaches;
- identify key actors, institutions, and entry points for advocacy and engagement in the policy processes in divergent policy contexts;
- write about public policy for different audiences.



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

<b>Institution:</b>	Department 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 the ways 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 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 legitimization 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 impact of institutional settings on the policy process and which different groups of actors are affected by them. The course introduces participants to a 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 programme'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 a 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 teamwork in the field of political analysis;
- be able to engage in an independent research in the field using multiple sources, including scholarly contributions and empirical information, also in unfamiliar areas ;
- be able to offer assessments of how political institutions and specific roles of different actors influence policy choices.

## **Economic Analysis for Public Policy**

<b>Institution:</b>	Department of Public Policy, Central European University
<b>Year/Term:</b>	Year 1
<b>Course type:</b>	Core course
<b>ECTS:</b>	8

### **Brief description**

The course trains students to use concepts from microeconomic theory to analyse public policy issues and introduces foundational concepts in macroeconomics. As an introductory course it equips students to use economic reasoning for critically thinking through the policy-making process beyond everyday decisions. We will cover modules on the consumer and game theory to understand behaviour, market equilibrium and dynamics, including 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, analyse market scenarios, and the distributional and efficiency aspects of government intervention. We will include case-studies and policy labs to supplement class lectures.

There are no prerequisites for the course.

### **Learning Outcomes**

Students will be able to:

- Apply microeconomic theory to analyse public policy issues (e.g., price regulation, rationing)
- Use the lens of game theory to understand social interactions (market failures, free-riding, externalities)
- Use the foundational concepts in macroeconomics (inflation, unemployment, interest rates, and GDP)

## **Public Sector Economics**

**Institution:** Department 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**

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

## **European Integration and Governance: an Introduction**

<b>Institution:</b>	Department of Public Policy, Central European University
<b>Year/Term:</b>	Year 1
<b>Course type:</b>	Track-specific course
<b>ECTS:</b>	4

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

The course is an introductory level course which seeks to familiarize students with the EU institutional framework and some of the core decision-making processes and dynamics of European integration and EU governance, as they change over time and across policy contexts. It adopts an interdisciplinary perspective, which brings together and confronts approaches from primarily political sciences, public policy and law. The course critically engages with academic and policy materials which expose and explain the role and functioning of the main EU institutions and bodies (European Commission, European Parliament, European Council and Council of the EU, Court of Justice of the European Union, EU agencies) and core EU decision-making processes (including treaty-making, legislative, regulatory and judicial), situating them within the multi-level governance framework which characterizes Europe today. Throughout, the course engages with selected analytical and theoretical perspectives on European integration and EU governance, and reflects on current and future challenges.

The course caters for students coming from different academic and professional backgrounds and should be of particular interest those who wish to pursue studies or research in European affairs, or envisage a career in EU institutions, diplomatic services, international or regional organizations, international companies or NGOs.

The course proposes a mix of asynchronous elements (ie pre-recorded lectures, reading assignments, material annotations, podcasts listening, videos watching, quizzes, etc) and synchronous interactive seminars, and a simulation exercise.

It is an introductory level course which seeks to familiarise students with key European Union (EU) institutions and decision-making processes, across different policy contexts. It adopts an interdisciplinary perspective, which brings together and confronts political sciences and legal

approaches on core issues and aspects of European integration and governance. After an historical overview of European integration since WWII, the course critically engages with academic and policy materials which expose and explain the role and functioning of the main EU institutions and bodies (European Commission, European Parliament, European Council and Council of the EU, Court of Justice of the European Union, other EU bodies and agencies) and core formal EU decision-making processes (including treaty-making, legislative, regulatory and judicial) and more informal dynamics, and situating them within the multi-level governance framework which characterizes Europe today, and the range of policy areas which EU activities cover. Throughout, the course engages with selected analytical and theoretical perspectives on European integration and governance.

It is designed to enable the participants to become familiar with, and have a basic understanding of, the complex EU governance structure and the core dynamics of European integration, whilst honing their analytical skills (in particular through direct engagement with different disciplinary perspectives, theories and methods), and improving their oral and written communication skills (including in an online environment). It caters for students coming from different academic and professional backgrounds, but aims particularly at those who wish to pursue studies or research in European affairs or law, or envisage a career in EU institutions, diplomatic services, international or regional organizations, international companies or NGOs.

