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# ERASMUS MUNDUS MASTERS PROGRAM IN PUBLIC POLICY

## Mundus MAPP

### PROGRAM GUIDE 2024-2026

**September 2024**

/ May be subject to change. /

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





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## 1. INTRODUCTION TO THE PROGRAM GUIDE

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

[www.mundusmapp.org](http://www.mundusmapp.org)

Students are asked to regularly consult the websites of the consortium universities and [mundusmapp.org](http://www.mundusmapp.org) for up-to-date information.

CEU PU: <https://dpp.ceu.edu/>  
IBEI: <https://www.ibei.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

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Mundus MAPP consortium 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)

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

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

Mundus MAPP is a two-year international joint Master's program in Public Policy, offered by an international consortium composed of four [top-ranked](#) European institutions: [Central European University Private University](#), Vienna (Austria), [International Institute of Social Studies of Erasmus University Rotterdam](#), The Hague (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, which has been co-funded by the European Union for most of its existence.

The Mundus MAPP consortium institutions:



**CEU PU** is an institution of advanced research and teaching, dedicated to socially and morally responsible intellectual inquiry. Its distinctive educational program builds on the research tradition of the great American universities; on the most valuable Central European intellectual traditions; on the international diversity of its faculty and students; on its commitment to social service; and on its own history of academic and policy achievements in transforming the closed communist inheritance. CEU is committed to promoting the values of open society and self-reflective critical thinking. It

aims at excellence in the mastery of established knowledge, courage to pursue the creation of new knowledge in the humanities, the social sciences, law and management, and engagement in promoting applications for each, in particular through their policy implications. CEU is accredited in the United States and Austria, and offers English-language bachelor's, master's and doctoral programs in the social sciences, the humanities, law, management to students from over 100 countries. Originally based in Budapest, CEU relocated its educational programs to Vienna in 2020. Students participating in the Mundus MAPP program will be based at the Department of Public Policy, on the CEU PU Vienna campus located in Favoriten, one of the city's most diverse areas, and is easily reachable by public transport. Vienna is a multicultural capital, situated in the heart of Europe, which offers a rich cultural life and easy access to beautiful natural sites, and which consistently tops global quality of life rankings.

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

<https://dpp.ceu.edu>



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

specializing in goods from all over the world. English is very widely understood.

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



**IBEI** is a dynamic center of academic excellence specialized in the field of International Studies, combining and complementing first-class research with postgraduate teaching. IBEI was established in 2004 as a postgraduate research and teaching inter-university institute by five distinguished universities of Barcelona - the University of Barcelona, the Autonomous University of Barcelona, the University Pompeu Fabra, the UPC Barcelona Tech, and the Open University of Barcelona - and the Fundació CIDOB. After 20 years, IBEI has

consolidated itself, both in Spain and abroad, as a leading graduate school. The Institute is located in a building on the Universitat Pompeu Fabra's Ciutadella Campus, which is within walking distance to the city center. The beautiful city of Barcelona hosts one of Europe's most important academic communities: eight universities and a network of research centers and scientific parks that create a thriving environment for study and research.

[www.ibei.org](http://www.ibei.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 centers, the University of York provides a dynamic academic and social environment. Built around a series of lakes and gardens, the campus provides a friendly and peaceful environment in which to study. The University is located on the edge of the beautiful historic city of York and

is well-connected to London (two-hour direct trains), Edinburgh and other UK cities.

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

### 3. MUNDUS MAPP CONSORTIUM ADMINISTRATION AND COMMUNICATION

The main decision-making body of the Consortium is the Mundus MAPP Academic Board. Each partner university has equal representation on the Board. The Board is responsible for, among others, deciding on admissions and examinations, distributing scholarships, 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. Nuray Aridici (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 is carried out by Dr. Marie-Pierre Granger, the Program Director, Emma Manos, the Program Coordinator and Pál Banda, the Program Manager, based at Central European University Private University (Vienna, Austria), the coordinating institution of the consortium. Enquiries concerning the overall program and its coordination should be addressed to them.

For queries related to studies at the specific partner institutions, please reach out to the relevant personnel, as indicated below:

#### Central European University PU:



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

The Mundus MAPP Academic Board is responsible for the management of the program, and it is the main decision-making body of the Consortium.

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

An External Quality Assurance Committee (EQAC) is appointed to provide external oversight and help the Academic Board:

- maintain the academic standards for the award;
- ensure that academic standards and student achievement are comparable with similar programs;
- ensure that the assessment process is rigorous and fair, and conducted in line with program policies and regulations;
- ensure that the practice component adds to students' learning experience and prepares them well for the job market;

- enhance the program.

In order to fulfill their role, the EQAC examines

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

and, in addition, undertakes the following formalities:

- meets with the Mundus MAPP Academic Board in person or virtually;
- attends the Winter School in person or virtually;
- submits a report on each edition.

The EQAC for the 2024-2026 edition is composed of Ana Maria Rey Martinez (VanLeer Foundation), Dr Uli Sedelmeier (London School of Economics), and Malcolm Fairbrother (Uppsala University).

### ***Data handling and data protection***

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

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

The Consortium mainly communicates via email. The administrations of each of the Consortium universities have their own way of communicating with all their enrolled students frequently sending automatized messages. For this reason, once enrolled, students are expected to check their institutional email addresses at each of their track's institutions regularly. To ensure continuity of communication throughout the program, students in year 2 are strongly advised to redirect their year 1 institutional email address to their year 2 email account.

### ***Mundus MAPP social media accounts***



Students are welcome to join our two main Mundus MAPP groups on Facebook:

Mundus MAPP - ultimate and official group (for everyone, including potential applicants):

<http://www.facebook.com/groups/mundusmappgroup/>

Mundus MAPP - official group for alumni and current students:

<https://www.facebook.com/groups/mundusmappalumni>



Mundus MAPP is on LinkedIn:

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



Mundus MAPP on Instagram:

[https://www.instagram.com/mundus\\_mapp/](https://www.instagram.com/mundus_mapp/)

Students are encouraged to list the program on their personal profiles as part of their education. Our former students say that through the Mundus MAPP program and alumni network, 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 editions. We invite everyone to take advantage of the Mundus MAPP network.

Please note that the primary method of communication with students is via email. If you need to contact any staff or faculty member of the Mundus MAPP program, please reach out via email rather than the program's social media pages.

#### 4. INTRODUCTION TO MUNDUS MAPP

The Erasmus Mundus Masters in Public Policy (Mundus MAPP) is a 2-year transnational joint master’s degree program in public policy which seeks to equip talented and motivated individuals with the expertise they need to make a difference. It jointly designed and delivered by an international consortium, composed of four leading European Higher Education institutions (HEIs):

- Central European University Private University (CEU PU) in Austria (the coordinating institution);
- International Institute of Social Studies of Erasmus University Rotterdam (ISS) in the Netherlands;
- University of York (UoY) in the United Kingdom;
- Institut Barcelona d’Estudis Internacionals (IBEI) in Spain, an inter-university institute which designs and delivers teaching to the consortium on behalf of three co-awarding degree institutions in the Barcelona area: the Universitat de Barcelona (UB), the Universitat Autònoma de Barcelona (UAB) and the Universitat Pompeu Fabra (UPF).

The program’s implementation and visibility are further supported by closer cooperation with 11 selected associated professional and academic partners, and the growing and active Mundus MAPP alumni network.

Mundus MAPP is designed for motivated and talented graduates and early to mid-career professionals who wish to develop their competences to analyze complex policy and governance problems across diverse settings and to design and implement public policies that work. Mundus MAPP’s original and innovative curriculum is developed through close cooperation between the partner HEIs, based on pedagogical considerations, institutional strengths, the needs of a diverse student body and the demands of the public policy employment market. It is conceptually grounded in public policy, international relations, political economy, development studies, public administration and management, and puts a strong premium on interdisciplinary skills as essential to public policy work and research. It also integrates cutting-edge knowledge and novel pedagogies developed across the partner institutions. To deliver the program, the four main HEI partners are paired around four distinct study tracks/international mobility paths. The curriculum and syllabi are streamlined to maximize the learning outcomes of students along the four tracks drawing on the strengths of each partner. There are four mobility tracks/specializations in the two-year program:

Study/mobility tracks	Political Economy & Development (PED)	Governance & Development (GD)	Global Public Policy (GPP)	European Public Policy (EPP)
Year 1	ISS, The Hague	ISS, The Hague	CEU PU, Vienna	CEU PU, Vienna
Year 2	IBEI, Barcelona	UoY, York	IBEI, Barcelona	UoY, York

Across all tracks, Mundus MAPP seeks to equip students with a robust understanding of policymaking and its contexts, and the ability to critically analyze policy processes and outcomes. Its common coursework covers foundational and more advanced knowledge in core public policy subjects, including detailed and systematic engagement with how political institutions, processes, and public policies operate and interact, from the global political economy to national and local levels. All tracks also share a common grounding in research methods, and professional and interpersonal skills development. Overall, the program provides an optimal blend of theory and practice, a balanced combination of

quantitative and qualitative skills, and dedicated physical and virtual platforms for fostering professional and social competences, which current students and alumni praise.

Upon completion of the program students are awarded a joint master's degree in public policy from the two institutions at which they studied.

Mundus MAPP operates as an Erasmus Mundus Joint Master's Degree under the European Union's Erasmus+ Program and is co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

## 5. CORE PROGRAM AND THE MOBILITY TRACKS

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

The overall objective of the Erasmus Mundus Masters 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 program is based on the belief that future leaders need training in both problem-situating and problem-solving approaches, and in order to situate and understand policy problems, experience with concrete policy interventions.

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 Consortium partners are four distinct institutions with their own historical trajectories, disciplinary strengths, and areas of expertise. But Mundus MAPP is definitely more than the sum of its parts. Through close cooperation, the academic partners have developed a fully integrated program with innovative and distinctive features, which singles it out on the academic market and has become a leader in public policy education in Europe. Its accreditation under the European Approach for the Quality Assurance of Joint Degree programs, the only one in the field of public policy, further testifies to its integration, innovation and excellence.

The curriculum design is based on pedagogical considerations, the partners' strengths, the needs of a diverse student body and the demands of the public policy employment market.

It is conceptually grounded in public policy, politics, international relations, political economy, development studies, public administration and management, which are areas in which the partners have complementary expertise, and which are foundational for the training of internationally mobile, globally oriented policy professionals. The program also puts a strong premium on interdisciplinary skills and integrates cutting-edge knowledge and novel pedagogies developed and shared across the partner institutions.

It is designed to offer foundational and more advanced courses in core of public policy subjects across four distinct study tracks, in combination with robust research training and relevant practical experience. All program elements serve the goal of preparing a diverse student body for employment or further doctoral studies in public policy. The program equips graduates with the conceptual knowledge and transferable skills they need for understanding and decisively intervening in contemporary transnational policy problems, from climate change to tackling corruption or disinformation, dealing with migration or housing challenges effectively and humanely, or addressing regulatory failures.

Across all tracks, the pedagogical approach is based on problem-oriented learning, interactive teaching methods, and direct engagement with practitioners. It ensures students are able to think critically and

apply conceptual knowledge to real-world situations, drive their own research and policy agendas, and access relevant professional experience and opportunities.

Class sizes are small; courses are seminar and workshop-style and always involve structured student input in the form of presentations, group work in class, and both individual and team assignments, designed to reward not only quality and progression, but also initiative and cooperation. Some courses involve simulation exercises, where students can put to the test their conceptual knowledge and applied skills.

A distinguishing feature of the Mundus MAPP curriculum and pedagogy is that they place faculty and students' diversity at the center of the program's design and delivery, and the overall learning experience. It also seeks to nurture initiative and encourage students to take responsibility for their learning experience, whilst providing an institutionally supportive environment.

Mundus MAPP is also engaged in horizontal skills development which is particularly valued by employers.

In Mundus MAPP, students apply in advance to a specific study track, based on their own backgrounds, training needs and career expectations. There are four study tracks and associated mobility paths that offer distinct perspectives on public policy.

The overall program is structured around a core of common subjects and skills, but also offers the opportunity for individual students to tailor their learning experiences to their own needs and interests by choosing different mobility tracks. Approximately 60% of the curriculum is common to all students regardless of 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, notably through the joint delivery and/or assessment of practical components and of research work in year 1 and year 2.

The mobility tracks in the joint degree each allow for a different balance between problem-situating and problem-solving approaches and for a different substantive focus.

### ***The four mobility tracks***

#### **Global Public Policy (GPP)**

The GPP track, which builds on the strength of CEU and IBEI, places an emphasis on policy making and problem solving in a range of international contexts (from the strongly institutionalized European policy regimes to diverse sectoral global policy frameworks). The central focus is on the policy process at the international and global level, including the design and operation of international organizations and global policy regimes. The track is designed to provide students with a thorough understanding of public policy in national as well as in international contexts. This includes analysis of policy networks, international organizations and global policy regimes. Students will gain knowledge in policy analysis, economics and European integration 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 organization, resources and policy instruments of global policy regimes. It should appeal particularly to applicants who wish to pursue a career in international civil service, voluntary organization or global industries.

### European Public Policy (EPP)

The EPP study track, which makes the most of expertise available at CEU and York, focuses on policy analysis, policy making and problem solving in the European Union. The central focus is on the policy process in the EU and its member states, from agenda-setting and policy making, 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 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, organizational arrangements, implementation and evaluation. It should appeal to applicants who wish to pursue a career in the civil service, think tanks or regulated sectors in the EU, its member states or its neighborhood, or use the European experience in other national and international contexts.

### Political Economic and Development (PED)

The PED study track, which combines ISS's and IBEI's expertise, seeks to deepen applicants' knowledge in problem situating approaches of public policy. It aims to understand how different modes of governance, production and trade regimes, financial institutions, knowledge structures, identity constructions, international organizations, and cross cutting processes (such as regionalism, regionalization, globalization and capitalism and democratization among others) influence the setting and application of policies at global, regional and national levels of interaction. Accordingly, the ISS's situational analysis of governance in development, which draws on approaches in policy sciences, international relations and international political economy, is complemented with IBEI's situational and extensive case-study based approach drawing on the fields of International Relations and Development Economics. Applicants wishing to study public policy with the objective to work for international organizations, think tanks or NGOs or applicants interested in a research career should find this track particularly attractive.

