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ERASMUS MUNDUS MASTERS PROGRAM IN PUBLIC POLICY

Mundus MAPP

PROGRAM GUIDE 2026-2028

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/ May be subject to change. /

Also available electronically at **www.mundusmapp.org**

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Institute of
Social Studies

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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

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

CEU PU: https://www.ceu.edu/departments/public-policy
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

- for general queries:
    - Pal Banda, Mundus MAPP Program Manager
      Email: bandap@ceu.edu
    - Emma Manos, Mundus MAPP Program Coordinator
      Email: mundusmapp@ceu.edu
- concerning academic matters:
    - Associate Professor Marie-Pierre Granger, Mundus MAPP Program Director, Academic Coordinator
      Email: grangerm@ceu.edu

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 a private university located in Vienna, Austria. CEU was established in 1991 as a multi-campus university offering graduate level programs chiefly in the social sciences, law and the humanities in Prague, Budapest, and later Warsaw. Since the beginning, CEU has been championing the values of open society and self-reflective critical thinking to educate new generations of pioneers, dreamers and problem-solvers. CEU is a unique institution where students and faculty from over 100 countries come together to challenge conventional wisdom and address critical societal issues of the 21st century. CEU blends the research tradition of great American universities with the most valuable Central European intellectual traditions. With its internationally diverse community, CEU uncovers new ways of solving the most significant challenges to emerging and established democracies all over the world. CEU offers a diverse range of undergraduate and postgraduate programs in the social sciences, humanities, law, data science, political science and public policy, exploring established knowledge and promoting the creation of new knowledge. CEU is accredited in the United States and Austria. 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, the Austrian capital's multicultural 10th district and one of the city's most diverse locales. It is easily accessible from across the city and beyond, with tram stops, railway and underground stations nearby.
https://www.ceu.edu/
https://www.ceu.edu/departments/public-policy

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

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

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
https://www.york.ac.uk/politics/

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, Program Director, Academic Coordinator)
- Dr. Karim Knio (ISS, Academic Coordinator)
- Dr. Nuray Aridici (YORK, Academic Coordinator)
- Dr. Pablo Pareja (IBEI, Academic Coordinator)

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

The day-to-day management of consortium matters is carried out by Dr. Marie-Pierre Granger, the Program Director, Pál Banda, the Program Manager, and Emma Manos, the Program Coordinator, who are based at Central European University PU (Vienna, Austria), the coordinating institution of the consortium. Enquiries concerning the overall program and its coordination should be addressed to them.

Queries related to studies at the specific partner institutions should be addressed to the competent personnel as indicated below:

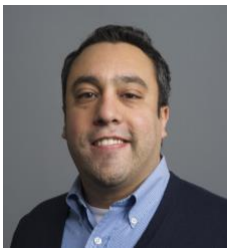
Central European University PU:

Marie-Pierre Granger, Program Director, Academic Coordinator
grangerm@ceu.edu

Pál Banda, Program Manager
bandap@ceu.edu

Emma Manos, Program Coordinator
mundusmapp@ceu.edu

The International Institute of Social Studies, Erasmus University Rotterdam:



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Vicki Mather, Administrative Coordinator
poli-graduate-office@york.ac.uk

Program management and quality assurance

The Mundus MAPP Academic Board is responsible for the management of the program and 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, members of the EQAC examine

- 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:

- meet with the Mundus MAPP Academic Board in person or virtually;
- Attend the Winter School in person or virtually (on a rotation basis);
- submits a report on each edition.

Members of the EQAC:

- Prof. Malcolm Fairbrother
- Ana Maria Rey
- Dr. Ulrich Sedelmeier

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. 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.

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.

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)

Official group for alumni and current students

Mundus MAPP on LinkedIn:

Public page

Official group for alumni and current students

Mundus MAPP on Instagram:

Public page

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 is 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.

4. INTRODUCTION TO MUNDUS MAPP

The Erasmus Mundus Master's in Public Policy (Mundus MAPP) is a 2-year transnational joint master's degree program in public policy accredited under the European approach for quality assurance of joint degree programs. It seeks to equip talented and motivated individuals with the expertise they need to make a difference. It is 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 (York) 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 Autonoma de Barcelona (UAB) and the Universitat Pompeu Fabra (UPF).

The program's implementation and visibility are further supported by closer cooperation with 11 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 job 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 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. Ther two-year program offers four mobility tracks/specializations

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	University of York, York	IBEI, Barcelona	University of York, 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, praised by students and alumni alike.

Around the common core, Mundus MAPP offers four different perspectives on public policy – some emphasizing more problem-solving (EPP, GPP), others more problem-situating (PED, GD) approaches, and different domains of policy making (European, international, development and governance). It covers both the 'making of public policy', and the 'politics of making it'.

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 Master's 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 the functioning of political institutions and processes, and of how public policies are developed and implemented, from the global political economy dimension through to national and local levels, with a direct focus on European engagements at these levels of governance.

Mundus MAPP contrasts with other public policy programs in its emphasis 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 their studies in the partner institutions and via engagement with the world of practice through the study visit and internship – the latter being an additional distinctive feature. Moreover, all mobility tracks include exposure to either developmental concerns or to a careful consideration of the impact of economic and democratic transition, rather than solely 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 global academic market and makes it a leader in public policy education in Europe. Mundus MAPP's accreditation under the European Approach for the Quality Assurance of Joint Degree programs, the only one in the field of public policy, is a further seal of integration, innovation and excellence.

Mundus MAPP is designed to offer foundational and more advanced courses in core 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 jobs 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 seeks to ensure that students are able to think critically and to apply conceptual knowledge to real-world situations, that they can drive their own research and policy agendas, and that they know how to 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.

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. The program also seeks to nurture initiative and encourage students to take responsibility for their learning experience, whilst providing an institutionally supportive environment. Moreover, Mundus MAPP offers plenty of opportunity to develop horizontal skills which are particularly valued in both policy-related and academic jobs.

In Mundus MAPP, students apply in advance to one of four specific study tracks, based on their own backgrounds, training needs, and career expectations.

The overall program is structured around a core of common subjects and skills, but also offers the opportunity for 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 Economy 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. Problem situating approaches emphasize the centrality of knowledge production in relation to public policy formulation. It engages and trains students in how to critically examine conceptual, theoretical and philosophical dimensions of problem identification before they are in turn situated within concrete, thematic and empirical policy domains. At a general thematic level, the track 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, seeks to deepen applicants' knowledge in problem situating approaches of public policy. Problem situating approaches emphasize the centrality of knowledge production in relation to public policy formulation. It engages and trains students in how to critically examine conceptual, theoretical and philosophical dimensions of problem identification before they are in turn situated within concrete, thematic and empirical policy domains. At a general thematic level, the track 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. 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 situational analysis of governance related policies in development drawing on the interdisciplinary linkages between public administration, governance and organizational studies with a focus on conflict and development. 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; Learning skills and communication
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;
C5 Better appreciate the need for public integrity and ethical conduct in public service; deepened understanding of diverse forms of accountability and transparency; representation and public participation in local, national, international and transnational policy making.
C6 To undertake further studies in a manner that is largely self-directed and autonomous, using library, electronic and online information resources with confidence;
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;
C8 Work in multidisciplinary, multicultural teams;
C9 Speak, read and write English at professional and academic level;
C10 Continuously and autonomously improve professional skills through planning, time management, critical reflection and self-evaluation, and adoption of individual learning strategies.

6. PROGRAM STRUCTURE AND REQUIREMENTS FOR THE JOINT PROGRAM COMPONENTS

This section provides a general overview of the different components of the program. The academic calendar of the program 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
7. Practice Reflection (Winter School)

Research Component

8. Thesis report
9. Thesis workshop (Winter School)
10. Final thesis

Coursework

The program's core courses, track-specific core courses, and elective courses are delivered and assessed by the consortium institutions 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 Master's programs.

1. Program core courses

Mundus MAPP mandatory core courses form the backbone of the joint program. **All students take Mundus MAPP core 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. The approaches taken towards these core subjects may differ slightly across institutions, reflecting their own strengths and traditions. Course titles may also 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.

3. Elective courses

In both years, students must choose from a range 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.[1] Please note that the local institution's rules apply regarding the number of elective credits that can be taken and whether auditing is permitted.

Practice Component

To strengthen the practical training component of the Mundus MAPP program, each student participates in an integrative Study Visit and online Digital Skills Workshops, completes an internship, and participates in the reflective sessions during the Winter School. All of these components add up to 7 ECTS over the course of the study program.

Year I:

4. Digital Skills Workshop (1 ECTS)

These workshop sessions are offered online, to all tracks, and consist of 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, and during the 2026-27 academic year the Study Visit will be held on April 20-22nd, 2027.

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.

[1]The availability of courses may vary from year to year.

As part of the study visit, students will be assigned in mixed ISS-CEU groups and expected to provide informal briefings prior to visiting each organization (presenter group), and debriefing (rapporteur group) at the end of each day.

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 October 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 in the fall of Year 1.

The student representatives will make sure that voting procedures are clear, transparent, and fair (one person - one vote across voting iterations). The Study Visit convenor (ISS) will set the threshold in case of a voting procedure.

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 December 31 of Year 1. 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 book their flights and accommodation as early as possible, keeping in mind that they are expected to arrive by evening on April 19th and depart in the evening of April 22nd.

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:

<u>6. Internship (2 ECTS)</u>

The internship is a mandatory component of Mundus MAPP. It provides practical professional experience in public policy research, analysis, and practice. Its aim 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/academic Internship, in which they get a chance to get first-hand experience of participating in and contributing to academic/ research projects. More experienced students can opt for policy-relevant Professional Experience, such as a part-time position, including consultancy work, for an organization or company engaged 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. The Career departments/services at the Consortium institutions offer support and advice to identify relevant internship hosts, but it remains the student's responsibility to find, secure and arrange their internship 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 academic 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.

It is highly recommended that students complete the internship requirement prior to the start of Year 2, so that it does not interfere with Year 2 courses and thesis research. However, students can still complete their internship at any time over the two years of the program, as long as it does not interfere with the program components, 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.

The internship will be registered by the Year 2 institution and the credits count towards the credit load of Year 2. **The minimum internship length is 40 hours for CEU-York and ISS-York students, and 50 hours for CEU-IBEI and ISS-IBEI students** (at York, 2 ECTS = 40 hours; at IBEI, 2 ECTS = 50 hours), though students are encouraged to pursue longer internships to further their professional development.

Academic/research internships at consortium partner institutions must align with the relevant track's course content and learning objectives and be conducted with core faculty from the department. Approval by the academic consortium board is required if the supervisor is also the institution's academic coordinator (to mitigate conflicts of interest); internship with non-Mundus MAPP faculty require prior academic board permission via email. In the event that Mundus MAPP faculty at a partner institution do not have capacity to host an

academic/research internship, students in these particular cases can secure internships with non-Mundus MAPP faculty (subject to the consortium board approval).

Once students have identified the potential host organization for their internship, they must submit the Internship Approval Form at least 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 Dr. Marie-Pierre Granger (grangerm@ceu.edu), copying Emma Manos (mundusmapp@ceu.edu) if you are a CEU student.
- Submit the form to Dr. Karim Knio (knio@iss.nl), copying Luciana Freitas (mmapp@iss.nl) if you are an ISS student.

In case the internship starts in the 2nd study year (from September):

- Submit the form to internship@ibei.org, copying mmapp@ibei.org if you are an IBEI student.
- Submit the form to Dr. Nuray Aridici (nuray.aridici@york.ac.uk) copying Vicki Mather (poli-graduate-office@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 a mandatory program element.