The course includes both asynchronous elements (core readings, audio-visual materials, pre-recorded mini-lectures, recorded presentations, etc) and synchronous – interactive – sessions (either in-person or online, depending on the COVID situation evolution), discussing key issues and contrasting disciplinary and professional perspectives. It also features a simulation exercise.

It aims to develop a basic understanding of core institutional features, processes, and dynamics, and key theoretical perspectives, which will be further explored through selected courses.

## **Learning outcomes**

### *Content literacy and subject specific skills*

At the end of the course, students should:

- be able to identify the main EU institutions, their core organizational features and their main functions and role(s) in European Union governance and European integration;

- be able to describe and understand the main EU decision-making processes, within a multi-level governance framework;
- be aware of variations in institutional and governance dynamics across policy areas and over time;
- be able to identify and evaluate key analytical and theoretical perspectives on EU governance and European integration;
- be aware of the main contemporary challenges facing European integration;
- know how to locate, access and understand EU policy documents, and legal instruments and sources.
- have a better understanding of negotiations and decision-making processes in complex governance and policy-settings.

#### *Cognitive and transferable skills*

At the end of the course, students should:

- be able to recognize and assess similarities and differences between different disciplinary perspectives;
- have improved their ability to reason analytically and logically within more than one discipline;
- have increased their capacity to identify, synthesize, analyze and evaluate primary and secondary sources;
- be able to write in a concise, analytical and critical way;
- have improved their oral communication skills, including through the development of video-recording skills for effective oral communication in an online environment;
- be able to effectively mobilise online media to communicate analysis and finding;
- be in a position to apply theoretical knowledge to explain and assess empirical situations;
- be able to draw theoretical implications from the observation of past and current events;
- be able to apply theoretical knowledge in a professional negotiation setting.

## Academic Writing

<b>Institution:</b>	Department 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 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 writing and enhance the skills related to research-based and policy writing;
- Improve their ability to effectively use discourse patterns of academic English;
- Have the opportunity to develop their writing process through generating ideas, drafting, peer evaluation, and individual writing consultations;
- Learn to take into consideration expectations of their readership with regard to discourse; conventions in different communities
- Learn to incorporate work of other authors into their 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 their 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 their writing to the expectations of these audiences;



- Properly incorporate the work of other authors into their own writing, and understand the CEU  
PU  
policy on plagiarism;
- Edit and refine their own written work.

## Elective courses

<b>Institution:</b>	Department of Public Policy, Central European University
<b>Year/Term:</b>	Year 1, Terms 1, 2 & 3
<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 the Department of Public Policy every academic year:

Course	ECTS
Applied Policy Project Workshop	CNT
Advanced Impact Evaluation	4
Applied Regression Analysis	4
Big Data for Public Policy	4
CMDS Practicum	4
Data and Development	4
Democratic Institutional Design I	4
Democratic Institutional Design II: Public Policy and Party Politics	4
Documentary for Social Change	8
Economics of Higher Education	4
Education and Development in a Global Era	4
Educational Development in Practice	4
Equality Policy in Comparative Perspective	4
Ethics, Politics and Policy	4
Geopolitics of the Internet	8
Global Diplomacy: Theory and Practice	4
Global Environmental Change, Health, and Policy	4
Higher Education Policy at Work: Case Studies	4
Higher Education Policy Design and Implementation	4
Higher Education Policy in the Age of Knowledge Society	4
Human Rights Law and Mechanisms for Public Policy Students	8
Impact Evaluation: Policy Applications with R	4
Institutional and Behavioural Economics	4
International Humanitarian Law for Public Policy Students	4
International Relations I.	8
International Relations II.	8
Introduction to Development	4
Introduction to Global Governance and Public Policy	4
Introduction to Cyberconflict	4
Journalistic Research and Investigation: a Practical Course	4