### Governance and Development (GD)

The GD study track, which builds on the complementary areas of focus at ISS and York, starts from the premise that governance entails a process which goes beyond the realm of nation states in policy making. Thinking about formal and informal institutions and the way in which they are formed, defined, changed, maintained or evolve allows applicants to situate and understand better the various logics of political and economic reforms operating across the implementation of various good governance related policies in the developing world. Similarly, analyzing how public policies are designed, formulated, implemented and evaluated across a variety of development related fields such as environmental governance and fiscal decentralization enables applicants to acquire the necessary policy analysis skills needed in these domains. As such, the ISS's situational analysis of governance in development, which draws on approaches in policy studies, international relations and international political economy, is combined with York's problem-solving analysis of governance related policies in development drawing on the interdisciplinary linkages between public administration, governance and organizational studies. From this perspective, an applicant wishing to study public policy in the context of developing countries with the objective to work for an international organization in the future should be attracted to this specific track.

## **Learning outcomes**

Engagement with high-caliber internationally recruited faculty as well as practitioners, teamwork and interactive pedagogic methods help students achieve the learning outcomes of the program, which are the following.

### **Knowledge and understanding**

- A1 Systematic understanding of current theories, paradigms, concepts and principles of policy studies;
- A2 Systematic understanding of public policy formation at all levels of government, the functioning of supranational institutions and intergovernmental coordination mechanisms;
- A3 Systematic understanding of national, transnational and international policy processes and principles in the European context and globally;
- A4 Systematic understanding of the existing political, economic, legal, geopolitical, and social implications of the formulation of public policies;
- A5 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;
- A6 Close familiarity with European and other international governance models and regimes.

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

- B1 Critically analyze policy issues and develop holistic perspectives on European and global governance;
- B2 Evaluate public policies and policy instruments with quantitative and qualitative methods;
- B3 Independently formulate relevant research topics, develop preliminary hypotheses and ideas, conduct data collection and analysis, design investigation procedures and prepare scientifically sound and effective reports on research outcomes;
- B4 Provide expert advice to decision makers in national and international fora, relying on a solid understanding of institutional contexts;
- B5 Design and participate in the delivery of public policies in various sectors and (multi-disciplinary) institutional settings.

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

- C1 Interact with expertise in various fields of the social sciences related to public policy and governance;
- C2 Provide critical analysis of policy studies and related literature;
- C3 Improve competence in using statistical data, quantitative methods, and qualitative methods and formulate judgments with incomplete data;
- C4 Improve leadership skills and greater cultural sensitivity necessary as public policy becomes transnationalized and public actors interact through new modes of multi-level and networked governance, and digital communication technologies.
- C5 Better appreciate the need for public integrity and ethical conduct in public service, including digital privacy requirements, 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**

- C6 To undertake further studies in a manner that is largely self-directed and autonomous, using library, electronic and online information resources with confidence, including being able to browse, select and use effectively and ethically online sources and digital content;

C7 Make written and oral presentations, not only on information, ideas, problems and solutions, but also their conclusions

and the underpinning knowledge and rationale to specialist and non-specialist audiences, including using digital communication technologies;

C8 Work in multidisciplinary, multicultural teams, including using collaborative online tools;

C9 Speak, read and write English at professional and academic level; adjust style and content to format and audience;

C10 Continuously and autonomously improve professional skills through planning and time management (including through the use of digital tools), critical reflection and self-evaluation (including identifying digital competences gaps), the adoption of individual learning strategies.

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

This section provides a general overview of the different components of the program. The academic calendar of the program features in *Annex I*; the specific list of courses for each track in *Annex II* and the course outlines in *Annex III*.

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

### Coursework

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

### Practice Component

4. Digital Skills Workshop
5. Study Visit
6. Internship

*\*Winter School*

### Research Component

7. Thesis report
8. Thesis workshop
9. Final thesis

*\*Winter School*

### Coursework

The program's core courses, track-specific core courses, and elective courses are delivered and assessed by one of the consortium institutions individually. Concerning these program components, the other institution of the student's mobility track plays a relatively limited role, and the general academic rules and requirements of the 'home institution' apply. Mundus MAPP students attend courses with students following the given institution's other MA programs.

#### 1. Program core courses

Mundus MAPP mandatory core courses form the backbone of the joint program. All students take Mundus MAPP core courses. These courses cannot be replaced by other courses. In the first year, students take core courses in Research methods, Policy Analysis/Comparative Public Policy and Economics at either CEU PU or at ISS. In the second year, they take core courses in Public Management and Global Governance, as well as a thesis workshop during the Winter School. Note that the perspective taken towards these core subjects, however, differs slightly across institutions, reflecting their own strengths and traditions. Course titles may vary across the consortium – for exact titles and details, see *Annex II*.

## 2. Track-specific core courses

Track-specific core courses are mandatory for the students enrolled in a given track and form the backbone of that 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. Track-specific core courses may be offered in a modular format with students choosing a number of credits from a list of suitable courses. Students cannot substitute elective courses for track-specific courses.

## 3. Elective courses

In both years, students must choose a number of elective courses. This gives them the opportunity to fine-tune the program to their 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 III* provides details of all elective courses on offer.<sup>1</sup>

### **Practice Component**

To strengthen the practical training component of the Mundus MAPP program, each student participates in an integrative study visit and online skills workshops, as well as takes up an internship, all these adding up to 5 ECTS of the study program.

Year I:

### 4. Digital Skills Workshop (1 ECTS)

These workshop sessions are offered online, to all tracks, and consist of three 100 mins synchronous sessions, with additional asynchronous preparation and follow-up activities. These workshops help the students develop practical skills, in particular digital ones, as well as reinforce integration within the program, by allowing Year 1 students from all tracks (both at ISS and CEU PU) to get to know each other, and network with professional organizations and policy practitioners. Students are expected to put the acquired skills into practice during a dedicated session of the winter school, as well as in their regular coursework and joint assignments.

### 5. Study Visit (2 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. The study visit usually lasts three working days and takes place in April of the first academic year. ISS organizes it for all the tracks.

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

Official communication for the study visit involves the ISS Academic Coordinator, who is the convenor of the visit, and student representatives at CEU PU and ISS. Student representatives are approached in early September by email by the ISS Academic Coordinator, Dr. Karim Knio.

The first year Mundus MAPP students must choose the study visit destination by consensus or vote.

The two 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.

The Study Visit must strive toward inclusiveness and sustainability. It should be accessible to students living with disabilities as much as possible and should be reachable by sustainable transport modes. The selected destination city must be communicated to the convenor by the end of November at the latest. 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). The wish list must contain 12 institutions in total. Institutions that provide general/centralized visits will not be accepted.

The wish list document should comprise two institutions/departments/organizations from each of the following categories:

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

The wish list should be submitted to the convenor by the end of December. The study visit convenor must approve it based on considerations of academic merit and practical feasibility. After approval, the convenor contacts the chosen institutions and finalizes the study visit program. Once everything is confirmed, the convenor produces a final document which specifies all the details of the trip. The final study visit document will be available and shared with all students by early April. Students should expect to book their flights and accommodation from January onwards.

The final program includes organizational visits, with the primary aim to have at least one organization in every category listed above. However, the final list depends on the specificity of the city chosen and the availability of contacts.

Year II:

### 6. Internship (2 ECTS)

The internship is a mandatory component of Mundus MAPP. It provides practical professional experience in public policy research, analysis, and practice. The aim of the internship is to facilitate the students' (re)integration into the international job market upon graduation, build networks and professional contacts and allow students to apply and re-examine theoretical knowledge gained through the coursework.

Students can opt for Policy Internships in an organization doing relevant policy work, in which they will apply their expertise and skills and improve their understanding of policy processes in 'real life', under the mentoring and supervision of a dedicated staff at the host organization. Alternatively, those who envisage a more research-oriented career, can opt for a Research Internship, in which they get a chance to get first-hand experience of participating and contributing to research projects. More experienced students can opt for policy-relevant Professional Experience, such as a part-time, including consultancy work, for an organization or company involved in policy work.

Students should choose a relevant organization, such as think-tanks, international organizations, national and international NGOs, professional bodies, government agencies and embassies, or research organizations and institutes (including universities) to complete this program requirement. Internships are arranged by the students themselves, but the Consortium institutions offer support and advice. The tasks students undertake during the internship vary greatly depending on the host institution's profile

and expectations; nevertheless, they must involve substantive public policy related work such as drafting policy documents, collecting, processing, and analyzing relevant data, interacting with stakeholders, or carrying out research tasks. 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, preparatory study for lobbying and advocacy, etc.

Internships usually take place at the end of year 1 (typically in July and August), but students can complete their internship at any time over the two years of the program, as long as it does not interfere with the program's coursework and assignments. Students are expected to familiarize themselves with relevant local rules and regulations regarding internship and related residency, tax- and social security matters. Students register for the internship in year 2 institution and the credits count towards year 2 credit load.

Once students identify the potential host organization for their internship, they must submit the Internship Approval Form one month before the planned start date of the internship.

In case the internship starts in the 1st study year (including the summer period):

- submit the form to Linda Mellner (mellnerl@ceu.edu) if you are a CEU student
- submit the form to Dr. Karim Knio (knio@iss.nl) if you are an ISS student

In case the internship starts in the 2nd study year:

- submit the form to [internship@ibei.org](mailto:internship@ibei.org) copying [mmapp@ibei.org](mailto:mmapp@ibei.org) if you are an IBEI student
- submit the form to Dr. Nuray Aridici ([nuray.aridici@york.ac.uk](mailto:nuray.aridici@york.ac.uk)) copying Luke Price ([luke.price@york.ac.uk](mailto:luke.price@york.ac.uk)) if you are a YORK student.

Once students receive the approval that the planned internship meets the program requirements, they may proceed to finalizing the agreement with the host institution. Where needed, the Consortium can provide students with a statement confirming that the internship is mandatory program element.

Once the students complete their internship, they have two weeks to submit the Internship Report and Intern Evaluation Form. Students must make sure that the host organization completes the Intern Evaluation form, which shall be submitted together with the Internship Report. Failing that, students will not be able to graduate.

Given the time it takes to find and secure an internship, students should start enquiring about opportunities early on in the program and should seek to secure an internship ideally before the winter of the second year.

The internship forms and relevant contacts are available on the Mundus MAPP website: <https://www.mundusmapp.org/about-the-program/internship-2/>

### **Research Component**

Mundus MAPP includes a strong research component, which prepares students for further studies and/or jobs requiring research skills. 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 assignments – the Thesis Report (which is an extended research proposal) and the final Thesis – in which students demonstrate the acquired skills. The Thesis Report, Thesis Workshop, and the

Thesis together account for approximately one quarter of the program's overall credit load. The Thesis Report and Thesis will be jointly supervised by two members of the faculty, one from each of the two institutions in the student's mobility track.

### 7. Thesis Report (10 ECTS)

Work on the student's research project starts with a short description of the planned thesis, submitted to Year 1 institutions (ISS or CEU PU) according to their own timeline (Please see Annex I). Based on the thesis topic, students are assigned a supervisor at their Year 1 institution, who will start advising them on their thesis project. Mundus MAPP students on the CEU PU tracks are eligible to apply for DPP MA research grants, if available. In Spring, students are expected to further elaborate their Thesis project.

In late Spring, Year 2 institutions (IBEL/York) appoint a second supervisor. The two supervisors collaborate and jointly advise the student during the two years of the program until the thesis is submitted. Students are encouraged to organize regular online supervision meetings with their two supervisors. It is also recommended that the students create a shared, joint supervision folder in which they submit preparatory documents and drafts and which their supervisors have access to and comment on.

The bulk of the Thesis Report is usually written after coursework finishes in the first academic year, but students are expected to do some preliminary research and develop their project throughout the first year and are encouraged to start writing it as early as possible. The Thesis Report serves as an advanced thesis proposal which prepares the groundwork for the final Thesis (to be written in year 2).

The Thesis Report is a paper of 6,000 words (+/-10%, all included except for bibliography).

The Thesis Report should achieve the following objectives:

- Lead the reader 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 the student deal with the chosen topic;
- Provide a work plan with deadlines and deliverables up to the end of the thesis writing period.

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

The Thesis Report and the Thesis are separate assignments, but there should be continuity between them. The Thesis Report should embody the core idea for the thesis project even if, naturally, the project will evolve in the second year. Students may incorporate in the Thesis elements of the Thesis Report. For instance, these could be parts of the literature review and substantial components of the theoretical framework, but the text should evolve using additional readings in the second year. When transitioning from the Thesis Report to the Thesis, students are expected to rephrase and reformulate sentences and paragraphs and not copy and paste from the Thesis Report to the Thesis. If students want to use direct quotes or paraphrased sections of their Thesis Report in the Thesis, they should use proper quotation

marks and references. Students should refrain from using large chunks of their Thesis Report in the Thesis, since this will signal weak use of sources and lack of significant progress. For more detailed guidance, please refer to *Annex XI, Instructions on transition between the Thesis Report and the final Thesis - Continuity and Change*.

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

In order to be well equipped to prepare the Thesis Report, students are strongly encouraged to avail themselves of relevant training or resources available at each of the partner institutions (for example, students on the CEU tracks should attend the DPP Thesis Workshop offered to students of other DPP programs and consult with instructors at the Center for Academic Writing).

#### 8. Thesis Workshop (2 ECTS)

The Thesis Workshop in year 2 aims to support the development of the final Thesis through academic and peer support. The Thesis Workshop is intended to be developmental and therefore will be graded on a Pass/Fail basis, with students receiving a pass by presenting the coursework requested in each course. It will be organized by year 2 institutions and held during the winter school (expected to take place in late January 2026 at Matej Bel University in Slovakia).

#### 9. Thesis (20 ECTS)

Building on the Thesis Report, students continue their project in year 2 and submit the final Thesis at the end of the second academic year. The Thesis work is individually supervised and supported by the Thesis Workshop. The thesis is designed to evaluate more advanced skills of independent research. The assessment is based on the written assignment and oral defense.

