



NVAO • THE NETHERLANDS

ERASMUS MUNDUS MASTER PROGRAMME IN PUBLIC POLICY

Erasmus University Rotterdam (The Netherlands), Central European University Private University (Austria), Institut Barcelona d'Estudis Internacionals (Spain) and University of York (United Kingdom)

PANEL REPORT

19 JANUARY 2022



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ERASMUS MUNDUS MASTER PROGRAMME IN PUBLIC POLICY

ERASMUS UNIVERSITY ROTTERDAM (THE NETHERLANDS), CENTRAL EUROPEAN
UNIVERSITY PRIVATE UNIVERSITY (AUSTRIA), INSTITUT BARCELONA D'ESTUDIS
INTERNACIONALS (SPAIN) AND UNIVERSITY OF YORK (UNITED KINGDOM)

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1 Executive summary

This report is issued by the panel appointed by the Accreditation Organisation of the Netherlands and Flanders (NVAO) and assesses the conditions for accreditation of the academic international joint master programme Erasmus Mundus Master Programme in Public Policy (Mundus MAPP) as submitted by Erasmus University Rotterdam (The Hague, the Netherlands) on behalf of the Mundus MAPP consortium which also features Central European University Private University (Vienna, Austria), Institut Barcelona d'Estudis Internacionals (Barcelona, Spain) and University of York (York, United Kingdom).

The application concerns a joint English-language master's degree of 120 European Credits (EC) which is offered as a full-time two-year, integrated multi-university programme in Austria, Spain, the Netherlands and the United Kingdom. Given these specific features, the panel based its assessment on the standards of the European Approach for Quality Assurance of Joint Programmes in the European Higher Education Area of October 2014, approved by the EHEA ministers in May 2015, which in turn are based on the European Standards and Guidelines for Quality Assurance.

Mundus MAPP is a programme based on intensive cooperation between four higher education institutions in four countries, whose national frameworks enable the institutions to participate in the programme. The involved partners are four well-renowned, high-level research academic institutions with joint responsibility for the design and implementation of the programme. The panel was impressed by the amount of coordination and cooperation within the consortium. The consortium has a clear governance structure and all partners are equally represented in an Academic Board. The consortium agreement covers all the required components.

The Mundus MAPP programme aims to provide scholarly education and practical training for future academic and policy leaders in the public, private and not-for-profit sectors. The programme's intended learning outcomes are formulated in terms of knowledge and understanding, application of knowledge and understanding, and integration of knowledge. According to the panel, these are formulated clearly and suit the master's level. They are relevant to the fields of political science, public policy and public administration.

The panel is of the opinion that the programme has adequate means to measure whether students have achieved the intended learning outcomes. Based on the theses and reports from alumni and representatives of the professional field, the panel concludes that Mundus MAPP students show academic qualifications at the master's level. Overall, the panel considered the level of the reviewed theses to be adequate. Graduates seem to find a relevant job easily and employers are satisfied with the level of Mundus MAPP students.

The panel is of the opinion that the programme offers a carefully crafted and calibrated curriculum with a solid core and sufficient room for specialisation through four mobility tracks. The structure and content of the Mundus MAPP curriculum enable students to achieve the intended learning outcomes. The subjects covered are appropriate for an academic master programme and the four mobility tracks are interesting and relevant. The programme applies appropriate learning and teaching approaches that are interactive and student-centred. The panel was pleased that students and alumni indicated that practical skills training is an important part of the programme. However, considering the importance and objectives of the internship, the panel strongly recommends to thoroughly review the timing and length of the internship: in theory the internship is a one-month module, but in practice many students spend more time on it. The workload is substantial, but according to the students manageable. The programme

has mechanisms in place to monitor – and if necessary adjust – the programme’s workload.

The panel is of the opinion that the programme applies appropriate admission requirements and selection procedures. The admission criteria are formulated clearly and take into account different types of relevant experience. The procedure is a truly joint effort and involves all consortium partners. The panel noted that enrolled students have diverse backgrounds and come from a wide range of countries across the world. This is a true asset of the programme and conducive to achieving the programme’s overall educational objectives.

The Mundus MAPP programme employs appropriate assessment methods to determine whether students have achieved the intended learning outcomes. The consortium members have developed clear regulations regarding when local and when joint procedures apply. While studying a sample of theses, the panel noted that the scores in the assessment table, the feedback given and the grade awarded did not always match. Furthermore, a small number of theses indicated a considerable disagreement between the assessors but did not show how the assessors agreed on a final grade. The panel therefore emphasises the importance of formalising grading procedures. It should always be clear how the assessors come to a final grade and when a third examiner is involved. The panel also stresses that more attention should be paid to ensuring a match between the feedback given and the grade awarded. Calibration sessions with core staff members and thesis supervisors may further harmonise the assessment cultures across the institutions. Lastly, the panel recommends to involve a truly independent assessor in the thesis assessment process.