Labour and Population Policy	4
Law and Public Policy	4
Macroeconomics and Public Finance	8
Migration and Migration Governance	4
Money, Banking, Central Banking, Monetary Policy	4
Policy Lab	CNT
Politics and Policies of Development Aid	4
Post Cold War Inequalities in CEE (SOCl, double coded)	4
Project Management - APL	4
Public Management	4
Public Policy and Party Politics	4
Religion in the Public Sphere	4
Roma Inclusion Policies in Europe: Policy Puzzles	
Rule of Law for Public Policy Students	4
Rural Development	4
Skills for Impact – Active Citizenship	4
Skills for Impact - Advocacy: Strategizing, Planning and Measuring Impact	4
Skills for Impact – Applying Psychology to Public Policy	4
Skills for Impact – Data Management	4
Skills for Impact - Data Visualization	2
Skills for Impact - Digital Security and Human Rights Practicum	4
Skills for Impact - Documentary Film-making	4
Skills for Impact - Engaging International Organizations in Vienna	4
Skills for Impact - Evidence for Policy Impact	4
Skills for Impact - Fundraising	2
Skills for Impact – Managing Cultural Diversity	2
Skills for Impact – Negotiations Workshop	4
Skills for Impact - Practical Legal Skills for Public Policy Students	4
Skills for Impact - Turning Conflicts into Collaboration	4
Social Justice and Inclusion	4
Terrorism and Counter-Terrorism	4
The Internet and Human Rights	4
The Law and Politics of Combating Violence Against Women	4
The Political Economy of Reforms	4
The Politics of South-South Development in Africa	4
The Politics of Government Transparency	4
Writing for Policy Audiences	2

## ISS 4182 Comparative Public Policy

**Institution:** International Institute of Social Studies, Erasmus University Rotterdam

**Year:** Year 1, Term 1

**Course type:** Core course

**Assessment:** Assignment 1 (essay): 40%, Assignment 2 (essay): 60%

**ECTS:** 5

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

Comparative public policy has become an important field of study within the policy studies in general. By promoting an exchange of knowledge, expertise, and 'best practices' across Europe it also plays 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 the 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 such as international surveys, multi-case studies, benchmarking and best practices, and the 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): 40%, Assignment 2 (Essay): 60%
<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 with the question 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: 75%, Presentation: 25%
<b>ECTS:</b>	8

### **Learning objectives**

After completion of the course, students will be able to:

- identify the essence of liberal internationalism, in particular its evolution and relevance for global development;
- distinguish the various interpretations of the rise and dominance of liberal internationalism as an approach to international politics;
- evaluate critically the claims made by scholars and other observers of liberal internationalism and its crisis;
- evaluate critically the claims made by scholars and other observers of liberal internationalism and its crisis;
- assess the ways in which emerging powers influence liberal world order;
- demonstrate their ability to present the results of their own research to an audience and assess the research findings of others.

### **Course description**

This course aims to contribute to a better understanding of liberal internationalism and its impact on processes of global development. Since its origin at the end of the Second World War, the liberal world order has been attacked by critics from across the ideological spectrum. The criticism of the principles of the liberal world order has intensified since the onset of the global financial crisis in 2008 and received new dimensions with the rise of so-called 'emerging powers' in international politics. The edifice of liberal internationalism appears to have endured, although accounts of the 'crisis' of liberal international order abound. While challenges are intensifying, no fundamental intellectual or political alternative has managed to obtain equal status to liberal internationalism.

During the course, we will study the origins of the liberal order, its evolution since the Second World War and core elements of contemporary liberal internationalism. We focus on the crisis of liberal internationalism and on attempts made to manage this crisis. We will discuss and assess contemporary challenges to the liberal world order, with a focus on the increasing popularity of nationalist and anti-globalization rhetoric and the rise of 'emerging powers' at the global stage. We will also make linkages between liberal internationalism and processes of neo-liberalism.

## **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%% Assignment (essay) 15% Group work 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 analyse new programmes of governance and 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 better understand 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 (with a 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;
- understand the main differences among authors and schools of thought in relation to key debates in the area of governance and institutional analysis;
- formulate a coherent argument regarding one's own theoretical position in the diverse governance literatures;
- 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 will 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 the problems rooted in the inequality between men and women, such as the implications of unequal access to land, financial capital, labour market opportunities or health services, and the 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;
- Be able to critically assess the limitations and strengths of the theories presented and understand the key points of discussion between alternative theories;
- Learn to relate economic theory and concepts to real-life situations and specific public policy contexts.