Once the students complete their internship, they should submit the Internship Report and Intern Evaluation Form within two weeks. 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 in the program and should seek to secure an internship at latest by 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/

7. Practice Reflection (Winter School) (2 ECTS)

The Practice Reflection is one of the components of the Winter School, which seeks to integrate students and alumni from all tracks and core program faculty back together, and further serves as a bridge between theory and practice. The Winter School is hosted at one of the new partner institutions (or in another location, TBD), and includes:

sessions with alumni on policy careers and professional development sessions where students, working in groups, reflect back on the practice component (internship, study visit, digital skills workshops) and how they will contribute to shape their future career.

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.

8. Thesis Report (10 ECTS)

The thesis report should be submitted at the end of year 1 (31 August 2027). 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. In Spring, students are expected to further elaborate on their Thesis project.

In late Spring, Year 2 institutions (IBEI/York) appoint a second supervisor. From late spring onwards, the two supervisors collaborate and jointly advise the student until the end of the program and through the submission of the thesis report and final thesis. Students are encouraged to organize regular online supervision meetings with their two supervisors. Students may also 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 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;
- Provide an initial review of relevant literature and indicate how it will help the student deal with the chosen topic;
- Indicate that there is a gap in research or a puzzle that is unaddressed;
- State the research question (where theoretically and methodologically appropriate);
- Develop a theoretical framework;

- Indicate how the research question/s will be answered (methodologies);
- Point to the value of the research, either practical (how it will benefit policy) or academic (how it will advance our knowledge);
- 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 the 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: the idea is not to 'copy and paste' the Report into the Thesis. There should, however, 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 parts of the text from the Thesis Report, should it contain already very clearly formulated sections with ideas and arguments which would not have significantly changed in the second year. For instance, these could be parts of the literature review and substantial components of the theoretical framework, but these sections are still expected to evolve to some extent using additional readings in the second year. There is no quantitative benchmark (e.g. x %) as to permissible overlap; supervisors and examiners use their own judgment. 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 may attend the DPP Thesis Workshop offered to students of other DPP programs and consult with instructors at the Center for Academic Writing).

9. Thesis Workshop (Winter School) (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 requested assignment. It will be organized by year 2 institutions and held during the Winter School in January of year 2.

10. Thesis (20 ECTS)

The thesis should be submitted at the end of year 2 (31 July 2028). 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.

Students are supported throughout the thesis process by their 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 to ensure that there is a broad alignment. Students are encouraged to organize regular online supervision meetings with their two supervisors. Students may also 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 using the Mundus MAPP grading scheme (*Annex X*). A passing grade is required for both,the oral defense and the thesis itself, in order to fulfil the thesis requirement as a whole.

Each partner institution has its own procedure for thesis submission. Please check with your local coordinators regarding the specific requirements.

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

Introduction to the rules and regulations governing the Mundus MAPP program

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

Course/module assessment rules

The program 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 optional 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.

Institution	**Summary of forms of assessment for the Coursework.** 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 usually contributes 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 Student Guidelines.
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 here.

The jointly taught and examined program components are jointly assessed.

Study visit (2 ECTS)	The study visit is mandatory. It is assessed by a paper of 1,500-2,000 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. The paper is graded on a pass/fail basis by faculty from the four consortium institutions following the Mundus MAPP (ECTS) grading scale criteria. Students must attend the Study Visit as a mandatory program component. As part of the study visit, students will be assigned in mixed ISS-CEU groups and expected to provide informal briefings prior to visiting each organization (presenter group), and debriefing (rapporteur group) at the end of each day. 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.

	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.
Digital Skills Workshop (1 ECTS)	All workshops are mandatory. They are organized at a date and time in which both ISS and CEU students should be available. The assessment of the Digital Skills Workshop is based on two main elements: • active preparation and participation, and • completion of any assignment required by the course instructor. The overall assessment is on a pass/fail basis. In case of a Fail, students are required to attend the Digital Skills Workshops the following year or redo their assignment online. Failing that, the Consortium will determine an equivalent make-up assignment.
Internships (2 ECTS)	The assessment of the Internships is based on: • the Internship Report and the Intern Evaluation Form submitted by the student; 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.
Thesis Report (10 ECTS)	Students submit a topic for the Thesis Report according to the timeline communicated by the first-year institutions. By winter/spring students will be assigned a supervisor by the first-year institution. By June, the supervisor from the 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. The two supervisors collaborate and jointly advise the student during the two years of the program until the thesis is submitted. 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 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.

	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 *Mundus MAPP (ECTS) grading scale.* 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.
Thesis Workshop (Winter School) (2 ECTS)	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.
Practice Reflection (Winter School) (2 ECTS)	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 January of year 2 (dates to be confirmed annually) and students from IBEI and York will travel to attend. The sessions will provide students and academics with an opportunity to work on the thesis as well as reflect on the practical knowledge gained from the internship experiences. The overall assessment is on a pass/resubmit basis.
Thesis (20 ECTS)	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. 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. In order to avoid a significant overlap between the Thesis Report and the Thesis, and to measure the progress the students have made after completing the first project, the Thesis Report is also to be submitted as an additional annex to the Thesis (but not counting towards the word count of it). As part of the thesis requirement, students need to pass a final oral examination (defense). The defense takes place online, and 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. 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.

Penalties for absences, late submission and over-length assignments

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

If they have a valid excuse, students may request deadline extensions by informing their institution's academic coordinator in writing (copying their institution's administrative coordinator), 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:

Institution	**Summary of penalties**
CEU PU	Regular in-person class attendance is a precondition for course completion. Students who have **non-excused** absences for **more than 50 minutes of class per US credit hour cannot receive a passing grade** (i.e. 50 minutes for a 1-credit course, 100 minutes for a 2-credits course, 150 minutes for a 3-credits course). In justified cases (for example, documented health reasons, bureaucratic summons (e. g. residence permit-related appointments), religious observance related absences related to a work-restricted holy day, disability-related absence approved by the disability rights officer, extenuating family circumstances including caring for dependents, funerals; attendance to relevant conference), permission for absence should be requested **from the instructor in advance** (studentinfoDPP@ceu.edu and mundusmapp@ceu.edu in copy). Class absence(s) beyond the 50 minutes per US credit, that have not been approved *in advance*, may result in a failing grade for the course. Work-related absences do not count as excused absences. Please also see: Religious Accommodations for Students Missing more than **one third** of the course for any reason (**excused or unexcused**) will result in **failure of the course**. 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 as well as the course instructors. In case of **absence for medical reasons**, students should inform course instructors as well as coordinators at studentinfoDPP@ceu.edu and mundusmapp@ceu.edu as soon as

	possible. A medical opinion (doctor's note) must be submitted to the Department Coordinator who will keep it on file. For questions, please reach out to coordinators at studentinfoDPP@ceu.edu and mundusmapp@ceu.edu Penalties, if any, for late or over-length assignments are determined by the individual course instructors.
IBEI	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. More information on plagiarism is available in the Student Guide of the respective academic year.
ISS	Points on work submitted late are subtracted according to a schedule in the Guidelines and Procedures Board of Examiners. More information is available in the second part of the Student Charter on the Electronic Learning Environment Canvas.
YORK	Students will have marks deducted for all work submitted late without valid exceptional circumstances. Students will have 5 marks deducted for submissions up to 1 hour late. Students will have 10 marks deducted for submissions made over 1 hour, but less than 24 hours, late. After this, a further 10 marks are deducted for every 24-hour period, up to a maximum of '-40' marks. After 5 days students receive a mark of zero. This includes weekends and bank holidays. The penalty for submitting late on a Pass/Fail module is a Fail. There are no penalties for over-length assignments, but markers are not obliged to read any more than 4,000 words. Further information about assessment procedures at York can be found in section 4 of the *Taught Postgraduate Handbook.*

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 Digital 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).

Institution	**Summary of grading procedures for modules (not including the study visit, Thesis Report, internship, thesis workshop, and Thesis)**
CEU PU	Work is single-graded by the course instructor and is not anonymously submitted. More information: Student Rights, Rules, and Academic Regulations (4)
IBEI	Work is single-graded by the course instructor(s) and is not anonymously submitted. More information can be found in the IBEI Student Guidelines.
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 6.0 or lower, or 8.5 or higher (ISS Scale). More information in the second part of 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 *Taught Postgraduate Handbook.*

Feedback to students on their work

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

Institution	**Summary of feedback procedures**
CEU 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. The students are entitled to receive reasonable and timely feedback on their performance in coursework and exams. Timely feedback means not more than ten working days after a report, essay or oral presentation has been made, except in extraordinary circumstances (illness, protracted absence, etc.). In these cases, faculty should communicate to their students and the unit head when they will be able to submit their feedback.

	More information: DPP Student Handbook and Student Rights, Rules and Academic Regulations (4.1.5)
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 15 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. The final marks and feedback for Mundus MAPP courses 4180 and 4212 will be issued to the students within 20 working days after the final date of the Exam period of the respective Terms. In the case of exams, feedback will take the form of either a 'model answer' or individual comments per exam script. In the case of essays, feedback always includes some individual comments on the essay content. Apart from that, examiners may also use standardized assessment comments forms. The student can appeal against the result exclusively on the basis of the final marks and grades but needs to substantiate such an appeal. More information is available in the Teaching and Examination Regulations of the Erasmus Mundus Master's Program in Public Policy (Mundus MAPP) at the International Institute of Social Studies of Erasmus University Rotterdam 2026-2028 Cohort including the Rules and Regulations Board of Examiners ISS 2026-2027 the Electronic Learning Environment Canvas (ISS-OWEEK-2627 - 5.1. Academic Calendar and Rules & Regulations (Mundus MAPP)).
YORK	Marks are released to students as soon as they are available, and always within 6 weeks of submission of the relevant piece of assessed work. Individual marks are made available to students through Evision (the online student record system). Written feedback is provided on at least one piece of formative work per module per term. It is at the discretion of module tutors to decide what form this work should take; examples include procedural essays, seminar presentations, and assessed essay plans. Feedback will also be given on assessed essays, on a feedback form which is released after internal marks have been agreed and students notified of them. Its aim is constructive and oriented towards helping candidates to improve their written work in the future. Further information about assessment procedures at York can be found in section 4 of the *Taught Postgraduate Handbook.*

Reassessment

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	Examinations and coursework are graded in accordance with the University Grading Scheme (Annex 2 of Student Rights, Rules, and Academic Regulations) and the University Grading Rubric (Annex 3 of Student Rights, Rules, and Academic Regulations). Master's and doctoral students who fail to achieve the minimum pass grade during an examination or for course work are allowed one retake in case of mandatory exams or courses. Degree Program Specifications regulate the possibility of a retake in case of elective courses. 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 head of department or program. 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. A satisfactory retake means the demonstration of a passing performance. The maximum grade allocated in a retake assessment is minimum pass "RP" (2.33 grade points). Only one retake is allowed for any given course. A failure to pass all permitted retakes means failing the course. 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. Student Rights, Rules and Academic Regulations (4.1.6)
IBEI	Students who fail to achieve the minimum passing grade in any course are allowed one retake within the same semester. The form of retakes should be the same as, or similar to, the form of the original examination/assessment. 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.
ISS	Students who have obtained a failing grade for a component of a course are given the opportunity of a re-sit for the assignment(s) they failed in that course. The re-sit is marked on a scale from 0–10, but the resit mark is capped at 5.5 and will be averaged with the marks scored for the other assignment(s) of that course.
YORK	Students who fail to achieve the minimum passing mark in a core, track-specific, or elective module (other than joint components, see below) are allowed one retake. Reassessment takes the form of a resubmission; students submit a different essay, with the question taken from the original list of essay questions. Students do not submit a revised version of the original piece of work. The marks for all modules, both first attempts and any reassessments, are included on the final York transcript.