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 mobility track). If a significant change in the topic occurs subsequent to the evaluation of the Thesis Report, the student needs to secure the approval of both supervisors. If the new topic falls outside the expertise of the original supervisors, it may not be approved.

The Thesis Report and the Thesis are separate assignments, but there should be continuity between them. The Thesis Report should embody the core idea for the thesis project even if, naturally, the project will evolve in the second year. Students may incorporate in the Thesis elements of the Thesis Report. For instance, these could be parts of the literature review and substantial components of the theoretical framework, but the text should evolve using additional readings in the second year. When transitioning from the Thesis Report to the Thesis, students are expected to rephrase and reformulate sentences and paragraphs and not copy and paste from the Thesis Report to the Thesis. If students want to use direct quotes or paraphrased sections of their Thesis Report in the Thesis, they should use proper quotation marks and references. Students should refrain from using large chunks of their Thesis Report in the Thesis, since this will signal weak use of sources and lack of significant progress. For more detailed guidance, please refer to *Annex XI, Instructions on transition between the Thesis Report and the final Thesis - Continuity and Change*.

Students are supported throughout the thesis process by supervisors from their year 1 and year 2 institutions. Both supervisors are involved in shaping the thesis and communicate between them throughout the supervision process occurring to ensure that there is a broad alignment. Students are encouraged to organize regular online supervision meetings with their two supervisors. It is also recommended that the students create a shared, joint supervision folder in which they submit preparatory documents and drafts and which their supervisors have access to and comment on.

As part of the thesis requirements, students need to pass a final oral examination (defense). The defense takes place within 6 weeks of the thesis submission. It provides students with the opportunity to summarize their core argument, and for members of the defense committee to ask questions, thereby

testing student's oral presentation and argumentation skills. The defense is graded with Pass/Fail, which is communicated to the student shortly after the defense.

The Thesis is jointly examined by the two institutions of the students' chosen mobility track and is jointly graded by the two supervisors. 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*.

### Winter School (2 ECTS)

The Winter School brings students and alumni from all tracks and some core faculty back together and serves as a bridge between theory and practice. It is hosted at one of the new academic partner institutions, and includes:

- sessions on policy topics and/or initiatives which are identified as particularly important to Mundus MAPP and the hosting partner (the first, for instance, will be hosted by UMB in Banská Bystrica, Slovakia, and will focus on democracy research and the 'Democracy Living Lab' project);
- sessions where students share their insights on their internship experience, applying skills acquired in the year 1 Skills Workshops;
- thesis-focused activities, such as the Thesis Workshop and sessions where students present, discuss and get feedback on their thesis project, with faculty across the consortium and alumni.

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

The Mundus MAPP program consists of coursework, as well as practical and research components.

For program components that take place entirely at one institution (typically coursework), the regulations and procedures of that institution apply.

The joint components of the program are the responsibility of the Mundus MAPP Academic Board, which has final decision-making authority to apply joint consortium-level policies and procedures, where they exist. Where no such consortium-level regulations or procedures are in place, the consortium refers to the relevant partner institutions' regulations and procedures, but has the final decision-making power. Any recommendation or decision issued by the relevant partner institution bodies related to joint program components must be communicated and formally endorsed by the Mundus MAPP Academic Board. To maintain the coherence and integrity within the program, the Mundus MAPP Academic Board has the final say on extensions, sanctions or deadlines.

The relevant institution for the purpose of determining applicable rules and procedures where no joint consortium level policy exists: the track's first year institutions (CEU or ISS) for the Thesis Report; the track's second year institution (IBEI or York) for the Thesis, CEU for the Skills' Workshops assignments, ISS for the Study Trip assignment, IBEI or York for the Winter School assignments and internships assignments.

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

The program is comprised of courses/modules, 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 outcomes.

### **Language of assessment**

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

### **Form of assessment**

The form of assessment for a course/module, and any associated rules (e.g. for essay presentation or 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 typically assessed by a final assignment, 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%).
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 IBEI <a href="#">Student Guidelines</a> .
ISS	Assessments are based on identifiable individual input. The assessment can consist of a written examination, assignments like essays and to a maximum of 15% of group work. More information is available in the Student Charter on the Electronic Learning Environment Canvas.
YORK	Further information about assessment procedures at York can be found <a href="#">here</a> .

The jointly taught and examined program components are jointly assessed.

Study visit (2 ECTS)	<p>The study visit is mandatory. It is assessed by a paper of 3,000 words (+/-10%, all included, except for bibliography). The paper identifies challenges that the visited organizations face, assesses their operation, and provides recommendations for changes the organization should implement. Students are advised to think in advance about the topic of the paper, so that they can use the occasion of the visit itself to gather relevant information. The paper (essay or policy brief) must be submitted within two weeks after the end of the study visit.</p> <p>The paper is graded on a pass/fail basis by faculty from the four consortium institutions following the Mundus MAPP (ECTS) grading scale and criteria.</p> <p>Students must attend the Study Visit as a mandatory program component. In the exceptional case that a student cannot attend the Study Visit during year 1, they should try to join the Study Visit the following year. Failing that, the Consortium will determine a make-up assignment that is equivalent in terms of study time.</p>
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	<p>Resubmission and reassessment are possible following the ISS regulations. In case of a reassessment, the grade of the reassessment is the final grade. As with other compulsory program elements, a Fail grade for the study visit means failing the program as a whole.</p>
<p>Digital Skills Workshop (1 ECTS)</p>	<p>All workshops are mandatory. They are organized at a date and time in which both ISS and CEU students should be available.</p> <p>The assessment of the Skills Workshops is based on two main elements:</p> <ul style="list-style-type: none"> <li>• active preparation and participation and completion of any assignment required by the course instructor;</li> <li>• application of the acquired skills to the internship presentation during the Winter School.</li> </ul> <p>The overall assessment is on a pass/fail basis.</p> <p>In case of a Fail, students are required to attend the Skills Workshops the following year.</p>
<p>Internships (2 ECTS)</p>	<p>The assessment of the Internships is based on:</p> <ul style="list-style-type: none"> <li>• the Internship Report and the Intern Evaluation Form submitted by the student;</li> <li>• a presentation of their practical learning experience, using skills acquired in the Skills Workshops.</li> </ul> <p>Both elements are graded as Pass/Fail. In case of a Fail, the student is required to re-submit a revised Internship Report within two weeks after the assessment or redo their presentation online or recorded. The student's internship report should provide a detailed description of the tasks performed, making clear the relevance of the activity for their 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 Intern Evaluation Form issued by the host organization, ideally from the student's direct supervisor, gives a brief assessment of the student's performance. Obtaining this report is the student's responsibility. Both reports are due within two weeks of completing the internship.</p>
<p>Thesis Report (10 ECTS)</p>	<p>Students submit a topic for the Thesis Report according to the timeline communicated by the first-year institutions. (CEU-track students are expected to submit their topic earlier, already in November, in order to secure supervisors' availability). By winter/spring students will be assigned a supervisor by the first-year institution. By June, the supervisor from year 2 institution is appointed, completing the supervisory team. Further instructions on the timing and format of the thesis proposal will be provided by the respective first year institutions in due time.</p> <p>The two supervisors collaborate and jointly advise the student during the two years of the program until the thesis is submitted.</p> <p>The Thesis Report serves as an advanced thesis proposal which prepares the groundwork for the Thesis (which is 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, theoretical framework and</p>

	<p>methodology and, where appropriate, hypotheses and a case study selection; as well as a work plan detailing deadlines the student intends to observe for writing 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, using the Thesis report Evaluation Form. Each contribute half the final grade. Students receive detailed comments from the examiners, and a single grade in the <i>Mundus MAPP (ECTS) grading scale</i>.</p> <p>When the discrepancy between the assessment and grades of the two supervisors is higher than 10 points on the Mundus MAPP (ECTS) grading scale, the relevant academic coordinator contacts the supervisors to see if the assessment can be more closely aligned. Where that is not possible, an examiner from a third consortium institution is brought in. 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 Form.</p>
Thesis Workshop (2 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. It will be held during the Winter School.</p>
Winter School (2 ECTS)	<p>Attendance and participation in all activities and sessions of the Winter School are mandatory. The Winter School is organized by year 2 institutions in collaboration with the host institution. The Winter School will take place during the second half of January (dates to be confirmed annually) and students from IBEI and York will travel to the Matej Bel University, Banska Bistrica Slovakia. The school provides students and academics with an opportunity to work on the thesis as well as reflect on the practical knowledge gained from the internship experiences.</p> <p>The overall assessment is on a pass/fail basis.</p>
Thesis (20 ECTS)	<p>The two supervisors collaborate and jointly advise the student during the two years of the program until the thesis is submitted. 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 mobility track). The thesis is jointly graded by the two supervisors, using a Thesis Evaluation Form. Each contribute half the final grade. Students receive detailed comments from the examiners, and a single grade in the Mundus MAPP (ECTS) grading scale.</p> <p>When the discrepancy between the assessment and grades of the two supervisors is higher than 10 points on the Mundus MAPP (ECTS) grading scale, the relevant academic coordinator contacts the supervisors to see if the assessment can be more closely aligned. Where that is not possible, an examiner from a third consortium institution is brought in. 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 Form.</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</p>

	<p>Report is also to be submitted as an additional annex to the Thesis (but not counting towards the word count of it).</p> <p>As part of the thesis requirement, students need to pass a final oral examination (defense). The defense takes place usually within 6 weeks following the thesis submission. The defense provides students with the opportunity 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/Fail, which is communicated to the student on the day of the defense or shortly after. A Pass grade is required both in the oral defense and for the Thesis itself for fulfilling the thesis requirements.</p>
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### *Penalties for absences, late submission and over-length assignments*

Penalties concerning year 1 courses/modules, 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. Penalties related to the Skills Workshop are determined under CEU policies, and those related to the Study Visit are determined under ISS regulations.

If they have a valid excuse, students may request deadline extensions by informing their institution's Mundus MAPP 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 attendance and late submission penalties will apply:

<b>Institution</b>	<b>Summary of penalties</b>
CEU PU	<p>Regular in-person class attendance is a precondition for course completion. Students who have <b>non-excused</b> absences for <b>more than 50 minutes of class per US credit hour cannot receive a passing grade</b> (i.e. 50 minutes for a 1-credit course, 100 minutes for a 2-credits course, 150 minutes for a 3-credits course).</p> <p>In justified cases (for example, health reasons, funerals, residence permit-related appointments, etc.), permission for absence should be requested from the instructor <b>in advance</b> (<a href="mailto:studentinfoDPP@ceu.edu">studentinfoDPP@ceu.edu</a> in copy). Class absence(s) that have not been approved may result in a failing grade for the course.</p> <p>Missing more than <b>one third</b> of the course for any reason (<b>excused or unexcused</b>) will result in <b>failure of the course</b>.</p> <p>If students need to be absent for short periods (up to a few days) during the academic year, they must secure advance approval from their Program Director and the course instructors.</p> <p>More information: <a href="#">DPP MAPP Student Handbook</a></p> <p>Penalties, if any, for over-length assignments are determined by the individual course instructors.</p>

IBEI	<p>In case that any student submits an assessment task late, it may be accepted by the professor, but a penalty of 0.5 points will be applied for each day of accumulated delay. This is to promote the fulfilment of the commitments by the students as well as to ensure an equitable treatment for the rest of the students who submit their work on time. In the event that a teacher detects a student cheating on an exam, the professor can ask the student to leave the classroom. The student who has been removed from the classroom for cheating, may not have more than a 5 in the final grade of the course, even after the retake.</p> <p>More information on plagiarism is available in the Student Guide of the respective academic year.</p>
ISS	<p>Points on work submitted late are subtracted according to a schedule in the Guidelines and Procedures Board of Examiners.</p> <p>More information is available in the Student Charter on the Electronic Learning Environment Canvas.</p>
YORK	<p>Students will have marks deducted for all work submitted late without valid exceptional circumstances. Students will have 5 marks deducted for submissions up to 1 hour late. Students will have 10 marks deducted for submissions made over 1 hour, but less than 24 hours, late. After this, a further 10 marks are deducted for every 24-hour period, up to a maximum of ‘-40’ marks. After 5 days students receive a mark of zero. This includes weekends and bank holidays.</p> <p>The penalty for submitting late on a Pass/Fail module is a Fail. There are no penalties for over-length assignments, but markers are not obliged to read any more than 4,000 words. Further information about assessment procedures at York can be found in section 4 of the <a href="#">Taught Postgraduate Handbook</a>.</p>

### Grading scale

Mundus MAPP uses one conversion table for establishing equivalences across the consortium. It is used for converting grades, calculating GPAs and determining the degree award classification (*Annex X*).

The four Consortium institutions use four different grading schemes for course/module assessments. All year 1 courses/modules are graded using the relevant year 1 institution’s grading scheme, with the exception of the Thesis Report, the Study Visit, and the Skills Workshops assessment. All year 2 courses/modules are graded using the relevant year 2 institution’s grading scheme, excluding the Thesis and the Winter School which are graded using the Mundus MAPP scale

The overall GPA for the first year and the overall GPA for the second year are converted into the Mundus MAPP scale based on *Annex X* leading to a final overall GPA where both years account for 50% each.

To determine the final degree classification, *Annex X* 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 program structure on the assessment of joint program components).

<b>Institution</b>	<b>Summary of grading procedures for modules (not including the study visit, Thesis Report, internship, thesis workshop, and Thesis)</b>
CEU 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 can be found in the IBEI <a href="#">Student Guidelines</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	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.  Individual final grades are entered into IBEI's Virtual Campus, an online platform where each student has an account showing their transcript.
ISS	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>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 is available in the Student Charter on the Electronic Learning Environment Canvas.</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

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 program component, the two relevant Consortium institutions coordinate this decision. A student may only be reassessed in a particular course/module on one occasion. Grades obtained following reassessment are capped at the minimum passing grade.