The panel commends the programme for its strong body of dedicated, enthusiastic and qualified staff that implements the Mundus MAPP programme. Staff members have relevant academic backgrounds and are internationally active. The four partner institutions individually monitor the teaching qualifications of their staff members. Although the panel understands this pragmatic approach, it recommends that the consortium monitors whether staff members are in need of any additional support related to the specific characteristics of the Mundus MAPP programme. Additionally, the panel noted personal connections play an important role in the cooperation between staff members. While there are additional formal exchanges and procedures for cooperation, the panel recommends to formally create stronger ties between all consortium members. This could strengthen the coherence between staff members and different cohorts of students.

The partner institutions offer the required services and facilities at a high, professional level. Relevant information is readily available. All consortium partners have ample experience with incoming international students and provide adequate support in dealing with mobility requirements. This supports students in achieving the intended learning outcomes. The panel commends the programme for assigning two personal supervisors to each student.

The panel is of the opinion that, overall, the Mundus MAPP programme has an adequate internal quality assurance system in place. Programme components are evaluated regularly by both the consortium and the partner institutions. The panel has seen examples of improvements made based on feedback received from students and the External Quality Assurance Reviewer (EQAR). The panel supports the Academic Board in its intention to further develop the role of the EQAR. It recommends to organise a more formalised discussion on procedures and structures and strongly recommends the re-installation of an independent Joint Examination Board, as a formal liaison between the Examination Boards at the four institutions.

The programme’s self-evaluation report, additional documentation and discussions with representatives from all partner institutions have provided the panel with a

comprehensive view of the programme. Due to the covid-19 pandemic, the site visit was organised online. The panel established that the Mundus MAPP programme is jointly designed and delivered by a consortium of four well-renowned, high-level research academic institutions. Based on all collected information, the panel concludes that the programme partially meets standard 5.2 (assessment of students) and meets all other standards. The panel's overall assessment of the programme's quality is positive.

The panel advises NVAO to take a positive decision regarding the quality of the academic master programme Erasmus Mundus Master Programme in Public Policy at Central European University Private University in Vienna (Austria), Institut Barcelona d'Estudis Internacionals in Barcelona (Spain), Erasmus University Rotterdam in The Hague (the Netherlands) and University of York in York (United Kingdom).

The Hague, 19 January 2022

On behalf of the Accreditation panel convened to assess the academic Joint Master in Public Policy (Mundus MAPP),

Prof. Dr. Esther Versluis
(chair)

Anne Martens
(secretary)

2 Introduction

On 9 June 2021, the NVAO received a request for an accreditation procedure regarding the master programme of academic orientation (wo-master) Erasmus Mundus Master Programme in Public Policy (Mundus MAPP). As this concerns a joint programme issued by four higher education institutions in Austria (coordinator), the Netherlands, Spain and the United Kingdom, this request was submitted on behalf of the Mundus MAPP Consortium by Erasmus University Rotterdam.

Given the particular features of this application, the NVAO convened an international panel of experts consisting of:

- Prof. Dr. Esther Versluis (chair); Professor of European Regulatory Governance at Maastricht University;
- Dr. Laura Horn; Associate Professor at the Department of Social Science and Business, Roskilde University;
- Judith Sargentini, M.A.; former Member of the European Parliament, currently deputy director of Artsen zonder Grenzen (Médecins Sans Frontières);
- Mgr. Damir Solak (student member), Ph.D. student at the Faculty of Law, Masaryk University, Brno, Czechia; former student of a master degree study programme Law and Legal Science, and Erasmus+ exchange student at University of Innsbruck and University of Zagreb.

The composition of the panel reflects the expertise deemed necessary by NVAO for this accreditation exercise. The panel composition is also in line with the procedural requirements in the European Approach for Quality Assurance of Joint Programmes (C.2. Review Panel).¹ On behalf of NVAO, ir. Lineke van Bruggen was responsible for the coordination of the assessment process. The secretary, Anne Martens, drafted the panel report in close cooperation with all panel members and in agreement with the chair. All panel members and the secretary signed a statement of independence and confidentiality. Albert Basart Capmany, project manager at AQU Catalunya, followed the assessment procedure as observer.