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.
Digital Skills Workshops (1 ECTS)	The Digital 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 (Winter School) (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.
Practice Reflection (Winter School) (2 ECTS)	The Winter School's Practice Reflection 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, Digital 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.

Mitigating circumstances related to joint components of the program are handled by the Mundus MAPP Academic Board.

Institution	**Summary of mitigating circumstances procedures**

CEU PU	Mitigating circumstances issues are dealt with by the Program Director. More information: Student Rights, Rules and Academic Regulations (4.4)
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 second part of the Student Charter on the Electronic Learning Environment Canvas (ISS-BOE|2026)
YORK	Mitigating circumstances are dealt with by the Exceptional Circumstances Committee within the Department of Politics. https://www.york.ac.uk/students/studying/progress/exceptional-circumstances/

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 of joint program components are dealt with by the Mundus MAPP Academic Board. 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 are reported to the Mundus MAPP Academic Board to ensure consistency.

Academic misconduct in relation to joint course components is handled by the Mundus MAPP Academic Board, following Mundus MAPP's own policy where there is one, otherwise, applying the rule of the institution in which the misconduct primarily occurs (e.g. for plagiarism in the Final Thesis, IBEI or University of York's rules would apply).

Institution	**Academic misconduct procedures**
CEU PU	Conduct and Displinary Procedure Code Policy on Student Plagiarism DPP Student Handbooks Student Rights, Rules and Academic Regulations Ethical research policy
IBEI	IBEI's Student Guidelines specify the procedures dealing with academic misconduct.
ISS	ISS rules are explained in the Guidelines and Procedures Board of Examiners ISS which forms the second part of the Student Charter. More information is available in the second part of the Student Charter on the Electronic Learning Environment Canvas (ISS-BOE|2026)
YORK	Students are required to take and pass a VLE-based Academic Integrity tutorial.

	https://www.york.ac.uk/students/studying/skills/integrity/onlinetutorials/

Appeals against a course/module grade

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

Institution	Appeals against a course/module grade
CEU PU	Every student has a right to recourse and appeal concerning the application of the CEU Student Rights, Rules and Academic Regulations. 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. See the DPP Student Handbooks for more information regarding DPP courses. Regarding 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. 2. After publication of final marks, students can request a second review from the Director of IBEI, within a period of ten calendar days. The second review foreseen in point 2 is to be carried out by a tribunal made up of the Coordinator of the program, in which the student is enrolled, and two IBEI faculty members designated by the Director of IBEI. Before issuing its decision, the tribunal must hear the faculty member concerned. The tribunal is to act upon the request for a second hearing within a period of ten calendar days from the time of the request. Any request for a second review as described in point 2 must be preceded by prior completion of the procedure in point 1.
ISS	Students may appeal against any mark awarded for a course (WHW 7.61). More information in the Teaching and Examination Regulations of the Erasmus Mundus Master's Program in Public Policy (Mundus MAPP) at the International Institute of Social Studies of Erasmus University Rotterdam which is made available on the Electronic Learning Environment Canvas (ISS-OWEEK-2627).
YORK	There is no right to appeal against the academic judgement of examiners. Appeals against individual module marks are only permitted on the grounds that a procedural irregularity has occurred, OR that the assessment was conducted unfairly or improperly, OR that relevant mitigating circumstances exist and there was a good reason why these could not have been presented at the appropriate time or the examiners made aware of them before a decision on academic performance was made. https://www.york.ac.uk/students/help/appeals/

Appeals against the assessment of joint program components

Appeals against the grade for the Study Visit, the Digital 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 digitally by CEU PU

For students on the CEU PU-IBEI track:

- an Austrian accredited digital degree certificate from CEU PU (in English and German)
- a US-accredited digital degree certificate from CEU NY (in English)
- a two-year digital 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 digital degree certificate from CEU PU (in English and German)
- a US-accredited digital degree certificate from CEU NY (in English)
- a two-year digital 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 national accreditation requirements when issuing these documents.

While the Joint Mundus MAPP Diploma Supplement is issued digitally by default, students may request a physical copy as well. Please reach out to the Mundus MAPP Program Coordinator (mundusmapp@ceu.edu) via email after you have received the digital document to request a physical copy and provide the coordinator with your current mailing address.

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 Digital 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 5.5 at ISS. This must include all year 1 core, track-specific and elective courses/modules (including the Study Visit, the Digital 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 has 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 at 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 (i.e. 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 accordingly 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 also 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 5.5 at ISS for all courses), 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 MAP 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 (*Annex X)*;

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 *(Annex X)*;

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 *(Annex X)*.

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 completing the program (the timing of graduation ceremonies varies by institution, see *Annex I*). 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 and for each track 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: Student Representatives. New student representatives are elected in the fall term of each year.

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 evaluation of the Winter School (via a questionnaire);
- 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.

For students starting at CEU PU:

Students in the CEU PU-IBEI track are advised to apply for a two-year residence permit in Austria which will ease the Spanish stay for study 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 stay for study authorization for the second year of their studies at IBEI, which may involve applying for a one-year student visa for their second year of study at IBEI. Students in the CEU PU-York track can apply for a one-year residence permit in Austria or a two-year residence permit in Austria as students of a mobility program, though in either case they will also need to apply separately for a UK visa in order to transition to Year 2 in York. The two-year Austrian residence permit is especially recommended for students who require a visa/residence permit to enter the Schengen Area, to facilitate travel to the Winter School during Year 2, or for any students who would like to be able to return to Austria after Year 2 and extend their residence permit for job-seeking.

For students starting at CEU PU, the CEU PU Admissions Office (admissions@ceu.edu) will issue a visa support letter after students confirm their enrollment, and students will be responsible for their own visa application.

For students starting at ISS:

ISS will initiate the visa process for those students who start at ISS. For students starting in the ISS tracks, a residence permit for two years will be requested which will ease the Spanish stay for study 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.

Information about the Spanish stay for study authorization and UK residence permits will be provided to students towards the end of their first years at CEU and ISS (see below).

General info:

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.

For questions regarding visas and residence permits, please contact the relevant student support offices in CEU PU, ISS, York, and IBEI below. 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

Student Center (visa-related questions)

Email: 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

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: student-visa@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) **six months** before the start of the second year of the programme (April of Year 1). The CAS is a virtual document containing information about the program and personal details. It enables students to apply for a student visa to study in the United Kingdom.

Within 10 working days of students applying for a CAS, having met all conditions and having paid their deposit, York will assess the students' CAS request and, in most cases, issue their CAS. Where York needs more information from students, they will be contacted by email. This may mean that it takes longer than ten working days, but York will always aim to issue students' CAS as soon as they can. If students have paid their tuition fee deposit, they should wait 10 working days before contacting York for an update on their CAS status.

Please see the University of York Confirmation of Acceptance for Studies (CAS) webpage for more information on CAS applications.

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

Orientation information for IBEI:

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/student-life/arriving/accommodation

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

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 31 August 2026 and depending on the actual date of the student's arrival and leave.

Stipend payments begin after students have arrived in their study location, and students will receive instructions from the local institution on how to provide payment details/stipend payment schedules. The first stipend payment of each academic year typically takes longer to issue than the subsequent months' stipends, as it can take additional time for local staff to set up the payments.

York-track students – Please note that the scholarship payment can be processed only once 3 conditions are met: physical arrival in the UK, registration with the University and providing your bank details to the University. Since you are required to arrive in the UK for payment, please budget July – Sept, keeping in mind that your September stipend may not be processed until October.

This scholarship is meant to 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. Not meeting Mundus MAPP program requirements/deadlines may result in the suspension or delay of the payment of their scholarship.

Institutional scholarships

The Mundus MAPP Consortium institutions also offer different scholarship/tuition-waiver packages to a number of students. The Mundus MAPP Institutional Scholarship recipients will

receive a 50% tuition fee waiver for the two academic years. Not meeting Mundus MAPP program requirements/deadlines may result in the suspension of their scholarship.

Self-financing students

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

Tuition fee

In the 2026-2028 study period the Mundus MAPP tuition fee is EUR 13,000 per year or EUR 26,000 in total for the whole duration of the program. The tuition fee is not dependent on 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 students who will study in York in the second year, it is strongly recommended to register with a GP immediately upon arrival to ensure access to appropriate medical care.

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: 52.40 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	Please see the University's pages: York living costs	In college: options from 790 GBP. Please compare the prices from our website: Accommodation
ISS	600 EUR	In dormitory: 750 EUR
CEU PU	700 EUR (Study in Austria: Living Costs)	Student accommodation: 600 EUR
IBEI	600 EUR	In rented shared apartments: 400-700 EUR

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[2]
MAY BE SUBJECT TO CHANGE.

Year 1 (2026-2027)

August 31, 2026	Students start in Vienna/The Hague
November 2, 2026	Submission of thesis topic and 150 words abstract (CEU PU tracks)
End of December 2026	Submission of Study Visit wish list to ISS Program Director
Jan-March 2027	Students make travel arrangements for the study visit
March 2027	Students are contacted by York and IBEI about visa requirements for the UK and Spain
March- April 2027	Mundus MAPP Admissions Meeting
March-April 2027	ISS informs year 1 students on the detailed logistics and course requirements for the study visit
April 20-22, 2027	Study Visit (Students should plan to arrive by evening of April 19th)
April 30, 2027	Submission of the 600 words proposal for Thesis Report (CEU PU tracks)
	Students submit their expanded indicative Thesis Report documents (ISS)
May 6, 2027	Study Visit - reports to be submitted two weeks after trip concludes
May-June 2027	York and IBEI allocate year 2 supervisors
August 31, 2027	Thesis Report submission deadline
September 30, 2027	Thesis Report results communicated to students
October 6, 2027	Final date for appeal against Thesis Report grade
October 31, 2027	Resubmission deadline for failed Thesis Reports
November 30, 2027	Results for resubmitted Thesis Reports
	(failure results in immediate termination of enrollment)

Year 2 (2027-2028)

September 2027	Students move to York/Barcelona
January 2028	Winter School (including Thesis Workshop, exact dates TBA)
June 2028	Graduation ceremonies at CEU PU and IBEI

[2] * 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.

July 31, 2028	Thesis submission deadline
September 2028	Final oral exams/thesis defenses (exact dates TBA)
	Thesis grades are communicated within one day of defense
September 25, 2028	Final deadline for appeal against the thesis grade
	Status of graduation approved by Academic Board for students who did not appeal their thesis grade
November 15, 2028	Resubmission deadline for failed theses
December 1, 2028	Results for resubmitted theses
	(failing the thesis results in an immediate termination of enrollment)
January 2029	Graduation ceremony at York

ANNEX II: Overview of Track-Specific Curriculum

European Public Policy

Year 1 at CEU PU

	ECTS
Core Courses	**20**
Qualitative Methods for Public Policy	4
Data Analysis 1 for Public Policy and Economics	4
Macroeconomics for Public Policy	4
Microeconomics for Public Policy	4
Policy Analysis for Public Policy	4
Track Specific Courses	**12**
European integration and EU governance	8
Academic Writing	2
Choice of 2 ECTS Advanced Writing course: Writing for Policy Audiences (W), Thesis workshop (W&S), or Speechwriting and Rhetoric in the Age of AI (W)	2
Elective Courses (including up to 4 ECTS SFI courses)	**15**
Practice Component I.	**3**
Study Visit	2
Skills Workshop	1
Thesis Report	**10**
Total year 1	**60**

Year 2 at York

	ECTS
Core Courses	**14**
Public Management and Delivery	7
Global Governance	7
Track Specific Courses	**10**
European Public Policy	10
Elective Courses	10
Practice Component II.	**4**
Internship[3]	2
Winter School: Practice Reflection	2
Winter School: Thesis Workshop	2
Thesis	20
Total year 2	**60**

[3]Internships normally take place between the first and the second academic year, during the summer.