Institution	Timing and nature of reassessment opportunities for course work
CEU PU	<p>Examinations and coursework are graded in accordance with the University Grading Scheme (Annex 2 of <a href="#">Student Rights, Rules, and Academic Regulations</a>) and the University Grading Rubric (Annex 3 of <a href="#">Student Rights, Rules, and Academic Regulations</a>). Students who fail to achieve the minimum Pass grade during an examination or for coursework are allowed one retake in case of mandatory exam or courses. Students who fail to submit work, or whose work fails to meet the minimum requirements for the assignment, will receive a grade of “F.”</p> <p>Major assignments (i.e., term papers or final exams) graded ‘unsatisfactory’ may be retaken once within a given time frame agreed upon between the faculty member(s) and the student. The form of retakes should be the same as, or similar to, the form of the original examination/assessment. If more than one examination or assignment is failed during a given academic course, granting a retake is at the discretion of the Program Director. In granting a retake, the size and the significance of the failed courses as well as the severity and the circumstances of the failure should be taken into account. Only one retake is allowed for any given course. A failure to pass all permitted retakes means failing the course. A satisfactory retake means demonstration of a passing performance. The maximum grade allocated in a retake assessment is ‘Retake Pass’ [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</p>

	<p>any observed administrative error. If a student fails all permitted retakes of a mandatory course, their enrollment should be terminated, since the student will not be able to fulfil the degree requirements without the course in question.</p> <p><a href="#">Student Rights, Rules and Academic Regulations</a> (4.1.6)</p>
IBEI	<p>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. Each year the dates of the resit exams are provided on the academic calendar. Students who fail to achieve the minimum pass grade in an elective can compensate for that course in the following term.</p>
ISS	<p>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.</p>
YORK	<p>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.</p>

Re-submission and reassessment opportunities for joint assessed program components:

Study Visit (2 ECTS)	The Study Visit assignments are graded with Pass or Fail. In case of a Fail, the students will be required to resubmit an improved version.
Skills Workshops (1 ECTS)	The Skills Workshop assignments are graded with Pass or Fail. In case of a Fail, the students will be required to resubmit an improved version
Internships (2 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 initial assessment.
Thesis Report (10 ECTS)	If the final grade for the Thesis Report is below the passing threshold (Mundus MAPP scale: 50), 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.
Thesis Workshop (2 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 (50 on the Mundus MAPP scale), the student can resubmit a revised Thesis by November 15. 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.
Winter School (2 ECTS)	The Winter School is graded with Pass or Fail. In case of a Fail, the students will be required to resubmit an improved version of the assignments.

### **Mitigating circumstances**

Mitigating circumstances for year 1 courses/modules (excluding the joint program components – Study Visit, Thesis Report, Skills Workshops) are dealt with by the year 1 institution in accordance with its general regulations. Mitigating circumstances for year 2 courses/modules (excluding the joint program components – Winter School, Internship, Thesis workshop and Thesis) are dealt with by the relevant year 2 institution in accordance with its general regulations. All actions taken in relation to mitigating circumstances are reported to the Mundus MAPP Academic Board to ensure consistency of approach.

<b>Institution</b>	<b>Summary of mitigating circumstances procedures</b>
CEU PU	Mitigating circumstances issues are dealt with by the Program Director. More information: <a href="#">Student Rights, Rules and Academic Regulations (4.4)</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 is available in the Student Charter 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 (excluding the joint program components – the Study Visit, the Digital Skills Workshops, the Thesis Report) are dealt with by the relevant year 1 institution in accordance with its general regulations. Issues of potential academic misconduct for year 2 courses/modules (excluding the joint program components – Winter School, Internship, Thesis workshop and Thesis) are dealt with by the relevant year 2 institution in accordance with its general regulations. All actions taken in relation to academic misconduct of Mundus MAPP students are reported to the Mundus MAPP Academic Board to ensure consistency.

#### **Academic misconduct**

Issues of potential academic misconduct for year 1 courses/modules (excluding the joint program components – the Study Visit, the Digital Skills Workshops, the Thesis Report) are dealt with by the relevant year 1 institution in accordance with its general regulations. Issues of potential academic misconduct for year 2 courses/modules (excluding the joint program components – Winter School, Internship, Thesis workshop and Thesis) are dealt with by the relevant year 2 institution in accordance

with its general regulations. All actions taken in relation to academic misconduct of Mundus MAPP students are reported to the Mundus MAPP Academic Board to ensure consistency.

Issues of academic misconduct related to joint program components are the responsibility the Mundus MAPP Academic Board, applying Mundus MAPP’s own policy where there is one. Where no such policy exists, the consortium refers to the regulations and procedures of the relevant partner institution. For the Study Visit, ISS regulations and procedures apply; for the Skills Workshop, ISS; for the Thesis report, CEU/ISS; for the Internship, IBEI/York; for the final Thesis and the Winter School, IBEI/York. Any decision or recommendation from the partner institution regarding Mundus MAPP students’ misconduct related to joint program component must be reported and approved by the Mundus MAPP Academic Board, which also has final authority to decide on sanctions and deadlines.

<b>Institution</b>	<b>Academic misconduct procedures</b>
CEU PU	<a href="#">Code of Ethics</a> <a href="#">Policy of Plagiarism</a> <a href="#">DPP MAPP Student Handbook</a> <a href="#">Student Rights, Rules and Academic Regulations</a>
IBEI	IBEI’s <a href="#">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 is available in the Student Charter 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/onlinetutorials/">https://www.york.ac.uk/students/studying/skills/integrity/onlinetutorials/</a>

### **Appeals against a course/module grade**

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

<b>Institution</b>	<b>Appeals against a course/module grade</b>
CEU PU	Every Student has a right to recourse and appeal concerning the application of the CEU <a href="#">Student Rights, Rules and Academic Regulations</a> . This right may be exercised by directly appealing to faculty members, program directors, unit heads, the Pro-Rector for Teaching and Learning, or by appealing to the Disciplinary Committee, and to the Grievance Committee. Under the <a href="#">DPP MAPP Program Handbook</a> in appealing grades received for cross-listed courses, students should follow the appeals procedures set out by the other CEU PU departments which offer the course.
IBEI	Students may request that their marks be reviewed according to the following procedure:  1. After publication of provisional marks, students can appeal the mark to the evaluating faculty member during a period to be determined and announced prior to the release of the marks.

	<p>2. After publication of final marks, students can request a second review from the Director of IBEI, within a period of ten calendar days.</p> <p>The second review foreseen in point 2 is to be carried out by a tribunal made up of the Coordinator of the program, in which the student is enrolled, and two IBEI faculty members designated by the Director of IBEI. Before issuing its decision, the tribunal must hear the faculty member concerned. The tribunal is to act 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	<p>There is no right to appeal against the academic judgement of examiners. Appeals against individual module marks are only permitted on the grounds that a procedural irregularity has occurred, OR that the assessment was conducted unfairly or improperly, OR that relevant mitigating circumstances exist and there was a good reason why these could not have been presented at the appropriate time or the examiners made aware of them before a decision on academic performance was made.</p> <p><a href="https://www.york.ac.uk/students/help/appeals/">https://www.york.ac.uk/students/help/appeals/</a></p>

### ***Appeals in the case of joint program components***

Appeals against the grade for the Study Visit, the Skills Workshops, the Internship, the Thesis Report, the Winter School, the Thesis Workshop or the Thesis must be made in writing, within two weeks of receiving the grade, to the Mundus MAPP Program Coordinator at CEU PU (mundusmapp@ceu.edu), who will forward it to the Mundus MAPP Academic Board.

Appeals against joint program components are only permitted on the grounds that (i) a procedural irregularity has occurred, or (ii) that the assessment was conducted unfairly or improperly, or (iii) that 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

### *Summary*

To be eligible for the award of the degree, a student must undertake the program of study as approved by the Mundus MAPP Academic Board, and obtain at least 120 ECTS at 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 degree 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 program 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 students on all tracks:*

- a Joint Mundus MAPP Diploma Supplement (in English), issued by CEU PU

*For students on the CEU PU-IBEI track:*

- an Austrian accredited degree certificate (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)

*For students on the CEU PU-York track:*

- an Austrian accredited degree certificate (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)

*For students on 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)

*For students on 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)

Students will receive the documents from the issuing institutions.

The degree-issuing procedures may take some time. Any degree certificate received from any of the consortium institutions certifies completion of the whole program. Each consortium institution meets their own accreditation requirements when issuing these documents.

### ***Course/module grades***

The program 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 criteria used to verify the learning outcomes of the course/module. Credit is awarded upon successfully completing a course/module. All courses/modules taken count towards the calculation of final grade point averages and degree awards (class of degree). Each course/module carries one numerical grade (and may in addition carry a letter grade) except for the Study Visit, the Skills Workshop, the Internship, the Winter School, the Thesis Workshop, and the oral thesis defense, which are assessed as Pass/Fail.

### ***Progression***

Progression to year 2 of the program is dependent on obtaining 60 ECTS from either ISS or CEU PU in year 1, with a minimum GPA of 50 on the Mundus MAPP scale, equivalent to 2.33 at CEU PU and 60 at ISS. This must include all year 1 core, track-specific and elective courses/modules (including the Study Visit, the Skills Workshops and the Thesis Report), and where needed following reassessment (see below). Students should have completed all individual courses successfully. In the absence of 60 ECTS credits or the above minimally required GPA, a student's enrollment is terminated; this decision is communicated by year 1 institution the student attended.

### ***The duration of validity of the assessments***

The assessment of courses that have been completed successfully have a restricted validity for the purpose of the completion of the program. Results of a partly completed program shall not be valid for earning the Master's degree after 3 years from when a student started the program.

### ***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 Program Coordinator CEU PU, who forwards it to the Academic 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 re-enroll in the program 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. Fee-paying students taking a leave of absence should note that tuition payments are due for each term/semester that they begin (ie. If the leave of absence begins after the start of a term/semester, there will be no refund of the tuition fee for that term/semester. The student will also be expected to resume making payments according at the start of the term/semester in which they resume their studies.)

### ***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. Failing to pay the tuition fees by the payment deadline and without having secured an individual payment plan will result in termination of enrollment. 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 Erasmus Mundus Master's in Public Policy will only be awarded on the basis of credits accumulated as part of the approved program of study. Students must obtain at least 120 ECTS at Master level, with at least 60 ECTS in year 1 at either CEU PU or ISS with a minimum GPA of 50 on the Mundus MAPP scale, equivalent to 2.33 at CEU PU and 60 at ISS, and 60 ECTS in year 2 at either IBEI or York with a minimum GPA of 50 on the Mundus MAPP scale, equivalent to 50 at IBEI and YORK. Award decisions are made by the Mundus MAPP Academic Board.

### ***Merit and distinction***

Students shall receive the Degree 'with distinction' if their overall GPA on the Mundus MAPP scale falls within the distinction band AND the grade for their thesis on the Mundus MAPP scale falls within the distinction band.

Students shall receive the Degree 'with merit' if their overall average GPA on the Mundus MAPP scale falls within the merit band AND the grade for their thesis on the Mundus MAPP scale falls within the merit or distinction band; OR their overall average GPA on the Mundus MAPP scale falls within the merit or distinction band AND the grade for their thesis on the Mundus MAPP scale falls within the merit band.

The overall Mundus MAPP GPA is calculated as follows:

1. The credit-weighted mean (GPA) of year 1 courses/modules (with any reassessment grades capped at a minimum passing grade) is calculated.

These grades are on the year 1 institution's grading scale and converted into a grade on the Mundus MAPP scale based on Mundus MAPP Equivalences Table for Grading and Awards;

2. The credit-weighted mean (GPA) of year 2 courses/modules (with any reassessment grades capped at a minimum passing grade) is calculated.

These grades are on the year 2 institution's grading scale and translated into a grade on the Mundus MAPP scale based on Mundus MAPP Equivalences Table for Grading and Awards;

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 Equivalences Table for Grading and Awards.

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 enrollment or degree award***

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

Appeals regarding termination of enrollment, the award of the degree, or the class of the degree will 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 Program Coordinator in Vienna (CEU PU) within two weeks of receiving the decision. The Program 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 have 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 Program but has not been involved in taking decisions relevant to the student's appeal case.

### ***Graduation ceremonies***

Successful Mundus MAPP graduates will be invited to the graduation ceremonies of the two institutions where they studied, after both academic years have been completed. The Consortium is unable to provide financial support for covering travel and accommodation costs related to attendance of the graduation ceremonies.

## **8. MUNDUS MAPP STUDENT REPRESENTATIVES, FEEDBACK AND PROGRAM EVALUATION**

### ***Student representatives***

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

A list of the current student representatives is 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 2024.

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

### ***Student feedback and program evaluation***

The consortium greatly values feedback from the Mundus MAPP student body. Comments, questions, and issues can be communicated directly by each student to the Mundus MAPP representative of 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 program is assessed by the students through:

- regular course evaluations each partner university carries out;
- annual 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;
- alumni surveys.

### ***Student concerns and complaints***

Should students wish to raise any concerns they are advised to first approach their student representative(s) (where appropriate) and/or the Mundus MAPP academic and administrative coordinators 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.

## 9. TRAVELING SCHEDULES

### *Visa*

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

Students in the CEU PU-IBEI track are advised to apply for a 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 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, a 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-IBEI track, and might benefit the students in the ISS-York track. Students will have to apply for their residency permit for the UK to study in York separately.

For students starting at CEU PU, the CEU PU Admissions Office ([admissions@ceu.edu](mailto:admissions@ceu.edu)) will issue a visa support letter after students confirm their enrollment, 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' enrollment in Mundus MAPP.

To arrange the visa, please contact the relevant student support 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.

Relevant contact points

#### **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:

<https://www.iss.nl/en/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 program at York, the course start date is the start of the semester.

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

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

Rebecca Niethammer, 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 authorization 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 student halls of residence; therefore, students typically live in shared student flats or student dormitories.

More information: <https://www.ceu.edu/info-arriving-students/accommodation/faq>

### **IBEI, Barcelona**

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

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

### **ISS, The Hague**

ISS reserves a number of rooms for its students in halls of residence just around the corner of the building. 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 halls of residence.

More information: <https://www.iss.nl/en/prospective-students/studying-iss/student-housing>

### **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/>

## 10. FINANCIAL INFORMATION

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

Please note that,

- the Consortium is unable to provide further financial assistance in addition to any financial assistance already specified in it;
- the scholarships are tied to enrollment in Mundus MAPP; consequently, if a student drops out or for whatever reason discontinues their studies, the scholarship is discontinued. 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*

The EMJM Scholarship is calculated on the basis of a monthly rate of EUR 1.400 pro-rated for the actual number of days of the student's study starting from 1 September 2024 and depending on the actual date of the student's arrival and leave.