The panel based its assessment on the Standards for Quality Assurance of Joint Programmes in the European Higher Education Area (EHEA), issued in October 2014 and approved by the EHEA ministers in May 2015. This European Approach for Quality Assurance of Joint Programmes should be applied for quality assurance of international joint programmes if some of the cooperating higher education institutions require external quality assurance at programme level. The standards to be assessed are based on the Standards and Guidelines for Quality Assurance in the EHEA (ESG). This procedure allows the possibility that only one procedure can lead to accreditation in several countries.

The panel members studied the application documentation of the programme and reported their preliminary findings before the site visit to the secretary. The secretary collected them and processed them for the preparatory meeting on 4 November 2021. Due to the COVID-19 pandemic and the restrictions on physical meetings, it was decided to organise both the preparatory meeting and the site-visit as online meetings. At the preparatory meeting, the panel discussed the preliminary findings, identified the most important issues for discussion and prepared the sessions with the delegations.

The online site visit took place on 29 November 2021. The panel discussed with delegations of the management of the consortium and the programme, as well as with lecturers, other staff members, students, graduates and the professional field. The

¹ Unfortunately, a fifth panel member from Spain had to withdraw from the panel at a late stage in the preparatory phase of the assessment procedure.

schedule of the site visit is presented in annex 2. Annex 3 lists the materials made available by the programme before the site visit.

Immediately after the discussions with the delegations, the panel discussed the findings and formulated its considerations and preliminary conclusions separately for each standard. These are based on observations during the site visit and on the assessment of the programme documents. At the end of the site visit, the chair presented the panel's preliminary conclusions to the representatives of the programme.

Based on the findings, considerations and conclusions, the secretary wrote a draft advisory report that was first presented to the panel members. After the panel members had commented on the draft report, the chair endorsed the report. On 23 December 2021, the advisory report was sent to the institution, which was given the opportunity to respond to any factual inaccuracies in the report. The institution replied on 13 January 2022. This led to a few reformulations. Subsequently, the final report was endorsed by the panel chair. The panel composed its advice fully independently and offered it to NVAO on 19 January 2022.

3 Description of the programme

3.1 General

Countries	Austria, Spain, the Netherlands and United Kingdom
Institutions	Central European University Private University (Austria) Institut Barcelona d'Estudis Internacionals (Spain) International Institute of Social Studies of Erasmus University Rotterdam (The Netherlands) University of York (United Kingdom)
Programme	Erasmus Mundus Master programme in Public Policy
Level	master
Orientation	academic (wo)
Specialisations	Global Public Policy; European Public Policy; Political Economy and Development; Governance and Development
Degree	Joint Master in Public Policy
Locations	Vienna or Rotterdam (first year) Barcelona or York (second year)
Study Load	120 EC
Field of Study	Social and Behavioural Sciences (ISCED field 31)

3.2 Profile of the consortium

The application is filed by a consortium of four higher education institutions in four countries: Central European University Private University in Austria (coordinating institution), Institut Barcelona d'Estudis Internacionals in Spain, the International Institute of Social Studies of Erasmus University Rotterdam in the Netherlands and University of York in the United Kingdom. The consortium partners signed the most recent Consortium Agreement in 2019.

The Erasmus Mundus Master programme in Public Policy (Mundus MAPP) is a result of previous EU research cooperation and was established as a double degree programme in 2007. Since 2012, the programme is delivered as a joint degree programme. Students opt for one of four mobility tracks: they spend their first year in either Vienna or The Hague, and their second year in Barcelona or York. Graduates of the programme receive a joint degree issued by the two academic institutions of their mobility track. This degree is fully recognised by all four institutions and their respective countries. Since 2012, the number of enrolments varied from 13 to 37 students per year.

Central European University (CEU) was established in 1991 as a multi-campus university offering graduate level programmes predominantly in the social sciences, law and the humanities in Prague, Budapest, and later Warsaw. Initially, CEU offered its Mundus MAPP courses under a Hungarian legal entity in Budapest. Following the amendment of Hungary's act on national higher education, CEU set up a new legal entity under Austrian law (CEU PU) and moved most of its teaching activities from Budapest to Vienna in 2020. It is accredited by the Agency for Quality Assurance and Accreditation Austria (AQ Austria).