Global Public Policy

Year 1 at CEU PU

	ECTS
Core Courses	**20**
Qualitative Methods for Public Policy	4
Data Analysis 1 for Public Policy and Economics	4
Macroeconomics for Public Policy	4
Microeconomics for Public Policy	4
Policy Analysis for Public Policy	4
Track Specific Courses	**12**
European integration and EU governance	8
Academic Writing	2
Choice of 2 ECTS Advanced Writing course: Writing for Policy Audiences (W), Thesis workshop (W&S), or Speechwriting and Rhetoric in the Age of AI (W)	2
Elective Courses (including up to 4 ECTS SFI courses)	**15**
Practice Component I.	**3**
Study Visit	2
Skills Workshop	1
Thesis Report	**10**
Total year 1	**60**

Year 2 at IBEI

	ECTS
Core Courses	**14**
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., amongst others)	4
Track Specific Courses	**4**
Choice of: International Political Economy; Finance in the Developing World; Program Evaluation in Development; OR Global Trade Governance, amongst others	4
Elective Courses	**16**
Practice Component II.	**4**
Internship[4]	2
Winter School: Practice Reflection	2
Winter School: Thesis Workshop	**2**
Thesis	**20**
Total year 2	**60**

[4]Internships normally take place between the first and the second academic year, during the summer.

Governance and Development

Year 1 at ISS

	ECTS
Core Courses	**18**
ISS-4181 Development Economics and Public Policy	5
ISS-4182 Comparative Public Policy	5
Research Methods (Courses + Methodology Workshop)	8
Courses (select one of the following) ISS-M202 Qualitative Research Methods and (Digital) Fieldwork (5) OR ISS-M203 Quantitative Methods for Development Research (5) OR ISS-4380 Research Methodology Workshop (3)	
Track Specific Courses	**19**
ISS-4180 Thinking about Governance and Institutions	9
ISS-4212 Contemporary Capitalism and Governance: neo-liberalism and beyond	10
Elective Courses	**10**
2 courses, for a total of 10 ECTS, taken from the following selections **Selection 1** ISS-E301 Analysis of Armed Conflict, Collective Violence, and Governance of Peace (5) OR ISS-E302 Monitoring and Evaluation (5) **Selection 2** ISS-E305 Migration, Mobilities and Development: Global Entanglements, Livelihoods and Intersectionality (5) OR ISS-E306 Politics of Global Order: The Crisis of Liberal Internationalism (5) **Selection 3** ISS-E307 Humanizing Digital Design for Development (5) OR ISS-E309 Human Rights in Context: Law, Politics and Challenges (5)	
Practice Component I.	**3**
ISS-4381 Study Visit	2
ISS-4183 Digital Skills Workshop	1
Thesis Report (ISS-4382)	**10**
Total year 1	**60**

Year 2 at York

	ECTS
Core Courses	**14**
Public Management and Delivery	7
Global Governance	7
Track Specific Courses	**10**
Conflict and Development	10
Elective Courses	10
Practice Component II.	**4**
Internship[5]	2
Winter School: Practice Reflection	2
Winter School: Thesis Workshop	2
Thesis	20
Total year 2	**60**

[5]Internships normally take place in the first academic year.

Political Economy and Development

Year 1 at ISS

	ECTS
Core Courses	**18**
ISS-4181 Development Economics and Public Policy	5
ISS-4182 Comparative Public Policy	5
Research Methods (Courses + Methodology Workshop)	8
Courses (select one of the following) ISS-M202 Qualitative Research Methods and (Digital) Fieldwork (5) OR ISS-M203 Quantitative Methods for Development Research (5) OR ISS-4380 Research Methodology Workshop (3)	
Track Specific Courses	**19**
ISS-4180 Thinking about Governance and Institutions	9
ISS-4212 Contemporary Capitalism and Governance: neo-liberalism and beyond	10
Elective Courses	**10**
2 courses, for a total of 10 ECTS, taken from the following selections: **Selection 1** ISS-E301 Analysis of Armed Conflict, Collective Violence, and Governance of Peace (5) OR ISS-E302 Monitoring and Evaluation (5) **Selection 2** ISS-E305 Migration, Mobilities and Development: Global Entanglements, Livelihoods and Intersectionality (5) OR ISS-E306 Politics of Global Order: The Crisis of Liberal Internationalism (5) **Selection 3** ISS-E307 Humanizing Digital Design for Development (5) OR ISS-E309 Human Rights in Context: Law, Politics and Challenges (5)	
Practice Component I.	**3**
ISS-4381 Study Visit	2
ISS-4183 Digital Skills Workshop	1
Thesis Report (ISS-4382)	**10**
Total year 1	**60**

Year 2 at IBEI

	ECTS
Core Courses	**14**
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, amongst others)	4
Track Specific Courses	**4**
Choice of: Growth, Inequality, and Poverty; Historical Legacies and Development; OR Economic and Social Development in Latin America, amongst others.	4
Elective Courses	16
Practice Component II.	**4**
Internship[6]	2
Winter School: Practice Reflection	2
Winter School: Thesis Workshop	2
Thesis	20
Total year 2	**60**

[6]Internships normally take place in the first academic year.

Study Visit

Institution: Joint program component

Course instructor: Karim Knio

Year: Year 1

Course type: Core program component - a practical component

Assessment: 100% assignment (paper of 1,500-2,000 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.

As part of the study visit, students will be assigned in mixed ISS-CEU groups and expected to provide informal briefings prior to visiting each organization (presenter group), and debriefing (rapporteur group) at the end of each day.

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 opportunity 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.

Thesis Report

Institution: Joint program component

Year: Year 1

Course type: Core program component: a research component

Assessment: 100% assignment (report of 6,000 words)

ECTS: 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 April of year 1, stating a preference for a supervisor at the first-year institution, who will act as a primary supervisor in the first academic year. 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 invites students 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 Digital 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.

Students will be assigned groups, and asked to prepare a presentation on their reflections and insights, structured around a series of guiding questions. The presentation is assessed on a Pass/Fail basis by the program's academic coordinators.

See *Annex XIV* for more details on the assessment.

Winter School: Thesis Workshop

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

Brief description (including learning outcomes): The research workshop aims to support the development of the thesis through poster presentations that foster academic and peer support. Students will be expected to prepare a poster presentation of their thesis research and participate in feedback sessions with peers and faculty. These sessions provide the opportunity to receive developmental feedback on their thesis progress and future plans; in addition to critically engaging with, and supporting, 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.

Poster presentations are assessed based on the following criteria:

- accuracy of content displayed,
- clarity and organization of poster,
- communication quality, answering questions, and
- engagement and professionalism.

See *Annex XIV* for more details on the assessment.

Thesis

Institution:	Joint program component
Year:	Year 2
Course type:	Core program component: research component
ECTS:	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 July 31st of the second year (for exact time of submission, check with the local institution) 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

Institution:	Joint program component
Year:	Between Year 1 and Year 2 (counts towards Year 2)
Course type:	Core program component: a practical component
ECTS:	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.

Students are encouraged to finalize their internships in year 1, but they 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.

The internship will be registered by the Year 2 institution and the credits count towards the credit load of Year 2. **The minimum internship length is 40 hours for CEU-York and ISS-York students, and 50 hours for CEU-IBEI and ISS-IBEI students** (at York, 2 ECTS = 40 hours; at IBEI, 2 ECTS = 50 hours), though students are encouraged to pursue longer internships to further their professional development.

Academic/research internships at consortium partner institutions must align with the relevant track's course content and learning objectives and be conducted with core faculty from the department. Approval by the academic consortium board is required if the supervisor is also the institution's academic coordinator (to mitigate conflicts of interest); internship with non-Mundus MAPP faculty require prior academic board permission via email. In the event that Mundus MAPP faculty at a partner institution do not have capacity to host an academic/research internship, students in these particular cases can secure internships with non-Mundus MAPP faculty subject to the consortium board approval.

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.

Data Analysis 1 for Public Policy and Economics

Institution:	Department of Public Policy, Central European University PU
Course instructor:	Daniel Weitzel, Róbert Pál Lieli
Year/Term:	Year 1
Course type:	Core course
ECTS:	**4**

Background and overall aim: The course is designed to teach students the basic concepts of statistics needed for any type of data analysis. This includes various ways of describing and presenting data, working with empirical and theoretical distributions, understanding the concept of a sampling distribution, estimation, and hypothesis testing. Finally, the course serves as an introduction to the statistical software STATA, or the programming language R, used for data manipulation and analysis in practice.

We are in the midst of a data revolution. The familiarity with various statistical methods and the ability to deal with data has become a critical skill not only in academic research but also in a host of other carrier paths, including policy analysis and many private sector positions.

Learning outcomes:

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

- use descriptive statistics to summarize data sets;
- understand the probabilistic foundations of statistics (random variables and their distributions, independence);
- apply and understand methods used for statistical inference (confidence intervals, hypothesis testing, p-values);
- use Stata or R to perform data management and analysis tasks.

Microeconomics for Public Policy

Institution: Department of Public Policy, Central European University PU

Course instructor: Anand Murugesan

Year/Term: Year 1

Course type: Core course

ECTS: **4**

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

Learning outcomes:

Students will be able to:

- Apply microeconomic theory to analyze public policy issues (price regulation, rationing)
- Use the lens of game theory to understand social interactions (free-riding)
- Exposure to some contemporary topics in public economics (market failures, externalities)

Policy Analysis for Public Policy

Institution:	Department of Public Policy, Central European University PU
Course instructor:	Evelyne Patrizia Hübscher, Ágnes Bátory
Year/Term:	Year 1
Course type:	Core course
ECTS:	**4**

Background and overall aim: This mandatory course examines the policy process in different political and geographical contexts. The course considers how policy problems are identified and framed, and how responses are formed and evaluated. Through interactive seminars based on core literature, policy material and case study work, students learn and apply key concepts in policy studies, deepen their knowledge of the policy cycle from initiation implementation and evaluation, and examine the actors, interests and institutions (domestic and external) that shape policy processes and outcomes.

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

Macroeconomics for Public Policy

Institution: Department of Public Policy, Central European University PU

Course instructor: Michael Dorsch

Year/Term: Year 1

Course type: Core course

ECTS: **4**

Background and overall aim: Macroeconomics is a branch of Economics that studies the performance, structure, and behavior of a national or supra-national (e.g. EU) economy as a whole. Macroeconomic developments are a central theme of policy debates around the globe. This course provides a sound understanding of macroeconomics for students wishing to become proficient civil servants, policy experts, or analysts in the field of public policy. It will equip the students with an analytical toolset enabling them to understand and study markets and market dynamics, macroeconomic processes, relationships between aggregate economic variables, as well as the organization of the financial sector and national accounts. Throughout the course, specific public policy issues will be studied with the objective to motivate and demonstrate the pertinence of macroeconomic analysis for sound public policy making. This approach will provide the students with a broad understanding of macroeconomic principles as well as enable them to profoundly analyze specific macroeconomic policy issues, such as market interventions, fiscal and monetary policy, stabilization policy, unemployment, inflation, or economic growth. Considerable effort will be made to make the material accessible to students with diverse backgrounds and without prior knowledge of economics.

Learning outcomes: The course fosters a comprehensive understanding of the principles of market economics and macroeconomics, as well as their repercussions for sound policy making. By the end of the course, a successful student will be equipped with an effective toolset to analyze public policy issues and proposals from the macroeconomic perspective. Students shall improve their analytical and argumentative skills through interactive lectures fostering theoretical skills as well as their policy applications through in-class policy debates.