This scholarship shall cover travel, visa, installation, and subsistence costs.

Students who are recipients of the EMJM scholarship will receive a full tuition fee waiver for the two academic years.

### *Institutional scholarships*

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

### *Self-financing students*

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

### *Tuition fee*

In the 2024-2026 study period the Mundus MAPP tuition fee is EUR 12,000 per year or EUR 24,000 in total for the whole duration of the program. The tuition fee is independent of the student's nationality or the mobility path followed – 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 Study Agreement.**

### *Health insurance*

The Consortium covers the costs of private health insurance offered by its partner Expat & Co for all Mundus MAPP students.

For details, please check your Study Agreement.

### Other charges

In addition to tuition fees, partner universities may apply 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

Registration fees: Austrian Student Union fee: 49.40 EUR per academic year. (New students pay the fee online as part of the Onboarding process. It is a prerequisite to be enrolled in the fall semester.)

#### ISS

No additional university charges.

#### IBEI

No additional university charges.

#### YORK

No additional university charges

Immigration Health Surcharge (only applicable to students applying for a tier 4 visa). 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 and the winter school typically three-day trips to another European city. Estimated costs all together are between 1.200 and 2.000 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.

University	Estimated costs of living per month (Moderate standard of living excluding accommodation)	Estimated accommodation costs per month
YORK	600 GBP	In college: <a href="#">options</a> from 495-1,000GBP <sup>2</sup>
ISS	650 EUR	In dormitory: 650 EUR
CEU PU	550 EUR ( <a href="#">Cost of Living   Central European University (ceu.edu)</a> )	Student accommodation 450 EUR

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

IBEI	600 EUR	In rented shared apartments: 400-700 EUR
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## ANNEXES

- ANNEX I:* Mundus MAPP Academic Calendar
- ANNEX II:* Overview of Track-Specific Curriculum
- ANNEX III:* Outlines of Core and Track-Specific Courses and Lists of Elective Courses
- Courses on offer are subject to change every academic year. The exact course listings and syllabi are always made available by the universities the students are enrolled in, either on their website or in their academic documents. The course descriptions published in the Program Guide are intended to provide an outline of the courses.*
- ANNEX IV:* CEU 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 Equivalences Table for Grading and Awards
- ANNEX XI:* Instructions on Transition between the Thesis Report and the Final Thesis - Continuity and Change
- ANNEX XII:* Internship Forms and Reports
- ANNEX XIII:* Study Visit Evaluation Form

## *ANNEX I: Mundus MAPP Academic Calendar*

### **OVERVIEW OF DATES AND DEADLINES IN THE MUNDUS MAPP PROGRAM<sup>3</sup> MAY BE SUBJECT TO CHANGE.**

#### **Year 1 (2024-2025)**

September 2, 2024	Students start in Vienna/The Hague
End of December 2024	Submission of Study Visit wish list to ISS convenor
November 2, 2024	Submission of thesis topic and 150 words abstract (CEU PU tracks)
Jan-March 2025	Students make travel arrangements for the study visit
March 2025	Students are contacted by York and IBEI about visa requirements for the UK and Spain
April 30, 2025	Submission of the 600 words proposal for Thesis Report (CEU PU tracks) Students submit their indicative Thesis Report documents (ISS)
March- April 2025	Mundus MAPP Admissions Meeting
March-April 2024	ISS inform year 1 students on the detailed logistics and course requirements for the study visit
April 2024	Study Visit
April-May 2025	Study Visit - reports to be submitted two weeks after trip concludes
May 2025	York and IBEI allocate year 2 supervisors
August 31, 2025	Thesis Report submission deadline
September 30, 2025	Thesis Report results communicated to students
October 6, 2025	Final date for appeal against Thesis Report grade
October 31, 2025	Resubmission deadline for failed Thesis Reports
November 30, 2025	Results for resubmitted Thesis Reports (failure results in immediate termination of enrollment)

#### **Year 2 (2025-2026)**

September 2025	Students move to York/Barcelona
January 2026	Winter School (including Thesis Workshop, exact dates TBA)
June 2026	Graduation ceremonies at CEU PU and IBEI
July 31, 2026	Thesis submission deadline
September 2026	Final oral exams/thesis defenses (exact dates TBA) Thesis grades are communicated within one day of defense
September 25, 2026	Final deadline for appeal against the thesis grade

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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.

	Status of graduation approved by Academic Board for students who did not appeal their thesis grade
November 15, 2026	Resubmission deadline for failed theses
December 1, 2026	Results for resubmitted theses (failing the thesis results in an immediate termination of enrollment)
January 2027	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>24</b>
Research Methods for Public Policy	6
Economic Analysis for Public Policy	6
Policy Analysis and Public Management	6
Academic Writing	4
Writing for Policy Audience OR Thesis Workshop OR Grants and Projects Proposal Writing	2
<b>Track Specific Courses</b>	<b>8</b>
2 courses, for a total of 8 ECTS, taken from the following selection	8
<ul style="list-style-type: none"> <li>• <b>European integration and governance: an introduction (2) FALL (mandatory on the EPP track)</b></li> <li>• Climate Change Politics and Policy (2) FALL</li> <li>• Post Cold War Inequalities in CEE (2) FALL</li> <li>• Mobilizing Contention? Social Movements as Democratic Actors (2) FALL</li> <li>• Corruption and Global Governance (2) WINTER</li> <li>• Artificial Intelligence and Public Policy (2) WINTER</li> <li>• Standing for Values and Defending Democratic Heritage in Illiberal Regimes (2) WINTER</li> <li>• EU Human Rights Law and Policy (2) SPRING</li> </ul>	
<b>Elective Courses</b>	<b>15</b>
<b>Practice Component I.</b>	<b>3</b>
Study Visit	2
Digital Skills Workshop	1
<b>Thesis Report</b>	<b>10</b>
<b>Total year 1</b>	<b>60</b>

#### Year 2 at York

	ECTS
<b>Core Courses</b>	<b>14</b>
Public Management and Delivery	7
Global Governance	7
<b>Track Specific Courses</b>	<b>10</b>
Politics of Migration	10
<b>Elective Courses</b>	<b>10</b>
<b>Practice Component II.</b>	<b>4</b>
Internship <sup>4</sup>	2
Winter School: Practice Reflection	2
<b>Winter School: Thesis Workshop</b>	<b>2</b>
<b>Thesis</b>	<b>20</b>
<b>Total year 2</b>	<b>60</b>

<sup>4</sup>Internships normally take place between the first and the second academic year, during the summer.

## Global Public Policy

### Year 1 at CEU PU

	ECTS
<b>Core Courses</b>	<b>24</b>
Research Methods for Public Policy	6
Economic Analysis for Public Policy	6
Policy Analysis and Public Management	6
Academic Writing	4
Writing for Policy Audience OR Thesis Workshop OR Grants and Projects Proposal Writing	2
<b>Track Specific Courses</b>	<b>8</b>
2 courses, for a total of 8 ECTS, taken from the following selection	8
<ul style="list-style-type: none"> <li>• European integration and governance: an introduction (2) FALL (<b>strongly advised on the GPP track</b>)</li> <li>• Climate Change Politics and Policy (2) FALL</li> <li>• China and Global Governance (2) WINTER</li> <li>• Migration, governance and inequality (2) WINTER</li> <li>• Corruption and Global Governance (2) WINTER</li> <li>• Artificial Intelligence and Public Policy (2) WINTER</li> <li>• Intervention in Africa: Humanitarianism, Conflict and the Politics of Peace (2) SPRING</li> <li>• Seminar on Regulation and Governance (2) SPRING</li> </ul>	
<b>Elective Courses</b>	<b>15</b>
<b>Practice Component I.</b>	<b>3</b>
Study Visit	2
Digital Skills Workshop	1
<b>Thesis Report</b>	<b>10</b>
<b>Total year 1</b>	<b>60</b>

### Year 2 at IBEI

	ECTS
<b>Core Courses</b>	<b>14</b>
Public Management	6
Global Governance	4
International Relations Module (Choice of: IR of Middle East; IR of Asia; IR of Latin America; OR Contemporary Issues in IR.)	4
<b>Track Specific Courses</b>	<b>4</b>
Choice of: International Political Economy; Finance in the Developing World; Program Evaluation in Development; OR Program Design and Development	4
<b>Elective Courses</b>	<b>16</b>
<b>Practice Component II.</b>	<b>4</b>
Internship <sup>5</sup>	2
Winter School: Practice Reflection	2

<sup>5</sup>Internships normally take place between the first and the second academic year, during the summer.

<b>Winter School: Thesis Workshop</b>	<b>2</b>
<b>Thesis</b>	<b>20</b>
<b>Total year 2</b>	<b>60</b>

## ***Governance and Development***

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

	ECTS
<b>Core Courses</b>	<b>18</b>
Comparative Public Policy	5
Development Economics and Public Policy	5
Research Methods (various courses)	8
<b>Track Specific Courses</b>	<b>21</b>
Thinking about Governance and Institutions	5
Contemporary Capitalism and Governance: neo-liberalism and beyond	8
Politics of Global Order: Debating Liberal Internationalism	8
<b>Elective Courses (various courses)</b>	<b>8</b>
<b>Practice Component I.</b>	<b>3</b>
Study Visit	2
Digital Skills Workshop	1
<b>Thesis Report</b>	<b>10</b>
<b>Total year 1</b>	<b>60</b>

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

	ECTS
<b>Core Courses</b>	<b>14</b>
Public Management and Delivery	7
Global Governance	7
<b>Track Specific Courses</b>	<b>10</b>
Conflict and Development	10
<b>Elective Courses</b>	<b>10</b>
<b>Practice Component II.</b>	<b>4</b>
Internship <sup>6</sup>	2
Winter School: Practice Reflection	2
<b>Winter School: Thesis Workshop</b>	<b>2</b>
<b>Thesis</b>	<b>20</b>
<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	5
Development Economics and Public Policy	5
Research Methods (various courses)	8
<b>Track Specific Courses</b>	<b>21</b>
Thinking about Governance and Institutions	5
Contemporary Capitalism and Governance: neo-liberalism and beyond	8
Politics of Global Development: Crisis management and transformations	8
<b>Elective Courses (various courses)</b>	8
<b>Practice Component I.</b>	<b>3</b>
Study Visit	2
Digital Skills Workshop	1
<b>Thesis Report</b>	10
<b>Total year 1</b>	<b>60</b>

### **Year 2 at IBEI**

	ECTS
<b>Core Courses</b>	<b>14</b>
Public Management	6
Global Governance	4
International Relations Module (Choice of: IR of Middle East; IR of Asia; IR of Latin America; OR Contemporary Issues in IR.)	4
<b>Track Specific Courses</b>	<b>4</b>
Choice of: Growth, Inequality, and Poverty; Historical Legacies and Development; OR Economic and Social Development in Latin America.	4
<b>Elective Courses</b>	16
<b>Practice Component II.</b>	<b>4</b>
Internship <sup>7</sup>	2
Winter School: Practice Reflection	2
<b>Winter School: Thesis Workshop</b>	2
<b>Thesis</b>	20
<b>Total year 2</b>	<b>60</b>

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

### *ANNEX III: Outlines of Core and Track-Specific Courses and Lists of Elective Courses*

#### **Study Visit**

**Institution:** Joint program component

**Year:** Year 1

**Course type:** Core program component - a practical component

**Assessment:** 100% assignment (paper of 3,000 words)

**ECTS:** 2

**Brief description (including learning outcomes):** The study visit is a mandatory component of the first year of Mundus MAPP. It is designed to expose Mundus MAPP students to the world of policy practice. It takes place in April/May in the first academic year, and it is organized by ISS for students in all tracks.

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

The geographical location of study visits will vary from year to year but will involve a trip to a major European city that is home to many relevant host organizations. Costs of travel and accommodation are borne by Mundus MAPP students – the consortium is unable to provide financial assistance. Several weeks prior to the visit ISS will send travel and accommodation information to all students in their first year, and shortly before the visit a range of materials that will allow participants to familiarize themselves with the organizations to be visited.

#### **Learning objectives:**

- 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 organization visited;
- Learning to write concise reports with recommendations for specific clients.

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

The paper is graded on a pass/fail basis by faculty from the four consortium institutions following the Mundus MAPP (ECTS) grading scale. Reassessment is possible following ISS regulations.

## Digital Skills Workshop

**Institution:** Joint program component

**Year:** Year 1

**Course type:** Core program component

**Assessment:**

**ECTS:** 1

**Brief description (including learning outcomes):** These workshop sessions are offered online, to all tracks, and consist of three 100 mins synchronous sessions, with additional asynchronous preparation and follow-up activities. These workshops help the students develop practical skills, in particular digital ones, as well as reinforce integration within the program, by allowing Year 1 students from all tracks (both at ISS and CEU PU) to get to know each other, and network with professional organizations and policy practitioners. Students are expected to put the acquired skills into practice during a dedicated session of the winter school, as well as in their regular coursework and joint assignments.

These workshop sessions are offered online, to all tracks, and consist of three 100 mins synchronous sessions, with additional asynchronous preparation and follow-up activities. These workshops are designed to help the students develop transversal practical skills, in particular digital ones. They also seek to reinforce integration within the program, by enabling Year 1 students from all tracks (both at ISS and CEU PU) to get to know each other and start networking with peers, professional organizations and policy practitioners. The course is assessed on a pass/fail basis. Assignments are designed to determine whether students have familiarized themselves with the basic techniques taught. A further assessment of the student's ability to apply the skills effectively will occur in Year 2, during the Winter school, in which students will be required to present their research work and practice (internship) experience, using the skills acquired in these workshops. In 2024-25, the first two Digital Skills Workshops, held in the Fall term, will cover essential presentation skills in a digitalized environment, whilst the focus and content of the third one, offered in the Spring Term, will be finalized closer to the expected date. Depending on visiting scholars' skills and availability, it will either introduce students to 'Strategic Foresight', the use of AI in academic research, or other relevant skills.