The Institut Barcelona d'Estudis Internacionals (IBEI) is a private foundation in Barcelona, founded in 2004. Its objective is to be a centre of prestige and excellence and a first-rate referent in the field of international studies. IBEI is an inter-university research institute, recognised by the Generalitat of Catalonia, whose degrees are awarded jointly by the University of Barcelona (UB), the Autonomous University of

Barcelona (UAB) and the Pompeu Fabra University (UPF). Master degrees delivered at IBEI are accredited by the Catalan University Quality Agency (AQU) in 2015 and 2020.

The International Institute of Social Studies (ISS) of Erasmus University Rotterdam is an international graduate school of policy-oriented critical social science. It brings together students and teachers from the Global South and the North in a European environment. Established in 1952 as the International Institute of Social Studies by Dutch universities and the Netherlands Ministry of Education it provides research, teaching and public service in the field of development studies and international cooperation. Erasmus University Rotterdam successfully passed the institutional audit of the Accreditation Organisation of the Netherlands and Flanders (NVAO) and its programmes are recognised in accordance with the Higher Education and Research Act (WHW).

University of York (UoY) was founded in 1963 and offers degrees across the social sciences, arts and humanities, and natural sciences. As a member of the prestigious Russell Group of elite UK universities, York's research and teaching profile is recognised as achieving the highest standards of academic excellence. UoY is a fully accredited UK university.

3.3 Profile of the programme

The 120 EC joint master programme Mundus MAPP aims to provide scholarly education and practical training for future academic and policy leaders in the public, private and non-profit sectors. It is situated in the broad field of political science, public policy and public administration. Students learn how political institutions, processes and public policies operate and interact, from the global political economy through to national and local levels with a direct focus on European engagements at these levels of governance.

The programme's four mobility tracks are set against the background of either problem situating (predominant in ISS tracks) or problem solving perspectives (predominant in CEU tracks). The overall programme has a core of public policy subjects and skills (about 60% of the curriculum), while the tracks enable students to specialise in a specific aspects. The two tracks starting at CEU PU are more strongly related to public administration, while the ISS tracks belong more to the field of political science. All core courses are taught in English; at IBEI students may choose electives in Spanish.

The Mundus MAPP programme is highly diverse and international: students come from all over the world and study at institutions in two different countries. This diversity is considered to be a key feature because it exposes students to diverse policy backgrounds and a variety of European academic traditions and policy contexts. All mobility tracks include exposure to either development studies or to a careful consideration of the impact of economic and democratic transition, rather than merely the experience of Western European or North American countries. A broad perspective on public policy practice is further supported by a mandatory study trip and an internship.

4 Assessment per standard

In this chapter the panel assesses the Erasmus Mundus Master' programme in Public Policy (Mundus MAPP) according to the standards of the European Approach for Quality Assurance of Joint Programmes in the EHEA. The criteria for each standard are mentioned. Per standard the panel presents a brief outline of its findings, as well as the considerations that led the panel to a concluding judgement on a three-point scale: the programme either meets, partially meets or does not meet the standard. At the end of this chapter and based on its judgements on the individual standards, the panel issues an overall conclusion on the quality of the entire programme. This conclusion can be either positive, conditionally positive or negative.

4.1 Standard 1 : Eligibility

4.1.1 Status

The institutions that offer a joint programme should be recognised as higher education institutions by the relevant authorities of their countries. Their respective national legal frameworks should enable them to participate in the joint programme and, if applicable, to award a joint degree. The institutions awarding the degree(s) should ensure that the degree(s) belong to the higher education degree systems of the countries in which they are based.

Outline of findings

The Mundus MAPP programme is a two-year master programme offered by a consortium of four academic institutions in four different countries: Central European University Private University (CEU PU, Austria; coordinator), Institut Barcelona d'Estudis Internacionals (IBEI, Spain), International Institute of Social Studies of Erasmus University Rotterdam (ISS, The Netherlands), University of York (UoY, United Kingdom). Depending on the mobility track of their choice, students follow their first year at CEU PU or ISS and continue the programme at either IBEI or UoY.

The self-evaluation report describes the programme's history. The programme is a result of previous EU research cooperation between the institutions and started as a double degree in 2007. At the time, CEU offered its courses under a Hungarian legal entity in Budapest. Since 2012, the programme is delivered as a joint degree programme. Following the amendment of Hungary's act on national higher education, CEU set up a new legal entity under Austrian law (CEU PU) and moved most of its teaching activities from Budapest to Vienna in 2020.