Qualitative Methods for Public Policy

Institution: Department of Public Policy, Central European University PU

Course instructor: Luca Váradi

Year/Term: Year 1

Course type: Core course

ECTS: **4**

Background and overall aim: The course deals with the philosophy of (social) science, research design and techniques of qualitative data collection and analysis. We examine what social scientists do and how they develop case studies. With the focus on case studies, we examine research design (research paradigm, theory formation, conceptualisation, case design), qualitative data collection (interviews, focus groups, participant observation) and qualitative techniques of data analysis and evaluation. The course consists of twelve seminars. The format is based on introductions by the lecturer, student presentations and group work exercises.

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

European Integration and EU Governance

Institution: Department of Public Policy, Central European University PU

Course instructor: Marie-Pierre Granger

Year: Year 1

Course type: Track-specific course (EPP-GPP)

ECTS: 8

Background and overall aim: This foundational course provides students with a solid understanding of the institutional architecture, decision-making processes, and evolving dynamics of European integration and EU governance. Adopting an interdisciplinary perspective that draws on political science, public policy, and law, the course critically examines the roles, powers, and interactions of key EU institutions and bodies, including the European Commission, the European Parliament, the European Council, the Council of the European Union, the Court of Justice of the European Union, and EU agencies.

Through engagement with academic scholarship and policy-oriented materials, students explore the EU's principal decision-making processes—including treaty-making, legislative, regulatory, and judicial procedures—within the context of Europe's multi-level governance system. The course also introduces major analytical and theoretical approaches to European integration and EU governance, evaluating their relevance for understanding both historical developments and contemporary challenges facing the European Union.

The course is delivered through an interactive and student-centered learning approach that combines critical discussion, collaborative learning, and practical engagement. Students are encouraged to apply theoretical insights to real-world policy issues through a range of activities, including seminars, presentations, debates, simulations, and other participatory exercises.

Designed for students from diverse academic and professional backgrounds, the course is particularly relevant for those interested in European studies, public policy, diplomacy, international organizations, and EU-related careers. By the end of the course, students will have developed a solid understanding of how EU institutions, governance processes, and policies operate, together with the analytical tools needed to critically assess governance beyond the nation-state and to engage in more advanced academic or professional work on European affairs.

Learning outcomes:

Upon successful completion of the course, students will be able to

- (1) explain and critically evaluate the institutions, governance structures, decision-making processes, and policy outputs of the European Union;
- (2) apply leading theories and concepts of European integration and EU governance to analyze historical and contemporary challenges;
- (3) assess the role of the European Union in regional and global governance and policy-making;

- (4) apply theoretical and empirical insights to real-world policy and negotiation contexts; and

- (5) conduct, communicate, and defend rigorous evidence-based analyses using relevant primary and secondary sources.

Academic Writing

Institution:	Department of Public Policy, Central European University PU
Course instructors:	Sanjay Kumar, Sharon McCulloch, Vera Eliásová, Ágnes Diós-Tóth
Year/Term:	Year 1
Course type:	Core course
ECTS:	2

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. The course focused on academic and policy writing 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, you should be able to:

- identify the purposes, typical components and features of various genres in your field;
- structure a policy brief, an op-ed, a research paper, the thesis proposal and the thesis at the
  macro and micro level;
- think and write more clearly and incisively;
- draw on a variety of skills and approaches when writing different papers;
- write for various audiences, adapting your writing to the expectations of these audiences;
- properly incorporate the work of other authors into your own writing, and understand the
  CEU Policy on Student Plagiarism;
- edit and refine your own written work.

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 7.5 CEU credits (15 ECTS) from the following tentative list of courses:

Term	Course Title	Credits
Fall	Applied Regression Analysis	2
Fall	Big Data for Public Policy	2
Fall	Higher Education Policy Design and Implementation	2
Fall	Introduction to Development	2
Fall	Public Choice	2
Fall	Regimes of Culture	2
Fall	Skills for Impact – R Workshop	1
Fall	Terrorism and Counterterrorism	2
Fall	The Ethics of Government Propaganda	2
Fall/Winter	Policy Lab	4
Winter	Advanced Impact Evaluation	2
Winter	China and Global Governance	2
Winter	Civil Society and Public Policy	2
Winter	Equality Policy in Comparative Approach	2
Winter	Impact Evaluation: Policy Applications with R	2
Winter	Macroeconomics and Public Finance	4
Winter	Migration, governance and inequality	2
Winter	Populism, Polarization and Policy	2
Winter	Post Cold War Inequalities in CEE	2
Winter	Public Management	2
Winter	Speechwriting and Rhetoric in the Age of AI	1
Winter	Technology Assessment and Innovation Governance	2
Winter	Text Analysis and NLP for Public Policy	2
Winter	Writing for Policy Audiences	1
Winter/Spring	Thesis Workshop	1
Spring	Money, banking, central banking, monetary policy	2

Spring	Skills for Impact - Applying Psychology to Public Policy	2
Spring	Skills for Impact - Data Management	1
Spring	Skills for Impact - Data Visualization	1
Spring	Skills for Impact - Engaging International Organizations in Vienna	2
Spring	Skills for Impact - From Problem to Policy: Designing, Stress-Testing, and Selling Real-World Change	2
Spring	Skills for Impact - Media and Video Advocacy	1
Spring	Skills for Impact - AI Policy Bootcamp	2
Spring	The Policy Impact of Social Movements	2
Spring	The Politics of South-South Development in Africa	2

Current course offerings are published on CEU's TimeEdit Study Guide, under the section for the Department of Public Policy.

ISS 4181 Development Economics and Public Policy

Institution: International Institute of Social Studies, Erasmus University Rotterdam

Year, Block: Year 1, Block 1

Course type: Core course

Assessment: 15% Presentation, 85% Essay

ECTS: 5

Brief description (including learning outcomes): This is a course in development economics with a focus on public policy for master-level students. This ten-lecture course will deal with five topics and will start with a broad discussion of the nature, history and drivers of economic development –Lectures 1-2. Lectures 3 and 4 will present the main elements of classic and heterodox theories of economic development. Lectures 5 and 6 will introduce students to the most prominent contemporary models of development and underdevelopment, in particular, endogenous growth theories, debates about the 'big push' and the nature and causes of low-level equilibrium (poverty) traps. The topics of economic complexity and inequality and their implications for economic development will also be discussed.

Inspired by the development constraints identified in sessions 1 to 6, each of the remaining sessions will deal with a particular development challenge. Session 7 will deal with the complex relationship between environment and development. Session 8 will discuss the problem of institutional quality (and corruption in particular) and its relationship with economic development. Throughout the course we 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. Two additional sessions will cover more contemporary issues (China, industrial policy, manufacturing, climate, inequality) and serve as stage for the student presentations.

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.

Critically assess the limitations and strengths of the theories presented and to understand the key points of discussion between alternative theories.

4182 Comparative Public Policy

Institution: International Institute of Social Studies, EUR

Year, Block: Year 1, Block 1

Course type: Core course

Assessment: Assignment 1 (presentation): 40%

Assignment 2 (essay): 60%

ECTS: 5

Brief description (including learning outcomes):

This course builds on the problem situating approach of the ISS York IBEI Mundus MAPP tracks and therefore considers comparative public policy as an object of critical study. Under this premise, a fundamental question of the course concerns the role of comparison in public policy analysis, and the rationale, strengths and limitations of comparative approaches. To address this question, the course first provides a brief historical perspective on the emergence of the comparative tradition as a response to more traditional rationalist (i.e. deductivist) approaches to policy making. It presents the comparative perspective as an attempt to better ground government interventions in the contextual specificities of the populations they seek to benefit. The course also integrates examples of policy making across different sectors, including education, health and environmental policy, to encourage discussion and reflection linking students' own experiences in policy making with contemporary critical perspectives on comparative public policy.

While the course aims to strengthen students' skills in producing public policy analyses that can be translated into specific policy instruments, such as policy briefs, it also encourages students to develop a critical perspective on the production of knowledge and evidence around policy problems. In this way, the course seeks to build a coherent bridge from mainstream approaches to comparative public policy to broader theoretical and philosophical discussions on the institutional, governance and contextual conditions of possibility of effective policy making, thereby setting the scene for the core Mundus MAPP courses in the following academic terms.

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

1. Explain the main arguments within the comparative tradition and assess its rationale, strengths and contributions to public policy analysis and policy making.
2. Critically evaluate the limitations of the comparative public policy tradition, particularly regarding its capacity to account for context and the broader conditions of possibility that shape policy making.

3. Produce comprehensive policy briefs grounded in a comparative perspective that draw on evidence and good practice, while critically reflecting on the possibilities and limitations of these approaches.

ISS 4180 Thinking About Institutions and Governance

Institution:	International Institute of Social Studies, Erasmus University Rotterdam
Year, Block:	Year 1, Block 1
Course type:	Track-specific course
Assessment:	85% Assignment (essay) 15% Group work presentation
ECTS:	9

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. . 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

Institution:	International Institute of Social Studies, Erasmus University Rotterdam
Year/Block:	Year 1, Blocks 2 and 3
Course type:	Track-specific course
Assessment:	Assignment 1 Individual Presentations (25%)
	Assignment 2 Group Presentations (15%)
	Assignment 3 essay (60%)
ECTS:	10

Brief description (including learning outcomes): This course aims to situate current neo liberal market led reforms in public policy across a variety of governance systems in modern capitalist economies. 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 as the most influential 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. After situating these debates in their ontological and epistemological contours, this section will also analyse the policy metamorphosis of neo liberal reforms by tracing the shift from the structural adjustment/Washington Consensus era to the so called Post Washington Consensus era with its emphasis on institutional building, good governance policies and poverty reduction strategies. Part I concludes by asking whether neo liberalism is alive today or whether it has evolved in its nature.

Part II looks into the processes through which neo liberal reforms and policies have been appropriated and implemented, and the impact of these upon existing governance systems of social and political power. It draws on three specific cases revolving around the topics of i) higher education policies in Colombia, ii) political ecology, environment and conservation, iii) political economy of the internet and Artificial Intelligence (AI).

Part III consists of four workshops where students will answer some specific questions about various debates that were covered throughout the course.

After completion of the course, students will have:

- Enhanced their knowledge of market led restructuring reform policies in contemporary capitalist economies;
- Situate the theories within the thematic settings of the course;
- Debated the various interpretations that are relevant to explaining the nature, rise and evolution of neo liberalism;
- Appraised 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.

Indicative readings

Brenner, N., J. Peck and N. Theodore (2010) 'Variegated Neoliberalization: Geographies, Modalities, Pathways', *Global Networks* 10(2): 182-222.

Harvey, D.W. (2005) *A Brief History of Neo Liberalism.* Oxford: Oxford University Press.

Robison, R. (ed.) (2006) *The Neo-Liberal Revolution.* Basingstoke: Palgrave Macmillan.

Saad-Filho, A. and D. Johnston (eds) (2005) *NeoLiberalism: A Critical Reader.* London: Pluto Press.

Turner, R.S. (2008) *Neo-Liberal Ideology: History, Concepts and Policies.* Edinburgh: Edinburgh University Press.

Research Methods (Courses + Methodology Workshop)

Institution: International Institute of Social Studies, Erasmus University Rotterdam

Year, Block: Year 1, Blocks 1 and 3

Course type: Core course

ECTS: 8

Brief description: Students are required to take 8 ECTS: 5 ECTS from one of the courses below and 3 ECTS from the Workshop.