## 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 program until the thesis is submitted.

The Thesis Report should be written after coursework finishes in the first academic year. The report serves as an advanced thesis proposal which already covers considerable ground for the thesis itself, to be written in year 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 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 Mundus MAPP (ECTS)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 Mundus MAPP (ECTS) grading scale, using the following assessment criteria explained in *Annexes IV* and *V*.

**Winter School: Practice Reflection**

**Institution:** Joint program component

**Year:** Year 2

**Course type:** Core program component

**Assessment:** Pass/Fail

**ECTS:** 2

**Brief description (including learning outcomes):** The Practice Reflection of the Winter School is a new Mundus MAPP program component, in which students are invited to reflect in an integrated manner on the learnings from the different elements of the Practice Component. Students are expected to apply the skills acquired during the Practical Skills Workshop to share the policy insights they garnered from the Study Trip and Internship with their peers, the program's academic staff and policy practitioners during the Winter School. It is assessed on a Pass/Fail Basis by the program's academic coordinators.

### **Winter School: Thesis Workshop**

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

**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 synthesize and respond to critical feedback;
- Be able to critically appraise the work of their peers.

## Thesis

<b>Institution:</b>	Joint program component
<b>Year:</b>	Year 2
<b>Course type:</b>	Core program component: research component
<b>ECTS:</b>	20

**Brief description (including learning outcomes):** Mundus MAPP includes a significant research training and 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 Mundus MAPP (ECTS) 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 defense 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 program component
<b>Year:</b>	Between Year 1 and Year 2 (counts towards Year 2)
<b>Course type:</b>	Core program component: a practical component
<b>ECTS:</b>	2

### **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 the hosting organization, and allow students to apply and re-examine theoretical knowledge gained through the coursework in light of actual experience.

Internships will take place in a relevant organization of the students' choice, such as think tanks, international organizations, national and international NGOs, professional bodies, government agencies and embassies, or research organizations. The tasks students undertake during the internship will vary greatly depending on the host institution's profile and expectations, but must involve substantive work such as drafting policy documents, collecting, processing and analyzing relevant data, interacting with stakeholders, or research. Work that could typically be done by an intern is a baseline survey, an inventory and 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 a minimum of one month full time or an equivalent amount of time over a longer period. Internships usually take place at the end of year 1 (typically in July and August), but students can complete their internship at any time over the two years of the program, as long as it does not interfere with the program's coursework and assignments. Students are expected to familiarize themselves with relevant local rules and regulations regarding internship and related residency, tax- and social security matters. Students register for the internship in year 2 institution and the credits count towards year 2 credit load.

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.

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 organization;
- Obtained hands-on practical work experience;
- Learned to report about the internship in a concise summary.

## Research Methods for Public Policy

<b>Institution:</b>	Department of Public Policy, Central European University PU
<b>Year/Term:</b>	Year 1
<b>Course type:</b>	Core course
<b>ECTS:</b>	6

**Background and overall aim:** This course will introduce students to the most common quantitative and qualitative research designs and methods used for public policy analysis.

In the first part of the course (first eight sessions) students will learn how to formulate practical research questions, how to work with data for policy analysis, and use a variety of statistical tools to provide insight to important policy issues. Students will also learn how to interpret regression results and how to read academic papers using sophisticated statistical methods. No prior knowledge of statistics is needed.

The qualitative section covers 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. The course covers research design (case selection, causal mechanisms, conceptualization), qualitative data collection (interviews, participant observation), qualitative data analysis techniques (coding) and research ethics. The format is based on introductions by the lecturer, class discussion and group work exercises.

**Learning outcomes:** Regarding quantitative skills, by the end of the course students should be proficient in:

- Identifying and generating answerable research questions with direct policy implications;
- Gain knowledge about statistical analyses to answer specific research questions;
- Critically appraising quantitative research findings;
- Interpret various regression models and being able to read quantitative academic literature.

The overall aim of the qualitative part 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 analysis tailored to their research question. In addition, students should be able to critically review research and policy work in terms of their research design and methodological choices.

## **Economic Analysis for Public Policy**

**Institution:** Department of Public Policy, Central European University PU

**Year/Term:** Year 1

**Course type:** Core course

**ECTS:** 6

The description for this course will be available later in the 2024-2025 academic year. Please consult the [CEU DPP website](#) for the latest information.

## **Policy Analysis and Public Management**

<b>Institution:</b>	Department of Public Policy, Central European University PU
<b>Year/Term:</b>	Year 1
<b>Course type:</b>	Core course
<b>ECTS:</b>	6

**Background and overall aim:** This mandatory 3 credit course examines the policy process and the foundations of public management in different political and geographical contexts. The course considers how policy problems are identified and framed, and how responses are formed and evaluated. It also provides an overview of core aspects of bureaucracies, and introduces core aspects of public management, such as budgeting, performance measurement, and personnel management, to mention a few.

Through interactive seminars based on core literature, policy material and case study work, students learn and apply key concepts in policy studies, deepen their knowledge of the policy cycle from initiation implementation and evaluation, and examine the actors, interests, and institutions (domestic and external) that shape policy processes and outcomes.

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

- identify policy problems and critically engage with them with various analytical tools and methods.
- understand key concepts in policy studies and apply them to/in specific problems/contexts
- understand, articulate and critically discuss how policy issues are problematized and policy responses are designed, implemented, monitored and evaluated in different contexts
- and identify key actors and institutions structuring the policy process

## Academic Writing

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

**Background and overall aim:** 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.

## European Integration and EU Governance: An Introduction

<b>Institution:</b>	Department of Public Policy, Central European University PU
<b>Year:</b>	Year 1
<b>Course type:</b>	Track-specific course
<b>ECTS:</b>	2

**Background and overall aim:** This is an introductory level course which seeks to familiarize students with the European Union institutional framework, its main formal decision-making processes and the broader dynamics of European integration and EU governance, as they vary over time and across policy contexts. It adopts an interdisciplinary perspective, which brings together and confronts approaches from political sciences, public administration and public policy, law, sociology and history. The course provides basic knowledge about the history of European integration, 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 decision-making processes (with a focus on treaty reform, legislation, rulemaking and caselaw). It supports students in the development of analytical abilities and effective communication skills, encouraging them to critically engage with academic and policy materials to acquire and offer a better understanding of EU institutional processes. Throughout, the course engages with selected analytical and theoretical approaches to European integration and EU governance, including comparative regionalism aspects, and reflects on current and future challenges.

The course caters to students coming from different academic and professional backgrounds, and parts of the world. It should be of particular interest to 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. It is also relevant to students who are interested in closer regional cooperation and integration process beyond Europe, and in the challenges of policy-making in complex multi-level governance settings.

The course proposes a mix of asynchronous elements (i.e. reading assignments, material annotations, podcasts, watching videos, quizzes, etc.) and synchronous interactive seminars, as well as a simulation exercise.

Assessment is based on preparation and participation (20%); written and oral contribution to the simulation (10%); presentation (30%); and blogpost (40%).

**Learning outcomes:** The course aims to equip participants with a basic knowledge of EU institutions, decision-making and governance processes, and to develop some familiarity with EU policies and awareness of a range of disciplinary and theoretical perspectives applied to their study.

The course further seeks to foster participants' understanding of governance beyond the state, serving as a basis for, and further explored in, more advanced courses in the student's relevant program/study track. Overall, the course aims to improve participants' knowledge of the complex EU governance structure and the multiple dynamics of European (dis)integration, whilst honing their analytical abilities and oral and written communication skills.

At the end of the course, students should:

- be able to identify the main formal EU institutions, their core organizational features, main functions and role(s) in European Union governance and European integration;
- be able to describe and understand the main EU formal decision-making processes, within a multi-level governance framework;

- be alert to 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 and governance;
- know how to locate, access and understand EU policy documents, and legal instruments;
- have a better understanding of negotiations and decision-making processes in complex multi-level governance and policy-settings.

## **EU Human Rights Law and Policy**

<b>Institution:</b>	Department of Legal Studies, Central European University PU
<b>Year:</b>	Year 1
<b>Course type:</b>	Track-specific course
<b>ECTS:</b>	2

**Background and learning outcomes:** Human rights considerations have become increasingly relevant in the European Union. It is therefore essential to understand the legal and policy frameworks within which the EU and its member states uphold human rights norms and address human rights challenges, both internally and externally. Moreover, anyone interested in European integration and governance should understand the way EU human rights norm and instruments influence policy-making and implementation at supranational, national and local level. The course seeks to provide students with an elaborate knowledge of EU human rights law and policy, their dynamic evolution, and their implications. It starts with an historical overview and continues with addressing in further details substantive, institutional and procedural aspects of human rights protection and promotion in and by the EU. It examines the role and relevance of human rights frameworks across a wide range of EU policy settings and takes stock of recent and current crises. Each class explores particular institutional features of the EU system of protection of fundamental/human rights, and links them to specific policy areas in which these elements acquire particular relevance.

**Learning outcomes:** At the end of the course, students should:

- Be able to identify milestones in the development of EU human rights law and policies since WWII
- Have acquired an in-depth knowledge the institutional, legal and policy frameworks for the protection and promotion of human rights in the EU
- Be able to assess the implications of human rights considerations for law and policy-making in the EU
- Be able to identify and critically analyze the main EU legal and policy instruments available for the protection and promotion of human rights in both internal and external EU policies
- Be able to recognize - and frame - human rights issues as involving particular elements of EU law (strategic litigation)
- Be familiar with the main institutional and civil society actors and their influence on the protection of human rights in/by the EU
- Have developed an ability to critically engage with legal and policy materials and familiarity with key legal techniques (e.g. case brief, practical case, mootings)
- Have improved on the ability to work across and combine insights from different disciplinary perspectives for a better understanding of law and policy-making in the European context
- Have further developed critical thinking abilities and effective written and oral communication skills, including in an online environment

## Corruption and Global Governance

<b>Institution:</b>	Department of Public Policy, Central European University PU
<b>Year:</b>	Year 1
<b>Course type:</b>	Track-specific course
<b>ECTS:</b>	2

**Background and overall aim:** This interdisciplinary course is an introduction to the study of corruption and corruption control on multiple levels, international, national and local, in the context of (the contested notion of) global governance. The pervasiveness of corruption imposes substantial and widespread societal costs, impeding economic development, limiting the efficiency of public services, and weakening political institutions by undermining trust in government. The term ‘corruption’ is understood in ways that are sometimes culturally specific and cover a broad range of practices. The causes and consequences of corruption have been contested in various literatures. The purpose of this course is to subject the topic to systematic study, combining insights from several different disciplinary perspectives, including political science, international relations, economics, sociology, and public management. The course will also explore corruption containment and control strategies by examining examples from international practice and case studies. Discussions will engage with the role of government, international organizations and civil society actors, questioning the effectiveness and legitimacy of various interventions be that at the international, national or local level.

The substance of the course spans three main areas:

- The nature, causes and consequences of corruption. The types of questions classroom discussion will address include: Is corruption a result of weak institutions? Is it an inevitable by-product of poverty and low levels of economic development? Can it be a cause? Does it result from weakness or absence of appropriate judicial systems, legal instruments or enforcement?
- Measurement and analytical methods for determining the severity of corruption problems, including a critical assessment of existing measurement tools.
- Mechanisms of control: Corruption harms the poor and disadvantaged most, but some scholars have claimed that its effects are not equally, or exclusively, negative across society. Whether, when and to what extent corruption can, and should, be controlled –and by whom –is therefore another important set of questions.

**Learning outcomes:** The most important learning outcome from the course should be the integration of disciplinary perspectives and conceptual frameworks for the analysis of corruption, and familiarity with common control strategies and their applications and limitations in a range of contexts discussed in the classroom.

## Migration, Governance, and Inequality

<b>Institution:</b>	Department of Public Policy, Central European University PU
<b>Year:</b>	Year 1
<b>Course type:</b>	Track-specific course
<b>ECTS:</b>	2

**Background and overall aim:** People on the move and of mobility histories are imagined through their citizenship, ethnicity, race, and socioeconomic backgrounds, and/or as human beings endowed with, or more often deprived from, various resources, capabilities, and properties. In governing contemporary migration and the relations of mobile people and host societies, policy frames and actions create categories, define problems, redistribute resources, and position migration in a broader set of public affairs. Further, in recent times, migration is often addressed through the concept of crisis. Human mobility is viewed as a cause of crisis, it may complicate already induced crisis, or it may become the solution to a crisis (e.g., in care provisions). The course will examine distinctive themes and streams in migration studies that investigate the crossroads of political and policy debates, structures, and practices. These debates and practices shape the encounters between people on the move and host society, the actual and normative relations between moving, anchoring, and hosting people, and moral, political, or bureaucratic justifications for policy directions, interventions, and lack of interventions. The course topics will embrace contested concepts and paradigms, old and new debates, scales of practices, and transnational and regional connections in the production of policy regimes, mechanisms, and justifications. These topics will center on key issues in governing migration and its effects, including the terms and conditions by which acceptance, denial, or interim positions and rights are offered to people who move in transnational contexts. The course will also investigate the normative centers of political and policy ideas and practices as those normalize or problematize inequality relations in wider global contexts, among people participating in different forms of migration, and between those who are seen as migrants and various host society structures. The course will systematically address the inequality conditions in migration practices and discussions generated or viewed as relations of race and ethnicity, but it will also examine the intersections and tensions between ethnicity and race, nationality, citizenship, and gender relations and in/equalities in migration regimes. The course cannot go very deep in examining the varieties and subtleties of mobility paths, lives, identities, knowledge, and subjectivities among people the migration histories. Yet, the readings and the discussions will shed light on the agency of all social actors in migratory relations. This will be done through engaging with self-reflexive and continuously transforming critical inquiries of growing sensitivity to the differentially positioned subjects of migration studies, and occasionally moving to radically transgressing the boundaries of the subjects and objects of migration studies.