## 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	Multi Method 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-3211	Decolonial Research in the Development Context
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

**Institution:** International Institute of Social Studies, Erasmus University Rotterdam

**Year:** Year 1

**Course type:** Elective Courses

**ECTS:** 8

### Brief description:

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

ISS-4201	Promotion of Local Developments	
ISS-4202	Poverty and Inequality: Concepts, Measures and Policies within Contemporary Devt Agenda	
ISS-4209	Policy Analysis and Design	
ISS-4216	Human Rights, Law and Society	
ISS-4217	Conflict Analysis and Transformation: A Governance Perspective	
ISS-4218	Children and Youth Studies in Development Context	
ISS-4226	Feminist Perspectives on Gender and Development	
ISS-4227	Humanitarian Action & Disasters: Critical approaches	
ISS-4229	Global Political Ecology	
ISS-4231	Growth, Inequality and Poverty	
ISS-4240	Politics of Agrarian Transformation	
ISS-4241	International Trade and Investment Policies for Sustainable Development	
ISS-4270	Migration and Development: Livelihoods, Human Security and Intersectionality	
ISS-4271	People on the Move ? Livelihoods, Human Security and Intersectionality	
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-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 Behavior and Experiments in Development	
ISS-4352	Mobilizing Rights and Social Justice	
ISS-4354	Transitions for Social Justice Lab	
ISS-4355	Gender at Work in Development	
ISS-4356	Water Disasters, Adaptation and Justice Lab	

## **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 globalization has transformed international society with unprecedented pace, intensity and scope. International relations are no more an inter-state field, but a political domain shaped by activities and challenges of a truly global nature, both in substance and in geographical reach. The needs and forms of dealing with public interests in this emerging political domain have given rise to global governance. The course aims at the systematic study of the agents, institutions, functions, and implications of global governance. First, the course analyzes some basic concepts and the various theoretical approaches to this phenomenon, and enters the debate about its normative dimension. Second, the course deals with the profound transformations affecting international institutions, regimes, and multilateralism, in particular within the United Nations, the international financial institutions, and the international trade system. Third, the course explores a number of challenges facing global governance: poverty and inequality in the socioeconomic field, climate change and environmental degradation in the environmental field, new wars and arms proliferation in the military area, and authoritarianism, extremisms, and human rights violations in the political domain.

## **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):**

This is an intermediate course in international political economy (IPE), situated halfway between an introductory course and a purely research-oriented course.

We start from accepting that IPE can be defined in three different ways:

(1) The inter-disciplinary study of international economic phenomena which are at least partly due to politics. Example: the current trade war between the USA and China, one of whose causes may be changes in US domestic politics.

(2) The inter-disciplinary study of international political phenomena which are at least partly due to economic events or circumstances. Example: the current tensions between the Italian government and the European Commission, one of whose causes may be the lack of growth of the Italian economy since 2007.

(3) The use of economic concepts and methods to understand international affairs. Example: Bargaining between Britain and Iran may be analyzed using bargaining models of vote-maximizing politicians.

IPE can be extended to cover numerous policy areas, such as trade, monetary affairs, foreign direct investment and portfolio investment, competition policy, taxation, immigration, financial regulation, development assistance, energy, water management, climate change, etc. In this course we focus mostly on three of them: international trade (sessions 3 and 4), international monetary affairs (sessions 5 and 6), and international antitrust (session 7).<sup>\*</sup> The main goal during these sessions is to acquaint students with the main concepts, theories, methods, and findings in IPE.

After the mid-term examination (which is on session 8) we conduct three detailed case studies:

1. The current trade war between the US and China (session 9);
2. The management of the value of the Turkish lira since 2010 (session 10); and
3. The enforcement of antitrust rules by the European Commission against US tech giants (session 11).

The main goal during these sessions is to gain an in-depth understanding of the options available to policy-makers, the constraints limiting their freedom of action, and the opportunities they may seek to create.

## **International Relations Theory**

<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):**

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The objective of the course is to provide students with foundational knowledge of International Relations theory that will serve as the basis for the entire master's. The course is intended for (a) students with no previous background in IR, (b) students with a limited background in IR more focused on policies and (c) practitioners and students with extensive professional experience returning to university.

While no previous knowledge is assumed, the course nevertheless swiftly covers the necessary content to develop a comprehensive understanding of the how International Relations theories have developed over the last 80 years. Beginning with realism and liberalism, and moving on to sociological-based theories and critical theories, students will learn about the similarities and differences between them, and how they can be applied to important questions regarding the world.