Course code	Course Title	ECTS
ISS- M202	Qualitative Research Methods and (Digital) Fieldwork	5
ISS- M203	Quantitative Methods for Development Research	5

ISS- 4380	Research Methodology Workshop	3

ISS-M202	**Qualitative Research Methods and (Digital) Fieldwork**
Institution:	International Institute of Social Studies, Erasmus University Rotterdam
Year/Term:	Year 1, Block 1
Course type:	Research Methods
Assessment:	Individual assignment on research design (25%)
	Field report (30%)
	Individual assignment on data analysis (45%)
ECTS:	5

Brief description (including learning outcomes):
The course introduces students to methods and skills for qualitative research emphasising the social interaction, the co-creative, and increasingly, the digitally-enabled processes through which qualitative data is generated. Participants will develop necessary and pragmatic skills to design, implement, analyse, and document, interview- and ethnography-based research to be conducted in-person and remotely virtually.

Structured around experiential learning, the course treats qualitative interviewing as the central method, which is extended into participant observation. It will also incorporate participatory techniques (i.e. photo elicitation, photo voice, (digital) transect walks). It will guide students on maintaining detailed field notes to document the interview context and surroundings, enabling a comprehensive and well-rounded approach to fieldwork. Through various workshop sessions, the course will also introduce students to the analysis of qualitative data, including manual techniques as well as software-aided approaches (Atlas.ti).

At the end of this course, participants will be able to:

- Explain key qualitative research methods, including interviews and participant observation, by identifying their core principles, appropriate applications, types of research questions addressed, and respective strengths and limitations.
- Design and implement a qualitative research strategy that integrates interviews and/or participant observation in alignment with their research project.
- Select and navigate physical and digital field sites by developing strategies for gaining access and identifying key interlocutors in alignment with research objectives.
- Analyse qualitative data using digital methods in a systematic and ethically informed manner.
- Critically reflect on positionality, power, and ethics in qualitative research, evaluating how their own social location and research context shape knowledge production.

Indicative readings

King, N., C. Horrocks and J. Brooks (2019). *Interviews in Qualitative Research*. London: Sage Publications Ltd.

Pinsky, D. (2015). The sustained snapshot: Incidental ethnographic encounters in qualitative interview studies. Qualitative Research, 15(3), 281-295.

Soedirgo, J., & Glas, A. (2020). Toward Active Reflexivity: Positionality and Practice in the Production of Knowledge. *PS: Political Science & Politics*, 53(3), 527–531.

Thunberg, S., & Arnell, L. (2022). Pioneering the use of technologies in qualitative research–A research review of the use of digital interviews. *International journal of social research methodology*, *2 5*(6), 757-768.

ISS-M203	**Quantitative Methods for Development Research**
Institution:	International Institute of Social Studies, Erasmus University Rotterdam
Year/Term:	Year 1, Block 1
Course type:	Research Methods
Assessment:	Individual assignments (40%), Final invigilated exam (60%)
ECTS:	5

Brief description (including learning outcomes):

This course is designed for MA students with an interest in quantitative analysis of development research and a critical assessment of data-driven claims. It introduces students to the foundation and techniques of classical regression analysis and provides hands-on experience with statistical software.

The course is structured in two parts. In the first part, students will be introduced to basic linear models to analyse bivariate and multivariate linear relationships. The second part of the course covers non-linear methods to analyse qualitative and limited dependent variables, such as probit, logit, ordered and unordered logit and probit models. Through lectures and computer workshops, students will develop an understanding of estimation and inferences using these models.

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

- demonstrate a solid understanding of the theories and principles of basic quantitative data analysis and their application in development research;
- utilize quantitative data to address research questions and inform policy analysis with a focus on development studies;
- appraise and interpret quantitative research results produced by other researchers, identifying potential biases and limitations;
- demonstrate proficiency in the use of statistical software to design, execute, and interpret empirical analyses confidently.

Indicative readings

Gujarati, D. (2023) *Essentials of Econometrics* (5th edn), Boston: Sage.
Singh, K. (2007) *Quantitative Social Research Methods*, New Delhi: Sage India.
Swift, L., and Piff, S. (2014) *Quantitative Methods for Business, Management and Finance* (4th ed), London: Bloomsbury.
Wooldridge, J.M. (2019) *Introductory Econometrics: A Modern Approach* (7th edn), Mason: Cengage Learning, chapters 2-9 and 17.

ISS-4380	**Research Methodology Workshop**
Institution:	International Institute of Social Studies, Erasmus University Rotterdam
Year/Term:	Year 1, Block 3
Course type:	Research Methods
Assessment:	
ECTS:	3
Teaching Staff:	**Karin Arts; Jeff Handmaker; Wil Hout; Karim Knio; Shuaib Lwasa**

The research methodology workshop aims to organize and guide the thesis report process throughout year 1. It consists of three phases:

Phase I: It starts in mid-February when students are invited to submit an initial thesis proposal document (one pager) which is comprised of the following:

- Thematic area of concern.
- A clear problem of research presented via why and how research questions.
- Sub research questions (optional at this stage).
- Indication of the theoretical and methodological frameworks selected.
- Indication of ontological commitment and positioning.

Upon the submission of this document by early March, a series of individual meetings with the program director will follow. The aim of these meetings is to situate the thesis proposals within the problem situating learning objectives of the ISS tracks.

Phase II: Starts in mid-April with the appointment of ISS supervisors. Students are encouraged to consult with their respective ISS supervisors to expand upon the initial thesis proposal into a six pager document. Both the one and six pager documents will be shared with year 2 institutions to facilitate the appointment of year 2 supervisors around May-June.

Phase III: This phase revolves around the Mundus MAPP thesis seminars organized in the first two weeks of July. During these informal seminars, every student should present their current findings and where they are in the thesis report process. Every session is for one hour. The presenter will have i) 20 minutes to showcase their thesis followed by ii) 10 minutes Q&A between the presenter and two discussants, iii) followed by another 10 minutes Q&A between the presenter and audience, iv) before the supervisor and/or program director wraps up the session with their comments.

The discussants in these seminars are fellow Mundus MAPP and /or Masters in Development Studies colleagues. Students have to pick discussants in advance and at least one of the discussants has to be a Mundus MAPP student to ensure the articulation and expression of problem situating language and reasoning throughout the seminars. Students can opt for two Mundus discussants if that would be their preference. Discussants' comments are expected to be sharp, concise and critical in their formulation. Furthermore, all Mundus MAPP students are expected to be present in each other's presentations. They are also expected to send power point (ppt) presentations to their supervisor at least 2 days before their respective presentations.

At the end of the seminars, students should quickly meet again with their supervisors and incorporate the relevant comments and send them back to the program director within few days for a finalized version of their ppts (sous form of PDF). The program director will then share these documents with year 2 institutions and introduce the students to their second year supervisors.

All of these three phases are the preparatory steps before the students submit their thesis report by the end of August.

Elective courses

Institution: International Institute of Social Studies, Erasmus University Rotterdam

Year: Year 1, Block 2

Course type: Elective Courses

ECTS: 10

Brief description: Students are required to take 10 ECTS from the following tentative list of courses. Current course offerings are published on the website of ISS every academic year. Each course is worth 5 ECTS.

Important notes:

Students can choose 1 course from each **Selection** listed below. Since auditing courses is not allowed at ISS, students who wish to take extra courses must inform TLST (tlst@iss.nl) about whether the extra courses would be included in their transcript or not.

Selection 1	ISS-E301	Analysis of Armed Conflict, Collective Violence, and Governance of Peace
	ISS-E302	Monitoring and Evaluation
Selection 2	ISS-E305	Migration, Mobilities and Development: Global Entanglements, Livelihoods and Intersectionality
	ISS-E306	Politics of Global Order: The Crisis of Liberal Internationalism
Selection 3	ISS-E307	Humanizing Digital Design for Development
	ISS-E309	Human Rights in Context: Law, Politics and Challenges

Global Governance

Institution: Institut Barcelona d'Estudis Internacionals

Year: Year 2

Course type: Core course

ECTS: 4

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

Public Management

Institution: Institut Barcelona d'Estudis Internacionals

Year: Year 2

Course type: Core course

ECTS: 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.

International Relations Module

Institution: Institut Barcelona d'Estudis Internacionals

Year: Year 2

Course type: Core course (modular format)

ECTS: 4

Brief description (including learning outcomes): Students will deepen their knowledge of International Relations through taking one of four options that develop an applied understanding of the subject. As a second-year modular component, existing knowledge of political science, IR and regional studies is consolidated through advanced-level courses focusing on a sub-system of the international system, or on contemporary issues. Students will take one of the four courses listed below to comply with this programme requirement. Additional courses can be taken as elective options.

Contemporary Issues in IR

The objective of the course is to provide students with introductory knowledge about a number of important contemporary themes of international relations (IR) scholarship. Each week a different issue is introduced, and classes mix student-led learning and lectures by the professors, providing an engaging and thorough discussion of each area. Students are encouraged to apply theoretical and methodological knowledge gained in other courses to complement the material studied here.

International Relations of Latin America

How do countries in Latin America interact with each other and the rest of the world? What institutional structures do they use to promote regional cooperation and participate in an increasingly interconnected world? This course engages students in debates about the key dynamics of Latin American international politics, with a special focus on the contemporary period.

International Relations of the Middle East

This course examines the key theoretical frameworks for understanding the international relations of the contemporaneous Middle East. The goal throughout is to offer a systematic study of the actors, structures and dynamics important to comprehend the international political reality of this region. The course concentrates on the emergence, evolution and current features of the regional order, as well as the sub-regional orders of the Maghreb and the Gulf. The second part examines the foreign policy decision-making processes of the five regional powers, namely Saudi Arabia, Iran, Egypt, Israel and Turkey. Finally, it examines the role of

external actors in shaping the regional system and its dynamics –mainly, China, the United States and the European Union.

International Relations of Asia

This course analyses the different actors and processes which make up the distribution of power and wealth in Asia, as well as the region's position and participation in the international system. The course comprises twelve 2-hour sessions which are organized along four different blocs: a) a first, introductory bloc that presents the socio-political geography of the region and its position within the study of international relations; a) a second bloc devoted to the features and roles of the main actors shaping Asia's international relations; a third bloc focused on the evolution and transformation of Asia's international relations during and after the Cold War; and finally, a four bloc devoted to the analysis of the economic and security dimensions of Asia's international relations.

International Political Economy Module

Institution:	Institut Barcelona d'Estudis Internacionals
Year:	Year 2
Course type:	Track specific course CEU-IBEI (modular format)
ECTS:	4

Brief description (including learning outcomes): For students on the CEU-IBEI track, a course developing and/or consolidating knowledge of international political economy is compulsory. Students may choose between an intermediate course in international political economy (IPE) for those with a limited background, or another course that develops specific skills related to problem-solving public policy analysis. Students will take one of the four courses listed below to comply with this programme requirement. Additional courses can be taken as elective options.

International Political Economy

The course presents IPE as three complementary social science-inspired perspectives on politics. Firstly, an inter-disciplinary study of international economic phenomena which are at least partly due to politics., such as the current trade war between the USA and China, one of whose causes may be changes in US domestic politics. Secondly, an inter-disciplinary study of international political phenomena which are at least partly due to economic events or circumstances, such as 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. Finally, as the use of economic concepts and methods to understand international affairs, such as bargaining between Britain and Iran may be analyzed using bargaining models of vote-maximizing politicians.

Global Trade Governance

Building on the instructor's first-hand experience in European and global economic governance and academic background, and on everyone's knowledge and expertise, we will rigorously review the political economy and institutional framework of global trade and economic governance and gain awareness of behind-the-scenes action. We will critically assess current and past trends and challenges related to international trade and economic flows and consider foreseeable challenges. We will address topics at the intersections of trade and investment, finance, taxation, development, food and health, and geopolitical crises. We will examine the basic blocks of global trade and economic governance, including preferential agreements (bilateral and plurilateral arrangements, currency and economic unions), as well as the multilateral institutions.