The programme is accredited under the respective national regulations in the four countries, as well as in Hungary (until the 2019-2021 cohort) and in the USA (CEU PU tracks). All academic institutions except IBEI are degree awarding institutions and are permitted to offer joint degrees. IBEI offers courses on behalf of three Catalan universities, and IBEI's students are awarded degrees issued jointly by the University of Barcelona (UB), the Autonomous University of Barcelona (UAB) and the Pompeu Fabra University (UPF). Graduates of the programme receive a joint degree issued by the two academic institutions of their mobility track. The degree has a Diploma Supplement which explains the nature and content of the programme, and is fully recognised by all four institutions and their respective countries.

Considerations

The panel confirms that the four academic institutions offering the Mundus MAPP programme are recognised as higher education institutions by the relative authorities of their countries. Completing the programme leads to a recognised and accredited master's degree of academic orientation. The status of this degree is fully anchored in

the respective higher education degree systems. In the opinion of the panel, the involved partners are four well-renowned, high-level research academic institutions.

Conclusion

The panel assesses that the Mundus MAPP programme **meets** standard 1.1, status.

4.1.2 Joint design and delivery

The joint programme should be offered jointly, involving all cooperating institutions in the design and delivery of the programme.

Outline of findings

The Mundus MAPP programme is developed and offered jointly by the four cooperating institutions. The curriculum has a common core for all students regardless of their mobility track (approximately 60%) and over a quarter of the curriculum is delivered jointly by staff members from multiple institutions. Representatives of the programme indicated that the change from a double degree to a joint degree in 2012 led to stronger ties between the partner institutions, a clearer profile for the four mobility tracks and a more coherent curriculum.

All four institutions are equally represented in the Mundus MAPP Academic Board (also 'Consortium Board'), which is the principal decision-making body of the consortium. The Academic Board oversees the implementation of the Consortium Agreement. In addition, the board members jointly decide on admission of students, examinations, progression from the first to the second year, distribution of scholarships and the programme's tuition fees. They oversee curriculum development and quality assurance, and hear complaints. The coherence of the programme is discussed in annual board meetings, to which student representatives (see 4.9) are also invited.

The consortium has a core team of academic staff who draft, update, evaluate and assess the programme's joint components. Together, they aim to ensure coherence within the programme and to avoid gaps and overlaps. They are also in close contact about the joint delivery and assessment of study trips, internships and research work in both years. Faculty of year-1 and year-2 institutions discuss the students' study progress, and staff members from the two institutions of a student's mobility track supervise the thesis project. During the online site visit, faculty members indicated that the thesis really overarches the programme and connects the different institutions. The panel also learned that several academic and administrative staff members have spent time at other consortium institutions.

Students follow part of their courses with students from other programmes. The panel learned that this makes them feel at home at their host institution, while the common components such as the study visit create a Mundus MAPP community. In the second year, students experience that they have a 'shared language' with the students from the other year-1 institution. They are happy with the balance between courses exclusively for Mundus MAPP students and those shared with students from other programmes.

As coordinator of the consortium, CEU PU plays a central role in the administrative aspects of the programme. The internal workflows are available on a shared online platform. Because the four institutions use different grading scales, the consortium provides a grade conversion scheme which is provided in the Mundus MAPP Programme Guide.

Considerations

The panel concludes that all four cooperating institutions are clearly involved in the design and delivery of the Mundus MAPP programme. Each institution is a host for two of the four mobility tracks and staff members convene to develop the programme together. The panel is impressed by the amount of coordination and cooperation within

the consortium. The consortium has a clear governance structure and all partners are equally represented in the Academic Board. The meetings of this board are well-described.

The panel noted that, next to formal cooperation mechanisms being in place, the cooperation between staff members to a large extent is based on personal connections. In addition, the links between ISS and CEU (both year-1 institutions), and between IBEI and UoY (both year-2 institutions) seems to be less strong. The panel recommends to formally create stronger ties between all consortium members. It also sees opportunities to create more formal structures for cooperation between staff members from the four institutions, learning from recent experiences with online education. More (online) cooperation could give students the chance to meet more and different staff members from the other institutions within the consortium. Thus the coherence between staff members and different cohorts of students may also be strengthened.

Conclusion

The panel assesses that the Mundus MAPP programme **meets** standard 1.2, joint design and delivery.

4.1.3 Cooperation Agreement

The terms and conditions of the joint programme should be laid down in a cooperation agreement. The agreement should in particular cover the following issues:

- *Denomination of the degree(s) awarded in the programme*
- *Coordination and responsibilities of the partners involved regarding management and financial organisation (including funding, sharing of costs and income etc.)*
- *Admission and selection procedures for students*
- *Mobility of students and teachers*
- *Examination regulations, student assessment methods, recognition of credits and degree awarding procedures in the consortium.*

Outline of findings

The panel studied the programme's Consortium Agreement, which was signed by the four partners in 2019. The programme is funded through the European Commission's Erasmus+/Erasmus Mundus programme, and the consortium agreement is valid until all obligations related to the grant agreement and Consortium Agreement have been fulfilled. The Consortium Agreement may be prolonged by the partner institutions.