The course is divided into two parts. The first part (Lectures 1 and 2) provides the historical context into which IR as a discipline emerged in 1919, conceptualizes the Westphalian state as a central unit of analysis, as well as sketching the primary concerns of the subject: security, sovereignty, war and order. The second part (Lectures 3-12) explores the main competing theoretical perspectives on international relations, and how they have evolved in collaboration, or competition, with each other, and broadened our awareness of what IR includes within its study.

Fortnightly seminar groups provide students with an opportunity to discuss the themes raised in the lectures, as well as contextualise them in some of the big debates in international politics.

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## **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):**

This course aims to provide students with an overview of the main topics currently debated with regard to public management. The course presents topics from the perspective of academics and then uses the seminar sessions to illustrate the issues with real world organizations from the Barcelona area. The course has both a theoretical and a practical dimension, and aims at developing some managerial and leadership skills.

The course begins by covering topics such as leadership and negotiation, including the student's own leadership and negotiation skills. It continues to cover private and third sector participation in the provision of public services, contracting out and the analysis of performance. It moves on to discovering how to enhance the motivation of employees and to manage teams. Furthermore, the course presents the relations between politicians and managers and new policies as their main outcomes. The last part of the course is dedicated to present and discuss innovative social policies.



## **Development Economics (Growth, Inequality and Poverty)**

<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):**

This course is largely about income in three guises: changes in average income per head in countries (growth), the dispersion of income between and within countries (inequality), and insufficient income (poverty). For sure, income is not all that there is, but it is a fundamental component of human development. The ranking of countries according to the UN Human Development Index is broadly in line with that based on income per capita; and the developed economies are also at the top of achievements in human development, while the low-income countries in most cases show a poor record of living standards. Moreover, disparities in life expectancy across countries and within countries tend also to be correlated with income gaps. Therefore, focusing on economic growth – or the lack of it – and the disparities in income between countries and among households or individuals is well justified if one wants to understand the potential for countries and individuals to improve their living standards.

The course uses some of the tools of development economics, but it is intended to be also accessible for non-economists, as it will be taught in a non-technical manner. It will introduce the participants into key debates and issues in the field of international development in the context of a rapidly globalizing world economy. While discussing the empirical evidence, particular attention will be given to the Global South.

## 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 2021-2022:

Code	Course	Language	Credits	Semester
9002	Sistema Jurídico Internacional	Spanish	4	1st
9005	Historia Política Global	Spanish	4	1st
9006	Estudios de América Latina	Spanish	4	1st
9009	Ethnic Conflicts and Nationalism	English	4	1st
9010	Intelligence Studies (online)	English	4	1st
9011	European Union Political Processes	English	4	1st
9012	Globalization and Society	English	4	1st
9014	The BRICS and the Global Power Shift	English	4	1st
9016	Programme Evaluation in Development (1 online group/ 1 face-to-face group)	English	4	1st
9017	Understanding Development: Theory and Practice	English	4	1st
9021	Desarrollo y Cooperación Internacional	Spanish	4	1st
9022	Security and Development in Africa	English	4	1st
9043	International Migrations	English	4	1st
9055	International Relations of Global Cities	English	4	1st
9064	Civil Wars	English	4	1st
9076	Data Visualization	English	4	1st
9083	American Foreign Policy	English	4	1st
9088	Islam and Politics	English	4	1st
9094	Data Analysis for International Relations	English	4	1st