Development Finance and Sustainable Development Goals

This course explores the changing role of development finance in achieving the Sustainable Development Goals (SDGs), with a critical examination of market-based solutions. The SDGs represent a comprehensive agenda for sustainable development, seeking to eradicate poverty, protect the planet, and ensure prosperity for all by 2030. Development finance arguably plays a crucial role in achieving these goals by mobilizing resources, fostering investment, and supporting initiatives that drive sustainable growth. Both approaches are not without critics: some suggest that market-based solutions to development challenges are just a ruse, and others argue that SDGs are a distraction to divert attention away from the perils of neoliberalism. Yet others completely disagree with these critics and highlight the benefits to be gained from mobilizing finance for sustainable development.

Programme Evaluation in Development

Programme evaluations are an area of increasing importance in the field of international development cooperation. This introductory course will familiarize students with the major tools, methodological choices, and practical challenges typically faced by development practitioners when implementing these evaluations. Note that this course aims to provide a non-technical introduction to the field of evaluation. The method of instruction will be practice- and case-study based, with a focus on the feasibility and value-added of different evaluation approaches for specific programme contexts and evaluation purposes.

Development Economics Module

Institution:	Institut Barcelona d'Estudis Internacionals
Year:	Year 2
Course type:	Track specific course ISS-IBEI (modular format)
ECTS:	4

Brief description (including learning outcomes): For students on the ISS-IBEI track, a course developing and/or consolidating knowledge of development economy is compulsory. Students may choose between the course Growth, Inequality and Poverty which builds on year-one learning, or another course that develops specific skills related to problem-situating public policy analysis. Students will take one of the four courses listed below to comply with this programme requirement. Additional courses can be taken as elective options.

Growth, Inequality and Poverty

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). 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.

Economic and Social development in Latin America

The course combines a historical perspective with recent developments and policy issues. The first part introduces secular trends in living standards, productivity and real wages; documents the key structural transformations (urbanisation, industrialisation and demographic transition), and assess the economic development strategies of state-led industrialisation and export-led growth. The second part deals with income and horizontal inequalities and examines recent trends in inequality and policy efforts intended to close social and economic gaps.

Historical Legacies and development

This course provides a deep historical exploration of global issues shaping our contemporary world. Rather than focusing solely on present-day circumstances, it delves into the roots of these complexities, recognizing the enduring connections between past and present. Through examining five key themes — colonialism & capitalism, humans & environment, war & terror, and conflicts — students gain insight into the historical evolution of human interactions across borders and time. The course also focuses on crafting effective research proposals utilizing historical evidence, with a strong emphasis on comprehending the methods and theories commonly employed in this field. The course also challenges Western-centric perspectives on

global affairs, particularly in analyzing the origins of political terrorism and its ramifications, aiming to foster a more nuanced understanding of conflicts like the Palestinian-Israeli Conflict. By examining historical contexts, students develop critical thinking skills to navigate the complexities of today's interconnected world. Through research and analysis, students engage with diverse perspectives, honing their written communication abilities to address pressing global issues with depth and clarity.

Elective courses

Institution:	Institut Barcelona d'Estudis Internacionals
Year:	Year 2
Course type:	Elective course
ECTS:	16 (Choice of 4)

Brief description: Course offerings are published on IBEI's website. Please note that the list of electives for the 2026-2027 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

Institution: University of York

Year: Year 2

Course type: Core course

ECTS: 7

Brief description (including learning outcomes): The purpose of this module is to explore emergent patterns of global governance, and the theoretical and empirical challenges that this has presented. At the theoretical level, the module will consider the extent to which patterns of governance are best understood through the lens of globalisation; and at the empirical level, the module will explore the challenges that the increasing complexity of the global governance terrain has presented to national and international policy-makers.

Learning objectives:

By completing this module, students will:

- have an appreciation of the increasing complexity of patterns of governance at the national, international and global level, and the interconnections between these levels
- understand the role of non-state international and global actors in policy-making and governance, including the WTO, IMF, NGOs and MNCs;
- and in turn, will be able to account for the evolving role and context of national government
- be able to apply appropriate theories and explanations to make sense of established and emergent patterns of global governance.

Module content:

- Power, hegemony, and global governance
- Critical approaches to global governance
- Governing labour standards
- Governing tax and transparency
- Governing trade and production
- Governing development
- Governing financial crises
- Governing climate change
- Governing energy transition
- Evaluating systemic transformation

Public Management and Delivery

Institution: University of York

Year: Year 2

Course type: Core course

ECTS: 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

Institution: University of York

Year: Year 2

Course type: Track specific course

ECTS: 10

Brief description (including learning outcomes):

The aim of the course is to examine the historical context behind integration, the contemporary institutional set-up, the decision-making process and the main policies of the European Union (EU). These themes will help students better understand the policies and processes underpinning current debates on the EU's future.

Subject content:

- the historical development of the EU
- the internal organisation and functioning of the main EU institutions
- the main policies of the EU and its complex policy-making process
- topical issues in the governance of the EU

Academic and graduate skills

- Communication skills: Present written and oral material
- Interpersonal skills, including a negotiating exercise
- Research skills, especially the use of primary EU sources

Conflict & Development

Institution: University of York

Year: Year 2

Course type: Track specific course

ECTS: 10

Brief description (including learning outcomes): The module seeks to develop a critical understanding of development in contexts of pervasive violence. In doing so it takes a broad understanding of "conflict" which is not limited to "war" or even "armed conflict". Our interest includes contexts of pervasive violence involving organised criminal gangs or widespread societal violence without clear sides as well as wars and armed conflicts. We seek to understand the political and economic relations which produce and sustain violence, and how societies might move out of violence. In doing so we focus on development in terms of human development and the agency and strategies of local actors.

After an introduction to key concepts and issues, the module develops in three parts.

1. States, economies and violence. Rather that assume that contexts of pervasive violence are "failed states" or that violence is due to a lack of development, we examine the ways that modern states (colonial and nationalising states) and economies have shaped identities and power relations, and in turn patterns of violence. We examine the political and economic relations created in contexts of violence and how people in conflict-affected societies negotiate their livelihoods and identities in the context of power relations and violence.
2. Humanitarian Action. We examine the moral dilemmas of humanitarian action and how states and humanitarian actors respond to emergencies. Do all humanitarian disasters have political causes? Does it matter? Can state or international interventions be effective in ending violence and promoting human rights?
3. Liberal Institutions and Local Peacebuilding. We examine forms of peacebuilding including attempts to end violence, reconstruct violence-affected regions and reintegrate divided societies. We engage in the debates between liberal peacebuilding theory and its critics as well as forms of bottom-up and everyday peacebuilding.

Throughout the module we seek to look from the local to the global – to focus on the analysis of cases taking into account the agency of local actors while recognising that the identities and strategies of local actors are shaped by global connections.

Each week students can choose a case study reading from Latin America (eg Brazil, Colombia, Mexico, Peru); Sub-Saharan Africa (eg Burundi, Cote d'Ivoire, Democratic Republic of Congo, Rwanda, South Sudan, Somalia); the Middle East and Central Asia (eg Lebanon, Iraq, Syria, Afghanistan) or South East Asia (eg Cambodia, East Timor, Indonesia, the Philippines).

At the end of the module, students should be able to:

- Demonstrate understanding of the roles of states and economic development in the emergence of violence.

- Explain the complex relations between development and violence in some contemporary conflict zones.
- Demonstrate awareness of the non-formal institutions and cross-state networks that connect conflict zones, state actors and the global economy.
- Analyse the ways in which political and economic relations are produced and reproduced in violent contexts.
- Critically reflect on the coping strategies of local populations in contexts of pervasive violence.
- Critically analyse the relations between international peacebuilding and the emergence of everyday and local forms of peace.

Elective courses

Institution: University of York

Year: Year 2

Course type: Elective course

ECTS: 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 2026-2027 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? Is the planned research in line with the CEU Ethical Research Guidelines?
- Referencing: Is the use of literature and sources competent? Is referencing in line with good scholarly standards? Is the use of AI properly disclosed? (See the CEU Policy on Student Plagiarism)
- 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*).**

Central European University

Department of Public Policy

MUNDUS MAPP
THESIS REPORT EVALUATION FORM

September 2027

Author
Title
Evaluator

	Excellent	*Very good*	*Good*	*Satisfactory*	*Pass*	*Fail*
Problem specification						
Presentation of concepts and theory						
Literature review						
Research design and methods, including ethical research						
Sources: referencing and AI use disclosure						
General presentation						
Quality of work plan						
Overall						

Comments *(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) ontologically 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 final 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 expose basic methodology;
- Unable to adequately present structure and strategy of the paper;

- Inaccessible language; and/or deficient referencing;
- Plagiarism, unauthorized AI use.

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 2027

Author
Title
Evaluator

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

Comments *(Please note that the length of your comments is not restricted to one page.)*

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 final 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 expose basic methodology;
- Unable to adequately present structure and strategy of the paper;
- Inaccessible language; and/or deficient referencing;
- Plagiarism, unauthorized AI use.

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 2028

Author
Title
Evaluator

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

Comments *(Please note that the length of your comments is not restricted to one page.)*

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) ontologically 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 final 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 expose basic methodology;

- Unable to adequately present structure and strategy of the paper;
- Inaccessible language; and/or deficient referencing;
- Plagiarism, unauthorized AI use.

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 2028

Author
Title
Evaluator

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

Comments *(Please note that the length of your comments is not restricted to one page.)*

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 final 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 expose basic methodology;
- Unable to adequately present structure and strategy of the paper;
- Inaccessible language; and/or deficient referencing;
- Plagiarism, unauthorized AI use.

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 2028

Author	
Title	
Evaluator	

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

Comments *(Please note that the length of your comments is not restricted to one page.)*

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) ontologically 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 final 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 expose basic methodology;

- Unable to adequately present structure and strategy of the paper;
- Inaccessible language; and/or deficient referencing;
- Plagiarism, unauthorized AI use.