The agreement contains information about i.a. the responsibilities of the coordinating institution and the consortium partners, the Academic Board, financial aspects, and processing of personal data. It has several annexes, including elaborations on student application, selection and admission. The annexes also include the annually updated Mundus MAPP Programme Guide, which provides comprehensive information about the programme structure, finances, and the rules and regulations governing the programme. This document also specifies where the rules of the hosting institution apply and where programme-specific rules prevail.

Considerations

The panel concludes that the terms and conditions of the Mundus MAPP are laid down clearly in a cooperation agreement. This document covers all relevant topics and clarifies CEU PU's position as central administrative node. Because the issues are clearly discussed in the programme's documentation, the panel concludes that they are governed adequately. The panel recommends to formally create more opportunities for staff mobility aimed at teaching, research and discussing programme materials such as course syllabi.

Conclusion

The panel assesses that the Mundus MAPP programme **meets** standard 1.3, cooperation agreement.

4.2 Standard 2: Learning Outcomes

4.2.1 Level [ESG 1.2]

The intended learning outcomes should align with the corresponding level in the Framework for Qualifications in the European Higher Education Area (FQ-EHEA), as well as the applicable national qualifications framework(s).

Outline of findings

The Mundus MAPP programme aims to provide scholarly education and practical training for future academic and policy leaders in the public, private and not-for-profit sectors. Students learn how political institutions, processes and public policies operate and interact, from the global political economy through to national and local levels with a direct focus on European engagements at these levels of governance. During the online site visit, members of the Academic Board also mentioned the importance of developing a sensitivity to different policy cultures.

The intended learning outcomes of the Mundus MAPP programme are formulated in terms of (A) knowledge and understanding, (B) application of knowledge and understanding, and (C) integration of knowledge. They include problem solving abilities, handling complexity, making judgements, learning skills and communication. In the annexes to the self-evaluation report, the programme has indicated in which part of the curriculum the learning outcomes are addressed. Most learning outcomes are addressed in the core courses and joint components of the programme, while elective allow students to deepen their understanding of specific topics. The course syllabi specify the learning outcomes of specific courses.

Considerations

The panel concludes that the programme's learning outcomes are formulated clearly and suit the master's level.

Conclusion

The panel assesses that the Mundus MAPP programme **meets** standard 2.1, level.

4.2.2 Disciplinary Field

The intended learning outcomes should comprise knowledge, skills and competencies in the respective disciplinary field(s).

Outline of findings

The Mundus MAPP programme is situated in the broad field of political science, public policy and public administration. The four mobility tracks enable students to specialise in specific aspects, against the background of either problem situating (predominant in ISS tracks) or problem solving perspectives (predominant in CEU tracks). According to the self-evaluation report, the two tracks starting at CEU PU are more strongly related to public administration, while the ISS tracks belong more to the field of political science.

The programme's intended learning outcomes address the full spectrum of public policy and refer to knowledge, skills and competencies. Graduates should possess a systematic theoretical understanding of policy studies, as well as an understanding of how relevant institutions and processes function. In terms of skills, the intended learning outcomes address both academic and professional skills, such as applying quantitative and qualitative research methods and preparing presentations to specialist and non-

specialist audiences. Finally, Mundus MAPP students enhance their leadership skills and develop a greater cultural sensitivity among other competencies.

Considerations

The panel is of the opinion that the programme's learning outcomes are relevant to the fields of political science, public policy and public administration. They cover the core theories and methodologies of these fields and are a combination of knowledge, skills and competencies. Because the panel found it rather difficult to judge the learning outcomes related to concrete practical skills (e.g., policy advice, policy evaluation), it recommends to formulate these more clearly in the course descriptions.

Conclusion

The panel assesses that the Mundus MAPP programme **meets** standard 2.2, disciplinary field.

4.2.3 Achievement [ESG 1.2]

The programme should be able to demonstrate that the intended learning outcomes are achieved.