The readings are selected from multi-disciplinary academic circles of knowledge production but some fields will have a more pronounced weight, such as sociology, political science, policy studies, and social anthropology, and some cross-disciplinary fields including gender, race, ethnic, and migration studies. The course will offer an introduction to the field of migration studies for those students who have no background in this subject and will help them explore further advanced topics. For those of pre-course exposure to migration scholarship in specific disciplinary domains, the course will give guidance to navigate the most productive cross-disciplinary inquiries. The course may also assist those who plan to take further courses from various CEU programs in the AY to sharpen their insights for further political, policy and governance studies of regional, topical, or methodological foci in migration affairs.

**Learning outcomes:** The course will help students acquire familiarity with basic concepts and debates in migration studies and some of the most referred to and discusses contemporary authors and scholarly works. It is intended that students develop intellectual curiosity and capacities to work with

arguments and methods from within disciplines other than their main field of MA studies. Students will be able to use the core vocabulary of approaches and paradigms, understand the scope and relevance of key concepts and their connections, and link the insights that the course offers to their background knowledge; identify, analyze, and interpret the assigned scholarly work by sorting out normative, analytical, and empirical arguments largely independently (peer reading and preparation group between sessions is welcome but not expected). Individually chosen note-taking and preparation methods prior to the session should help students actively participate in the class discussions by offering crosscutting, and reflexive contributions. Students will be encouraged to bring their background knowledge of various sorts including biographical, activist, academic, policy, and media sources and to find ways to relate these forms of knowledge vis-a-vis the conceptual discussions. Insights, experiences, and empirical data offered by class participants from contexts beyond the global North will be highly appreciated. It is encouraged that students develop or sharpen their own research interests in the field during the course, but it is not expected. Students will also achieve tangible progress in quality academic writing through the writing assignments. It is also expected that the course helps students become more confident in engaging seminar conversations and peer group-based knowledge building.

## Climate Change: Politics and Policy

<b>Institution:</b>	Department of Public Policy, Central European University PU
<b>Year:</b>	Year 1
<b>Course type:</b>	Track-specific course
<b>ECTS:</b>	2

**Background and overall aim:** Climate change is the most challenging international policy problem that exists today. The course will primarily focus on two questions. First, what, in an ideal world, should be done about climate change? Second, what, in the world that exists, can be done about it? The first question requires an understanding of the science, impacts, economics, and ethics of climate change policy. The second question requires an understanding of the politics, international law, and international relations aspects of climate change policy. The course will not provide firm answers to these questions. It aims instead to provide a framework and the knowledge required for students to come to their own conclusions. Indeed, every student taking this course is required to answer these questions, and to defend their conclusions rigorously.

This is a complex topic. It is important to understand it from many perspectives. It is also important to be able to synthesize these different perspectives for the purpose of answering the key questions posed above. This requires a substantial amount of effort. Students are therefore asked to put in a substantial amount of work and effort to fulfil the requirements for the course. Reading the assigned text is crucial in this journey, both for a fruitful discussion in class, but also to enable students to answer the two questions posed for the first two assignments.

The first question, i.e. what should be done about climate change, will be answered based on the first part of the course on scientific knowledge, mitigation options, and economic concepts. The second question on what we realistically be done needs to be answered after considering why climate change is such a difficult policy problem, and how countries try to solve this problem via international negotiations. We conclude the course by looking at national climate policy and how individuals deal with the climate problem. In the last class students then present a poster on a climate-related topic of their choice.

**Learning outcomes:** On successful completion of the course students will:

- be able to demonstrate understanding of current issues and key policy instruments in climate policy;
- be able to develop a critical understanding of core concepts and approaches in the field of climate policy, including conceptual and empirical limitations;
- have acquired the necessary skills for engaging in team work and discussion when analyzing climate policy and politics;
- be able to apply complexity analytical skills to answer complex question;
- learn how to generate a poster presentation summarizing the core concepts and finding of a climate-related topic of their choice.

## **Post Cold War Inequalities in CEE**

**Institution:** Department of Public Policy, Central European University PU

**Year:** Year 1

**Course type:** Track-specific course

**ECTS:** 2

The description for this course will be available later in the 2024-2025 academic year. Please consult the [CEU DPP website](#) for the latest information.

## **Mobilizing Contention? Social Movements as Democratic Actors**

<b>Institution:</b>	Department of Public Policy, Central European University PU
<b>Year:</b>	Year 1
<b>Course type:</b>	Track-specific course
<b>ECTS:</b>	2

**Background and overall aim:** In representative democracies, legitimation of established political actors relies on the capabilities to address demands and grievances of large groups of citizens. If they fail to deliver, movements form to make unrepresented voices heard and to push for public policies and social changes (or prevent undesired changes). Social movements organize a representation of those that feel underrepresented, marginalized or silenced in society – or of those that are unhappy with their influence on established institutions: From climate activism, gender rights, farmers’ movements, to the contemporary rise of the populist far-right movements.

However, historically, social movements and their contribution to a democracy have been conceptualized in many ways – from posing a threat to democratic rationality and reason, spurring protest and conflict and therefore challenging social peace, to contributing to a lively and thriving democracy by directly engaging citizens and enabling a timely and attractive form of citizen participation. With the ongoing loss of trust that established representative institutions – such as political parties, parliaments, trade unions, etc. – are facing as well as rising social inequalities, we have grown into “Social Movement Societies” (Jenkins et al. 2008), in which movements rather than parties and parliaments mobilize engagement, facilitate democratic legitimation, and organize political discourse. Yet, this also remoulds the way public policies, representation, and responsiveness function in contemporary democracy. In this course, we ask for the different roles social movements and protest organization might assume within representative democracies in the contemporary.

**Learning outcomes:** In this course, we will

- review different social movement theories to establish theoretical lenses and concepts for successful mobilization;
- analyze the different imaginations of social change that social movements push for and how these have changed over time;
- scrutinize past and present social movement mobilizations to understand when and how movements might successfully induce social changes and influence public policies.

After the course, students will have

- discussed alternative analytical approaches to understanding mobilizations, protest, and movements in modern (democratic) societies;
- have applied several of these theories to movements and political mobilizations in contemporary Europe that seek to push or hinder social changes;
- analyzed and compared past and contemporary mobilization cycles;
- discussed how changing repertoires of social movements and protest alters and shifts the way representation and democracy function.

## **Artificial Intelligence and Public Policy**

<b>Institution:</b>	Department of Public Policy, Central European University PU
<b>Year:</b>	Year 1
<b>Course type:</b>	Track-specific course
<b>ECTS:</b>	2

**Background and overall aim:** The growing importance of artificial intelligence (AI) has captured the attention of popular media, academics, politicians, multinational businesses, and others. It represents a significant shift in both the capabilities of and our relationship to information technologies. These new challenges and possibilities have prompted vigorous discussion and debate within policy and academic circles on ethical development and deployment of AI. This course will examine AI and public policy through understanding how AI is developed, the ways in which AI is deployed, how AI both impacts and is impacted by public policy, and the potential effects of AI on society.

## **Standing for Values and Defending Democratic Heritage in Illiberal Regimes**

**Institution:** Department of Public Policy, Central European University PU

**Year:** Year 1

**Course type:** Track-specific course

**ECTS:** 2

The description for this course will be available later in the 2024-2025 academic year. Please consult the [CEU website](#) for the latest information.

## **China and Global Governance**

**Institution:** Department of Public Policy, Central European University PU

**Year:** Year 1

**Course type:** Track-specific course

**ECTS:** 2

The description for this course will be available later in the 2024-2025 academic year. Please consult the [CEU DPP website](#) for the latest information.

## **Intervention in Africa: Humanitarianism, Conflict and the Politics of Peace**

**Institution:** Department of Public Policy, Central European University PU

**Year:** Year 1

**Course type:** Track-specific course

**ECTS:** 2

The description for this course will be available later in the 2024-2025 academic year. Please consult the [CEU DPP website](#) for the latest information.

### **Seminar on Regulation and Governance**

**Institution:** Department of Public Policy, Central European University PU

**Year:** Year 1

**Course type:** Track-specific course

**ECTS:** 2

The description for this course will be available later in the 2024-2025 academic year. Please consult the [CEU DPP website](#) for the latest information.

## Elective courses

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

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

**Course type:** Elective courses

**ECTS:** 15

Students are required to take 15 ECTS from the following tentative list of courses:

Term	Course Title	Credits
Fall	Applied Regression Analysis	2
Fall	Applied Behavioral Economics	2
Fall	Data Analytics for Anti-Corruption in Public Procurement	2
Fall	Degrowth and public policy	2
Fall	Equality Policy in Comparative Approach	2
Fall	Higher Education Policy Design and Implementation	2
Fall	Introduction to Development	2
Fall	Labor and Population Policy	2
Fall	Policy Advocacy and Video for Social Change	2
Fall	Policy Evaluation: Praxis and Politics (CIVICA)	2.5
Fall	Policy Lab	0
Fall	Project Management	2
Fall	Public Sector Economics	2
Fall	Religion in the Public Sphere	2
Fall	Skills for Impact - Managing Cultural Diversity	1
Fall	Tackling Contemporary Policy Issues: Seminar	CNT
Fall	Terrorism and Counter-Terrorism	2
Fall	The Ethics of Government Propaganda	2
Winter	Advanced Impact Evaluation	2
Winter	Big Data for Public Policy	2
Winter	Corruption and Economic Favoritism in Policymaking	2
Winter	Economic Development Policy	2
Winter	Gender and Public Policy	2
Winter	Impact Evaluation: Policy Applications with R	2
Winter	Macroeconomics and Public Finance	4
Winter	Mixed Methods for Public Policy Research	2
Winter	Policy Lab	4

Winter	Politics and Policies of Development	2
Winter	Qualitative Methods for Interpretivist Research	2
Winter	Regimes of Culture	2
Winter	Rule of Law	2
Winter	Tackling Contemporary Policy Issues: Seminar	2
Winter	Technology and Human Rights	2
Winter	The Political Economy of Non-Democracies	2
Spring	Law and Public Policy	2
Spring	Machine Learning, Modelling, Simulation, and Data Visualization for Policy and Data Analysis	2
Spring	Money, Banking, Central Banking, Monetary Policy	2
Spring	Public Choice	2
Spring	Seminar on Regulation and Governance	2
Spring	The Politics of South-South Development in Africa	2

Current course offerings are published on the website of the Department of Public Policy every academic year: <https://dpp.ceu.edu/courses-and-registration>

## **4182 Comparative Public Policy**

<b>Institution:</b>	International Institute of Social Studies, Erasmus University Rotterdam
<b>Year:</b>	Year 1, Term 1
<b>Course type:</b>	Core course
<b>Assessment:</b>	Assignment 1 (essay): 40%, Assignment 2 (essay): 60%
<b>ECTS:</b>	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 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.

## 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 programs 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 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;
- situated 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 of 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, Southeast 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.

<b>ISS-4359</b>	<b>Politics of Global Order: Debating Liberal Internationalism</b>
<b>Institution:</b>	International Institute of Social Studies, Erasmus University Rotterdam
<b>Year/Term:</b>	Year 1, Term 3
<b>Course type:</b>	Track-specific course ISS-York track
<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;
- analyse critically the claims made by scholars and other observers of liberal internationalism and its future in the post-Cold War era;
- evaluate the influence of liberal ideas, norms and values on global institutions;
- 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. Since early 2022, the war in Ukraine has laid bare new faultlines in the international order. While cracks are visible in the edifice of liberal internationalism, intellectual or political alternatives to its ordering principles have not (yet) managed to obtain equal status.

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 look at the emergence of international legal norms and international institutions that reflect key assumptions of liberal internationalism. 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’ on the global stage. We will also make linkages between liberal internationalism and processes of neo-liberalism.

**Indicative readings:**

- Acharya, A. (2018) *The End of American World Order*, Cambridge: Polity Press.
- Dunne, T., Flockhart, T. and Koivisto, M. (eds) (2013) *Liberal World Orders*. Oxford: Oxford University Press.
- Jahn, B. (2013) *Liberal Internationalism: Theory, History, Practice*. Basingstoke: Palgrave Macmillan.
- Ikenberry, G.J. (2020) *A World Safe for Democracy: Liberal Internationalism and the Crises of Global Order*. New Haven: Yale University Press.
- Lake, D.A., Martin, L.L. and Risse, T. (eds) (2021) ‘Challenges to the Liberal International Order: *International Organization at 75*’, *International Organization* 75(2): 225-664 (special issue).

Mearsheimer, J.J. (2018) *The Great Delusion: Liberal Dreams and International Realities*, New Haven: Yale University Press.

<b>ISS-4381</b>	<b>Politics of Global Development: Crisis Management and Transformations</b>
<b>Institution:</b>	International Institute of Social Studies, Erasmus University Rotterdam
<b>Year/Term:</b>	Year 1, Term 3
<b>Course type:</b>	Track-specific course ISS-IBEL track
<b>Assessment:</b>	Essay (60%), Group presentation (15 %), Essay related to group pres. (25%)
<b>ECTS:</b>	8

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

- Understand different meanings of the notion of “crisis” as presented in the literature.
- Critically analyze the implications of different approximations to the pedagogy of “crisis” in the context of global development debates
- Derive methodological principles from different approaches to the study of crisis.
- Demonstrate the ability to apply course learnings to inform their own research projects.

**Course description:** This course builds upon the political economy perspectives previously explored in Mundus Mapp courses, aiming to enhance students' problem-situating analytical skills when engaging in debates on global development politics. The focus on crisis management and transformations serves a dual purpose. Firstly, through critical examination of crisis literature using ontological cartography, it enables students to assess theoretical strengths and weaknesses of alternative political economy perspectives regarding potential crises that may threaten established economic and political orders. Essentially, the study of crisis provides a platform for critically reflecting on alternative explanations for contemporary global development challenges. Secondly, by treating crisis as a crosscutting phenomenon informing and inspiring applied research in social and development studies, the course facilitates methodological reflection on bridging ontology and applied empirical research. Consequently, it offers an opportunity for students to complement their prior studies in ontology, epistemology, and theory.

To explore potential implications of these debates, the course relies on discussions surrounding the "global learning crisis" within the fields of global education governance and policy analysis as a case study. Examining different approaches to theorize the tendency to failure of education systems internationally, emphasizing their representation along the ontological continuum identified in crisis management literature, will invite class participants to engage in critical discussions and reflections on the questions and research rationales informing applied research. Additionally, assessments will encourage students to apply these principles to various topics of interest within their master's research projects and beyond.