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 2028

Author
Title
Evaluator

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

Comments *(Please note that the length of your comments is not restricted to one page.)*

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	Distinction	9.86-10	A	3.98-4.00 (100)	1	98-100	100	A	100
Distinction	Excellent	A	99	Distinction	8.71-9.85	A	3.95-3.97 (100)	1	95-97	95	A	99
Distinction	Excellent	A	98	Distinction	9.56-9.70	A	3.92-3.94 (99)	1	92-94	92	A	98
Distinction	Excellent	A	97	Distinction	9.41-9.55	A	3.89-3.91 (99)	1	89-91	-	A	97
Distinction	Excellent	A	96	Distinction	9.26-9.40	A	3.86-3.88 (98)	1	86-88	88	A	96
Distinction	Excellent	A	95	Distinction	9.01-9.25	A	3.83-3.85 (98)	1	83-85	85	A	95
Distinction	Excellent	A	94	Distinction	8.91-9.0	A	3.80-3.82 (97)	1	80-82	82	A	94
Distinction	Excellent	A	93	Merit	8.81-8.9	A	3.77-3.79 (97)	1	77-79	78	A	93
Distinction	Excellent	A	92	Merit	8.66-8.8	A	3.74-3.76 (96)	1	74-76	75	A	92
Distinction	Excellent	A	91	Merit	8.51-8.65	A	3.71-3.73 (96)	1	71-73	72	A	91
Distinction	Excellent	A	90	Merit	8.41-8.5	A	3.68-3.70 (96)	1	70	-	A	90
Merit	Very good	B	89	Very good	8.31- 8.4	A-	3.63-3.67 (95)	2.1	69	-	B	89
Merit	Very good	B	88	Very good	8.21-8.3	A-	3.58-3.62 (94)	2.1	69	-	B	89
Merit	Very good	B	87	Very good	8.11-8.2	A-	3.53-3.57 (93)	2.1	68	68	B	88
Merit	Very good	B	86	Very good	8.01-8.1	A-	3.48-3.52 (92)	2.1	68	68	B	88
Merit	Very good	B	85	Very good	7.91-8.0	A-	3.43-3.47 (91)	2.1	67	-	B	87
Merit	Very good	B	84	Good	7.9	A-	3.38-3.42 (90)	2.1	67	-	B	87
Merit	Very good	B	83	Good	7.8-7.89	A-	3.34-3.37 (88-89)	2.1	66	-	B	87
Merit	Very good	B	82	Good	7.7-7.79	B+	3.30-3.33 (87)	2.1	66	-	B	86
Merit	Very good	B	81	Good	7.6—7.69	B+	3.23-3.29 (86)	2.1	65	65	B	85
Merit	Very good	B	80	Good	7.5-7.59	B+	3.17-3.22 (85)	2.1	65	65	B	85
-	Good	C	79	Good	7.4 -7.49	B+	3.14-3.16 (84)	2.2	64	-	C	84
-	Good	C	78	Good	7.3-7.39	B+	3.11-3.13 (83)	2.2	64	-	C	84
-	Good	C	77	Good	7.2-7.29	B+	3.08-3.10 (82)	2.2	63	-	C	83
-	Good	C	76	Good	7.1-7.19	B+	3.05-3.07 (81)	2.2	63	-	C	83

-	Good	C	75	Good	7.0-7.09	B+	3.01-3.04 (80)	2.2	62	62	C	82
-	Good	C	74	Satisfactory	6.9-6.99	B	2.97-3.00 (79)	2.2	62	62	C	82
-	Good	C	73	Satisfactory	6.8-6.89	B	2.94-2.96 (78)	2.2	61	-	C	81
-	Good	C	72	Satisfactory	6.7-6.79	B	2.91-2.93 (77)	2.2	61	-	C	80
-	Good	C	71	Satisfactory	6.6-6.69	B	2.88-2.90 (76)	2.2	60	-	C	79
-	Good	C	70	Satisfactory	6.5-6.59	B	2.84-2.87 (74)	2.2	60	-	C	78
-	Satisfactory	D	69	Satisfactory	6.4-6.49	B	2.79-2.83 (73)	2.2	59	-	D	76-77
-	Satisfactory	D	68	Satisfactory	6.3 -6.39	B	2.74-2.78 (72)	2.2	59	-	D	74-75
-	Satisfactory	D	67	Satisfactory	6.2-6.29	B	2.69-2.73 (71)	2.2	58	58	D	72-73
-	Satisfactory	D	66	Satisfactory	6.1-6.19	B	2.64-2.68 (70)	2.2	58	58	D	71
-	Satisfactory	D	65	Satisfactory	6 -6.09	B-	2.59-2.63 (69)	2.2	57	-	D	70
-	Satisfactory	D	64	Pass	5.9-5.99	B-	2.54-2.58 (68)	2.2	56	-	D	68-69
-	Satisfactory	D	63	Pass	5.8-5.89	B-	2.49-2.53 (67)	2.2	55	55	D	67
-	Satisfactory	D	62	Pass	5.7- 5.79	B-	2.44-2.48 (66)	2.2	54	-	D	66
-	Satisfactory	D	61	Pass	5.65-5.69	B-	2.39-2.43 (65)	2.2	53	-	D	65
-	Satisfactory	D	60	Pass	5.6-5.59	B-	2.34-2.38 (63-64)	2.2	52	52	D	64
-	Pass	E	59	Pass	5.59	C+	2.33 (63)	2.2	51	-	E	63
-	Pass	E	58	Pass	5.58	C+	2.33 (62)	2.2	51	-	E	62
-	Pass	E	57	Pass	5.57	C+	2.33 (61)	2.2	51	-	E	61
-	Pass	E	56	Pass	5.56	C+	2.33 (61)	2.2	51	-	E	60
-	Pass	E	55	Pass	5.55	C+	2.33 (60)	2.2	51	-	E	58-59
-	Pass	E	54	Pass	5.54	C+	2.33 (60)	2.2	51	-	E	56-57
-	Pass	E	53	Pass	5.53	C+	2.33 (59)	2.2	50	-	E	54-55
-	Pass	E	52	Pass	5.52	C+	2.33 (59)	2.2	50	-	E	52-53
-	Pass	E	51	Pass	5.51	C+	2.33 (58)	2.2	50	-	E	51
-	Pass	E	50	Pass	5.5	C+	2.33 (58)	2.2	50	-	E	50
-	Fail	F	49	Fail	<5.5	F	0 (<57)	fail	49	-	F	49
-	Fail	F	48	Fail	<5.5	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

ANNEX XII: Internship Forms and Reports

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

ANNEX XIII: Study Visit Evaluation Forms

International Institute of Social Studies

Essay Report Sheet

Lecturer: _____ **Essay Submission Date:** _____

SPECIALISATION AND YEAR	STUDENT'S NAME	COURSE
MMAPP 2025-27 ___ - ____		Study Visit

LECTURER'S ASSESSMENT

High Quality Indicators	*EXCELLENT*	*VERY GOOD*	*GOOD*	*SATISFACTORY*	*PASS*	*FAIL*	***Indicators of Poor Quality***
Shows wide-ranging detailed knowledge							Inadequate basic knowledge
Shows a firm grasp of key concepts							Little or no awareness of key concepts
Explicitly and directly addresses the question set							Fails to address or only tangentially addresses the question set
Analyses & applies the major arguments relevant to the question							Lacks clear identification of major arguments
Develops a logical effective argument of their own							Argument confused, ineffectual or excessively derivative
Supports argument effectively with examples							Fails to offer examples or does not deploy them effectively
Is well and correctly referenced							Lacks references
Is well presented and clear							Is muddled and badly written
Active Participation (timely attendance, proper group presentations, actively engaged in meetings)							Passive Participation (Constantly late, no proper group presentations, not engaged in meetings)
GRADE							
LECTURER'S COMMENTS (only in cases of fail):							
LECTURER'S INITIALS:							

International Institute of Social Studies
Ezafung

Policy Brief Evaluation

Lecturer: _____				Essay Submission Date: _____		
SPECIALISATION AND YEAR	**STUDENT'S NAME**			**COURSE**		
MMAPP 2025-27 ___ - ____				**Study Visit**		
LECTURER'S ASSESSMENT						
High Quality Indicators	*EXCELLENT*	*VERY GOOD*	*GOOD*	*SATISFACTORY*	*PASS*	*FAIL*
Is the targeted audience/addressee clear						
Coherence/consistency of the argumentative line						
Definition of the policy problem that the brief addresses						
Use of evidence/data to support the existence of the problem and to document the quality of the offered solutions/options to address the problems						
Analytical design (introduction and relevance of the criteria that are used to evaluate the offered solutions)						
Feasibility - both technical, political etc, finances, efficiency, etc						
Accuracy of the discussion and evaluation of the policy options (persuasiveness of recommendation						
Clarity, use of language, layout						
Active Participation (timely attendance, proper group presentations, actively engaged in meetings)						
GRADE						
LECTURER'S COMMENTS (only in cases of fail):						
LECTURER'S INITIALS:						

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 final 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 expose basic methodology;
- Unable to adequately present structure and strategy of the paper;
- Inaccessible language; and/or deficient referencing;
- Plagiarism, unauthorized AI use.

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.

ANNEX XVI: Winter School Evaluation Forms

WINTER SCHOOL – REFLECTION ON PRACTICAL COMPONENT

Group Presentation Assessment Sheet

- Group Members: _____
  _____
- Presentation Date: _____
- Examiner(s): _____

Presentation instructions

The group presentation should offer a critical reflection on the insights the students gained from the practice component of the programme ('Strategic Foresight' Skills Workshop, Study Visit, Internships). The analysis should be structured around a set of guiding questions.[1] The presentation should apply the skills developed in the first two Skills Workshops (effective PowerPoint presentation).

Assessment criteria

Criterion	Description	Assessment
Clarity and Effectiveness of Visuals	Use of slides/visuals that clearly support and enhance the presentation	Excellent / Very Good / Good / Satisfactory / Pass/Fail
Organization and Structure	Logical flow of ideas and clear progression through reflection points	Excellent / Very Good / Good / Satisfactory / Pass/Fail
Quality of Reflection	Depth and insight in reflecting on skills workshop, study visit, and internship	Excellent / Very Good / Good / Satisfactory / Pass/Fail
Oral presentation Skills	Demonstration of effective public speaking, pacing, voice, eye contact	Excellent / Very Good / Good / Satisfactory / Pass/Fail
Response to Questions	Ability to answer questions clearly, accurately, and thoughtfully	Excellent / Very Good / Good / Satisfactory / Pass/Fail
Group Collaboration	Evidence of teamwork and balanced participation among group members	Excellent / Very Good / Good / Satisfactory / Pass/Fail

Overall Result (Pass/Fail)

- Pass ☐
- Fail ☐

Additional Comments

Examiner(s) Signature(s): _____

CEU THESIS POSTER SESSION

Assessment Sheet

- Student Name: _____
- Thesis Title: _____
- Date: _____
- Examiner(s): _____

Poster Content Requirements

- Title/author
- Research Question(s)
- Literature (gap)
- Puzzle (if relevant)
- Theoretical Framework
- Research Design/Methodology
- Detailed Work Plan

Assessment Criteria

Criterion	Description	Assessment (circle one)
Accuracy of Content Displayed	Accurate representation of all required poster sections	Excellent / Very Good / Good / Satisfactory / Pass/Fail
Clarity and Organization of Poster	Clear, logical layout, easy to follow, appropriate font size, use of visuals/graphics	Excellent / Very Good / Good / Satisfactory / Pass/Fail
Communication Quality	Clear presentation of ideas, free from jargon or ambiguity	Excellent / Very Good / Good / Satisfactory / Pass/Fail
Answering Questions	Responses to examiners' questions are accurate, clear, and demonstrate understanding	Excellent / Very Good / Good / Satisfactory / Pass/Fail
Engagement & Professionalism	Confident, professional delivery and ability to engage with viewers during the session	Excellent / Very Good / Good / Satisfactory / Pass/ Fail

Overall Result

- **Pass** ☐
- **Fail** ☐

Additional Comments

Examiner(s) Signature(s): _____

ISS THESIS POSTER SESSION

Assessment Sheet

- Student Name: _____
- Thesis Title: _____
- Date: _____
- Examiner(s): _____

Poster Content Requirements

- Title/author
- Research Problem
- Research Question
- Literature (gap)
- Ontological positioning
- Theoretical Framework
- Methodology
- Methods
- Detailed Work Plan

Assessment Criteria

Criterion	Description	Assessment (circle one)
Accuracy of Content Displayed	Accurate representation of all required poster sections	Excellent / Very Good / Good / Satisfactory / Pass/Fail
Clarity and Organization of Poster	Clear, logical layout, easy to follow, appropriate font size, use of visuals/graphics	Excellent / Very Good / Good / Satisfactory / Pass/Fail
Communication Quality	Clear presentation of ideas, free from jargon or ambiguity	Excellent / Very Good / Good / Satisfactory / Pass/Fail
Answering Questions	Responses to examiners' questions are accurate, clear, and demonstrate understanding	Excellent / Very Good / Good / Satisfactory / Pass/Fail
Engagement & Professionalism	Confident, professional delivery and ability to engage with viewers during the session	Excellent / Very Good / Good / Satisfactory / Pass/ Fail

Overall Result

- **Pass** ☐
- **Fail** ☐

Additional Comments

Examiner(s) Signature(s): _____