Outline of findings

The self-evaluation report states that each course outline, the set-up of the different elements of a course, the teaching and assessment are drafted and delivered in such a way that the learning outcomes are clearly explained and tested. To illustrate the coverage of the learning outcomes, the document includes a table that shows the relation between the Mundus MAPP core and track-specific courses and the programme's intended learning outcomes. Students show the achievement of learning outcomes through course work, a study visit, an internship, a thesis report, a thesis and an oral thesis defence. Thus both theoretical knowledge and practical skills and competencies are addressed and assessed throughout the programme. Students need to pass all compulsory components in order to graduate.

All learning outcomes related to knowledge and understanding (A) are covered in the core courses, especially in the second year. They also address all of the learning outcomes concerning the integration of knowledge (C) and most of the outcomes on the application of knowledge and understanding (B). Outcomes related to professional practice are naturally part of the study visit and internship. Students finish the programme with a thesis, which is assessed jointly by staff members from both institutions of the student's mobility track. The Academic Board annually reads theses to safeguard the level of the programme.

In order to assess the level that students attain, the panel studied a sample of sixteen theses and the corresponding assessment forms from the 2017-2019 and 2018-2020 cohorts. Although the panel considered the grades given were at times rather high, it agreed with the assessors that most of the theses were well-written, logically structured and applied a clear methodology. In addition, the panel talked to alumni and representatives from the professional field who work with Mundus MAPP interns and graduates. They indicated that they are always pleased with Mundus MAPP students because they usually work independently, ask good questions and easily cooperate in interdisciplinary teams.

Considerations

The panel is of the opinion that the programme has adequate means to measure whether students have achieved the intended learning outcomes. The assessment coordination between the partner institutions seems to be a crucial element in safeguarding and demonstrating the achievement of the intended learning outcomes.

Based on the theses and reports from alumni and representatives of the professional field, the panel concludes that Mundus MAPP students are able to achieve the intended learning outcomes. Overall, the panel considered the level of the reviewed theses to be adequate, although the operationalisation of the theoretical part could be improved in several works. The panel also suggests to let students elaborate on the thesis's relevance for professional practice. From alumni and representatives of the professional field, the panel learned that interns and graduates show a good level, and graduates seem to find a relevant job easily. The panel recommends to increase efforts to obtain more information about the alumni's further careers and was pleased to hear that the programme intends to intensify contacts with alumni.

Conclusion

The panel assesses that the Mundus MAPP programme **meets** standard 2.3, achievement.

4.2.4 Regulated Profession

If relevant for the specific joint programme, the minimum agreed training conditions specified in the European Union Directive 2005/36/EC, or relevant common trainings frameworks established under the Directive, should be taken into account

Outline of findings

This standard is not relevant for the assessment of the Mundus MAPP programme.

Conclusion

The panel issues no conclusion as standard 2.4, regulated professions, is not applicable.

4.3 Standard 3: Study programme [ESG 1.2]

4.3.1 Curriculum

The structure and content of the curriculum should be fit to enable the students to achieve the intended learning outcomes.

Outline of findings

Mundus MAPP is a two-year programme with a curriculum that has been developed by the four partner institutions. Each of the institutions focuses on an aspect of public policy: administration and management (CEU PU), political economy and governance (ISS), international relations and public policy (IBEI), and politics of public policy (UoY). Students follow the first year of the programme at either CEU PU or ISS, and the second year at IBEI or UoY. This leads to four specialised mobility tracks:

	Global Public Policy	European Public Policy	Political Economy and Development	Governance and Development
Year 1	CEU PU, Vienna	CEU PU, Vienna	ISS, The Hague	ISS, The Hague
Year 2	IBEI, Barcelona	UoY, York	IBEI, Barcelona	UoY, York

The four tracks differ in the emphasis placed on either applying theoretical approaches and frameworks to policy problems ('problem solving'; CEU PU tracks) or situating the application of theoretical approaches within relevant political, economic, cultural and theoretical contexts ('problem situating'; ISS tracks).

For all students, the curriculum consists of three basic elements: (1) coursework, (2) practical components, and (3) research components. General core courses (22-34 EC) are mandatory for all students and harmonised across the different locations. These courses focus on policy analysis, economics for public policy, global governance, and public management. In addition, students follow track-specific courses (22-33 EC) and select a number of elective courses depending on their own interests (18 EC). The

practical components consist of a study visit and an internship (both 3 EC). Finally, students follow methodological skills courses (8 EC) and a thesis workshop (3 EC) as part of the research components. These prepare them for the thesis report (10 EC) and ultimately the thesis (20 EC).