#### **Indicative readings**

- Crandall, W. R., Parnell, J. A., & Spillan, J. E. (2013). *Crisis management: Leading in the new strategy landscape*. Sage Publications.
- Elfert, M., & Ydesen, C. (2023). *Global governance of education: The historical and contemporary entanglements of UNESCO, the OECD and the World Bank*. Springer Nature.
- Gewirtz, S., & Cribb, A. (2009). *Understanding education: A sociological perspective*. Polity.
- Jessop, B., & Knio, K. (2019). *The Pedagogy of Economic, Political and Social Crises*. Routledge.

## 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, please check Canvas for the last updates. The choice of research methods should be approved by the ISS academic coordinator.

ISS-3214	Understanding and Interpreting Quantitative Data in Social Sciences
ISS-3213	Multi Methods for Social Development Research
ISS-3303*	Ethnographic Research and Reflexivity in Development Contexts
ISS-3306**	Participatory Action Research
ISS-3308	Qualitative Interviewing

\*cap on number of students; placement on first come first serve base

\*\*cap on number of students; placement on basis of motivation letter

## Elective courses

<b>Institution:</b>	International Institute of Social Studies, Erasmus University Rotterdam
<b>Year:</b>	Year 1
<b>Course type:</b>	Elective Courses
<b>ECTS:</b>	8

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

ISS-4201	Promotion of Local Developments
ISS-4209	Policy Analysis and Design
ISS-4217	Conflict Analysis and Transformation:
ISS-4226	Feminist Perspectives on Gender and Development
ISS-4227	Humanitarian Action, Disasters & Crises: Critical approaches
ISS-4231	Growth, Inequality and Poverty
ISS-4240	Agrarian and Food Politics
ISS-4241	International Trade and Investment Policies for Development
ISS-4242	Gender at Work in Development
ISS-4270	Migration and Development: Global Entanglements, Livelihoods and Intersectionality
ISS-4271	People on the Move: Global Entanglements, Livelihoods and Intersectionality
ISS-4311	Children, Youth and Development: Policy and Practice
ISS-4313	(Politics of) Media Representations in/of Violent Conflicts
ISS-4317	Econometric Analysis of Development Policies
ISS-4338	Gender and Sexuality as 'Lenses' to Engage with Development Policy and Practice
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 – Decolonial Reconstitutions beyond power, knowledge, gender and capital
ISS-4357	Global Political Ecology

## **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, extremism, 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). 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):** 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 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.

## **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 to 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**

<b>Institution:</b>	Institut Barcelona d'Estudis Internacionals
<b>Year:</b>	Year 2
<b>Course type:</b>	Elective course
<b>ECTS:</b>	10-12

**Brief description:** Students are required to take 10 ECTS of elective courses, although in practice this requires taking three courses totaling 12 ECTS. Course offerings are published on [IBEI's website](#). Please note that the list of electives for the 2025-2026 academic year will be available closer to the start of Year 2, and that course lists from previous years can serve as examples but are subject to change.

## **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 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 programs 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 program 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;
- teamwork 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?

## **Elective courses**

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

**Brief description:** Students are required to take 10 ECTS of elective courses. Current course offerings can be found on [York's website](#). Please note that the list of electives for the 2025-2026 academic year will be available closer to the start of Year 2, and that course lists from previous years can serve as examples but are subject to change.

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

Thesis reports submitted at CEU PU are marked in the Mundus MAPP (ECTS) 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 timetable towards completion of the thesis, of the major milestones and deliverables?

### **Grading**

Evaluators are asked to provide **a numerical grade on the scale of 0-100 following the Mundus MAPP (ECTS) grading scale (Annex X).**

#### **F : FAIL**

*0 to 49*

(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

#### **E : PASS**

*50-59*

- 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.

**D : SATISFACTORY** *60 to 69*

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).

**C : GOOD** *70 to 79*

- 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** *80 to 89*

***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);
- 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.



Central European University

Department of Public Policy

**MUNDUS MAPP  
 THESIS REPORT EVALUATION FORM**

**September 2025**

<b>Author</b>
<b>Title</b>
<b>Evaluator</b>

	Excellent	Very good	Good	Satisfactory	Pass	Fail
<b><i>Problem specification</i></b>						
<b><i>Presentation of concepts and theory</i></b>						
<b><i>Literature review</i></b>						
<b><i>Research design and methods</i></b>						
<b><i>Referencing</i></b>						
<b><i>General presentation</i></b>						
<b><i>Quality of work plan</i></b>						
<b><i>Overall</i></b>						

<b>Comments</b> (Please note that the length of your comments is not restricted to one page.)

Date:

Signature of evaluator:

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

Thesis reports submitted at ISS are marked in the Mundus MAPP (ECTS) 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 timetable towards completion of the thesis, of the major milestones and deliverables?

### **Grading**

Evaluators are asked to provide **a numerical grade on the scale of 0-100 following the Mundus MAPP (ECTS) grading scale (Annex X).**

#### **F : FAIL**

*0 to 49*

(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

#### **E : PASS**

*50-59*

- 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.

**D : SATISFACTORY** *60 to 69*

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).

**C : GOOD** *70 to 79*

- 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** *80 to 89*

***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);
- 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.



International Institute of Social Studies

**MUNDUS MAPP  
 THESIS REPORT EVALUATION FORM**

**September 2025**

<b>Author</b>
<b>Title</b>
<b>Evaluator</b>

	<i>Excellent</i>	<i>Very good</i>	<i>Good</i>	<i>Satisfactory</i>	<i>Pass</i>	<i>Fail</i>
<b><i>Problem specification</i></b>						
<b><i>Theoretical Framework</i></b>						
<b><i>Problem Situating</i></b>						
<b><i>Research design and methodology</i></b>						
<b><i>Literature Review</i></b>						
<b><i>Referencing</i></b>						
<b><i>General presentation</i></b>						
<b><i>Quality of work plan</i></b>						
<b><i>Overall</i></b>						

<b>Comments</b> <i>(Please note that the length of your comments is not restricted to one page.)</i>

Date:

Signature of evaluator:

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

The thesis is marked in the Mundus MAPP (ECTS) 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?

### **Grading**

Evaluators are asked to provide **a numerical grade on the scale of 0-100 following the Mundus MAPP (ECTS) grading scale (Annex X).**

#### **F : FAIL**

*0 to 49*

(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

#### **E : PASS**

*50-59*

- 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.

**D : SATISFACTORY** *60 to 69*

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).

**C : GOOD** *70 to 79*

- 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** *80 to 89*

***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);
- 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.



Institut Barcelona d'Estudis Internacionals

**MUNDUS MAPP  
THESIS EVALUATION FORM**

**August 2026**

<b>Author</b>
<b>Title</b>
<b>Evaluator</b>

	<i>Excellent</i>	<i>Very good</i>	<i>Good</i>	<i>Satisfactory</i>	<i>Pass</i>	<i>Fail</i>
<b><i>Problem specification</i></b>						
<b><i>Argument and structure</i></b>						
<b><i>Analysis</i></b>						
<b><i>Research design and methods</i></b>						
<b><i>Presentation and referencing</i></b>						
<b><i>Improvement from thesis report</i></b>	<i>(significant)</i>					<i>(not sufficient)</i>
<b><i>Overall</i></b>						

<b>Comments</b>
<i>(Please note that the length of your comments is not restricted to one page.)</i>

Date:

Signature of evaluator:



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

The thesis is marked in the Mundus MAPP (ECTS) 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?

### **Grading**

Evaluators are asked to provide **a numerical grade on the scale of 0-100 following the Mundus MAPP (ECTS) grading scale (Annex X).**

**F : FAIL**

*0 to 49*

(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

**E : PASS**

*50-59*

- 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.

**D : SATISFACTORY** *60 to 69*

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).

**C : GOOD** *70 to 79*

- 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** *80 to 89*

***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);
- 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.



Institut Barcelona d'Estudis Internacionals

**MUNDUS MAPP  
 THESIS EVALUATION FORM**

**August 2026**

--	--

<b>Author</b>
<b>Title</b>
<b>Evaluator</b>

	<i>Excellent</i>	<i>Very good</i>	<i>Good</i>	<i>Satisfactory</i>	<i>Pass</i>	<i>Fail</i>
<b><i>Problem specification</i></b>						
<b><i>Argument and structure</i></b>						
<b><i>Analysis</i></b>						
<b><i>Problem situating</i></b>						
<b><i>Research design and methods</i></b>						
<b><i>Presentation and referencing</i></b>						
<b><i>Improvement from thesis report</i></b>	<i>(significant)</i>					<i>(not sufficient)</i>
<b><i>Overall</i></b>						

<b>Comments</b> <i>(Please note that the length of your comments is not restricted to one page.)</i>

Date:

Signature of evaluator:

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

The thesis is marked in the Mundus MAPP (ECTS) 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?

### **Grading**

Evaluators are asked to provide **a numerical grade on the scale of 0-100 following the Mundus MAPP (ECTS) grading scale (Annex X).**

#### **F : FAIL**

*0 to 49*

(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

#### **E : PASS**

*50-59*

- 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.

**D : SATISFACTORY** *60 to 69*

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).

**C : GOOD** *70 to 79*

- 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** *80 to 89*

***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);
- 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.



University of York

Department of Politics

**MUNDUS MAPP  
THESIS EVALUATION FORM**

**August 2026**

<b>Author</b>	
<b>Title</b>	
<b>Evaluator</b>	

	<i>Excellent</i>	<i>Very good</i>	<i>Good</i>	<i>Satisfactory</i>	<i>Pass</i>	<i>Fail</i>
<b><i>Problem specification</i></b>						
<b><i>Argument and structure</i></b>						
<b><i>Analysis</i></b>						
<b><i>Research design and methods</i></b>						
<b><i>Presentation and referencing</i></b>						
<b><i>Improvement from thesis report</i></b>	<i>(Significant)</i>					<i>(Not sufficient)</i>
<b><i>Overall</i></b>						

<b>Comments</b> <i>(Please note that the length of your comments is not restricted to one page.)</i>

Date:

Signature of evaluator:

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

The thesis is marked in the Mundus MAPP (ECTS) 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?**

### **Grading**

Evaluators are asked to provide **a numerical grade on the scale of 0-100 following the Mundus MAPP (ECTS) grading scale (Annex X).**

#### **F : FAIL**

*0 to 49*

(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

#### **E : PASS**

*50-59*

- 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.

**D : SATISFACTORY** *60 to 69*

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).

**C : GOOD** *70 to 79*

- 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** *80 to 89*

***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);
- 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.



University of York

Department of Politics

**MUNDUS MAPP  
THESIS EVALUATION FORM**

**August 2026**

<b>Author</b>
<b>Title</b>
<b>Evaluator</b>

	<i>Excellent</i>	<i>Very good</i>	<i>Good</i>	<i>Satisfactory</i>	<i>Pass</i>	<i>Fail</i>
<b><i>Problem specification</i></b>						
<b><i>Argument and structure</i></b>						
<b><i>Analysis</i></b>						
<b><i>Problem situating</i></b>						
<b><i>Research design and methods</i></b>						
<b><i>Presentation and referencing</i></b>						
<b><i>Improvement from thesis report</i></b>	<i>(Significant)</i>					<i>(Not sufficient)</i>
<b><i>Overall</i></b>						

<b>Comments</b> <i>(Please note that the length of your comments is not restricted to one page.)</i>

Date:

Signature of evaluator:

**ANNEX X: Mundus MAPP Equivalences Table for Grading and Awards**

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

-	Satisfactory	D	64	C+	74	B-	2.54-2.58 (68)	2.2	56	-	D	68-69
-	Satisfactory	D	63	C+	73	B-	2.49-2.53 (67)	2.2	55	55	D	67
-	Satisfactory	D	62	C+	72	B-	2.44-2.48 (66)	2.2	54	-	D	66
-	Satisfactory	D	61	C+	71	B-	2.39-2.43 (65)	2.2	53	-	D	65
-	Satisfactory	D	60	C+	70	B-	2.34-2.38 (63-64)	2.2	52	52	D	64
-	Pass	E	59	C	69	C+	2.33 (63)	2.2	51	-	E	63
-	Pass	E	58	C	68	C+	2.33 (62)	2.2	51	-	E	62
-	Pass	E	57	C	67	C+	2.33 (61)	2.2	51	-	E	61
-	Pass	E	56	C	66	C+	2.33 (61)	2.2	51	-	E	60
-	Pass	E	55	C	65	C+	2.33 (60)	2.2	51	-	E	58-59
-	Pass	E	54	C	64	C+	2.33 (60)	2.2	51	-	E	56-57
-	Pass	E	53	C	63	C+	2.33 (59)	2.2	50	-	E	54-55
-	Pass	E	52	C	62	C+	2.33 (59)	2.2	50	-	E	52-53
-	Pass	E	51	C	61	C+	2.33 (58)	2.2	50	-	E	51
-	Pass	E	50	C	60	C+	2.33 (58)	2.2	50	-	E	50
-	Fail	F	49	F	59	F	0 (<57)	fail	49	-	F	49
-	Fail	F	48	F	58	F	0 (<57)	fail	48	48	F	48

## ***ANNEX XI: 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

The Thesis Report and the Thesis are separate assignments, but there should be continuity between them. The Thesis Report should embody the core idea for the thesis project even if, naturally, the project will evolve in the second year. Students may incorporate in the Thesis elements of the Thesis Report. For instance, these could be parts of the literature review and substantial components of the theoretical framework, but the text should evolve using additional readings in the second year. When transitioning from the Thesis Report to the Thesis, students are expected to rephrase and reformulate sentences and paragraphs and not copy and paste from the Thesis Report to the Thesis. If students want to use direct quotes or paraphrased sections of their Thesis Report in the Thesis, they should use proper quotation marks and references. Students should refrain from using large chunks of their Thesis Report in the Thesis, since this will signal weak use of sources and lack of significant progress.

## ***ANNEX XII: Internship Forms and Reports***

Internship Forms and Reports are accessible here: <https://www.mundusmapp.org/about-the-program/internship-2/>