9095	European Union and its Neighbours: Politics, Institutions and Instruments	English	4	1st
9098	Political Economy of Welfare State	English	4	1st
9104	Foreign Policy, Diplomacy and Globalization (80% online)	English	4	1st
9007	Guerra, Pensamiento Político y Construcción de la Paz	Spanish	4	2nd
9013	Geopolitics of Energy (intensive)	English	4	2nd
9017	Understanding Development: Theory and Practice	English	4	2nd
9019	Politics of International Sanctions (intensive)	English	3	2nd
9023	Protección Internacional de los Derechos Humanos	Spanish	4	2nd
9024	International Relations in Latin America	English	4	2nd
9025	International Relations of the Middle East	English	4	2nd
9026	International Relations in Asia	English	4	2nd
9027	Foreign Policy Analysis	English	4	2nd
9028	International Business and Economic Institutions	English	4	2nd
9031	Peace Processes and Conflict Resolution	English	4	2nd
9032	War and Genocide	English	4	2nd
9036	Seguridad Internacional y Fuerzas Armadas	Spanish	4	2nd
9041	Cybersecurity	English	4	2nd
9042	Evaluation of Development Programs: Experimental Methods	English	4	2nd
9045	Development Finance: Emerging Challenges and Governance	English	4	2nd
9047	Game Theory for International Relations	English	4	2nd
9048	Immigration Integration Policies	English	4	2nd
9049	Development, Environment and Natural Resources	English	4	2nd
9050	International Security and Weapons of Mass Destruction	English	4	2nd
9051	Natural Resources and Armed Conflicts	English	4	2nd
9052	Foreign and Security Policy of the Russian Federation	English	4	2nd
9056	Gender, Security and Development	English	4	2nd
9059	Transnational Politics in Europe	English	4	2nd
9061	Minority Politics in the Middle East	English	4	2nd
9062	International Climate Change Policy	English	4	2nd

9065	Regulatory Governance	English	4	2nd
9070	Mediterranean and Arab World Studies	English	4	2nd
9071	International Environmental Politics	English	4	2nd
9073	Terrorism and Counterterrorism (intensive)	English	4	2nd
9077	Text and Content Analysis	English	4	2nd
9081	Textual and Discourse Analysis (Text-as-Data)	English	4	2nd
9085	Politics of International Organizations	English	4	2nd
9086	Program Design and Development	English	4	2nd
9087	Transitional Justice and Peace	English	4	2nd
9093	Nationalism and Democracy	English	4	2nd
9094	Data Analysis for International Relations	English	4	2nd
9096	Human Security (intensive)	English	4	2nd
9097	The Politics and Practice of International Humanitarianism	English	4	2nd
9099	Science Diplomacy	English	4	2nd
9100	Prevención, reacción y reconstrucción en conflictos violentos	Spanish	4	2nd
9029	Growth, Inequality and Poverty	English	4	2nd
9072	International Political Economy	English	4	2nd

## **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 organisations. 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 the 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 practically-oriented participants of 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 the 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 be beneficial for 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 clearly communicating ideas 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 participation of the poor and we examine the potential for and limitations of the participation of the poor in development in general, as well as in 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 PU Thesis Report Assessment Criteria and Grading Scale**

Thesis reports submitted at CEU PU are marked in the CEU PU 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 appropriate ? 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 fulfilment of another degree at another university or parts of the thesis are plagiarised, and are not the original work of the author.

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

In case of milder offences 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 appropriate? 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*

- Fulfils 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 are 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 are 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 are 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 are 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 PU-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 the 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 is 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 appropriate? 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 the 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 is 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 PU-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 appropriate? 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 to competently and critically 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 a postgraduate level.

## **ANNEX IX: ISS-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?
- **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 appropriate? 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 to competently and critically 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 a postgraduate level.

## ANNEX X: Mundus MAPP Grading Equivalences

Mundus MAPP grading scale			ISS		CEU PU		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 PU	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

## ***ANNEX XII: Instructions on transition between the Thesis Report and the final Thesis - Continuity and Change***

### **ISS - IBEI and ISS - York mobility tracks**

What CANNOT change:

- Nature of the research question
- Theoretical framework and the Methodology
- Problem situating where students justify the choice behind their theoretical framework and reflect on the making of these positions.

What IS EXPECTED TO change:

- Thesis will have a section on Methods related to theoretical framework and methodology.
- Expanded literature review and more information about the theme of the thesis.
- Analytics of the paper: the integration of the theoretical framework, methodology, methods and themes in relation to the research question.

### **CEU PU - IBEI and CEU PU -York mobility tracks**

What CANNOT change (except in case of exceptional circumstances, and subject to formal approval of both supervisors)

- The nature of the research question
- Core aspects of research design: main theoretical framework and methodology
- The identification of the policy problem and the relevant context(s)

What IS EXPECTED TO change

- The research design section will expand and research methods will be explicitly related to the theoretical framework and methodology
- More extensive and critical literature review
- More detailed information about the policy problem
- A more in-depth analysis, and the integration of the theoretical framework, methodology, methods and topic in relation to the research question
- Where suitable, policy recommendations, directly drawing on the analysis