The consortium considers the two practical components – the study visit and the internship – to be essential parts of the curriculum. The study visit consists of meetings with officials from a range of public, private and non-profit organisations, and aims to expose students to the world of policy practice. Representatives of the organisation present their activities, followed by an informal exchange with the students. The study visit takes place in the second semester and is prepared jointly by the first-year students themselves, under guidance and supervision of ISS. During a one-month internship, students gain hands-on experience in public policy research, analysis and practice. Students are expected to find an internship themselves. CEU PU students may substitute the internship with a (research-oriented) policy lab, whereby teams of students work on an external consulting project during the academic year, supervised by faculty members.

The panel was somewhat surprised that the internship had a prescribed duration of only one month and was foreseen for the summer months, when many international organisations are closed. The panel members discussed this with the student representatives, who indicated that most students actually opt for a longer internship that takes place during the academic year. Representatives of the professional field also mentioned that a one-month internship was not a very attractive option and that they preferred to host interns for a longer period of time.

Students start working on their thesis in the first year. They define a topic, compile a review of relevant literature, and develop an advanced theoretical framework and methodology section. This results in a substantial research proposal which is submitted at the end of the first academic year. In the second year, they build on this ‘thesis report’ and continue their research project. This ultimately leads to a thesis at the end of the programme. Students defend their thesis in front of a committee. The thesis report and thesis are jointly supervised by staff from the two institutions of the student’s mobility track, thus enabling them to monitor a student’s development and strengthening the integration over the two years and institutions.

Considerations

According to the panel, Mundus MAPP offers a carefully crafted and calibrated curriculum with a solid core basis and sufficient room for specialisation. The panel finds the subjects covered appropriate and the four mobility tracks interesting and relevant. The structure and content of the Mundus MAPP curriculum enable students to achieve the intended learning outcomes. The panel was pleased that students and alumni indicated that practical skills training is an important part of the programme.

The panel strongly recommends to thoroughly review the timing and length of the internship, considering the importance and objectives of this component, the workload related to the internship and current practices. It advises to install a formalised internship approach, to do justice to the value this part may bring.

Recent revisions and adjustments show that the consortium is attentive to students’ needs and offering the best possibilities to achieve the intended learning outcomes. By formalising regular exchanges between teaching staff of the different institutions (see 4.1.2.), the programme could secure that all staff involved stay up-to-date with changes in courses across the different institutions.

Conclusion

The panel assesses that the Mundus MAPP programme **meets** standard 3.1, curriculum.

4.3.2 Credits

The European Credit Transfer System (ECTS) should be applied properly and the distribution of credits should be clear.

Outline of findings

The programme expresses the workload of courses in EC, as is indicated in the Consortium Agreement. The study load of a specific course is listed in the Programme Guide and the course syllabi. This is regular practice for ISS and IBEL, while the University of York and CEU PU are used to working with alternative credit systems determined by their respective institutions and in line with relevant national legislation. The workload for Mundus MAPP courses has been converted to EC. Students are awarded between 3 and 10 EC for the successful completion of courses and 20 EC for the thesis.

The panel noted that 3 EC is a small number of credits for the one-month internship (especially when students actually spend more time on their internships), whereas it is generous for the three-day study visit. Representatives of the programme indicated that institutional regulations determined that 3 EC was the minimum number of credits that could be awarded to courses. The programme therefore decided to divide the credits for practical components in this way.

Considerations

The panel confirms that the Mundus MAPP programme applies the ECTS. Overall, the distribution of credits is clear and logical. The panel understands the pragmatic approach towards the distribution of credits for the internship and study visit, but suggests to create one 6 EC course for the combined practical components of the programme. Thus the credits awarded will better reflect the workload of that part of the Mundus MAPP programme.

Conclusion

The panel assesses that the Mundus MAPP programme **meets** standard 3.2, credits.

4.3.3 Workload

A joint bachelor programme will typically amount to a total student workload of 180-240 ECTS-credits; a joint master programme will typically amount to 90-120 ECTS-credits and should not be less than 60 ECTS-credits at second cycle level (credit ranges according to the FQ-EHEA); for joint doctorates there is no credit range specified. The workload and the average time to complete the programme should be monitored.

Outline of findings

From the self-evaluation report, the panel learned that the curricula of the CEU tracks consist of 121 EC, whereas the ISS tracks amount to 120 EC. The programme has high success rates and most students graduate in nominal time. The self-evaluation report states that the workload is evenly distributed over the whole curriculum. The panel noted that although the internship is officially part of the second year, most students pursue an internship in the first year – this practice is encouraged by the Mundus MAPP consortium.

Because the first year not only encompasses regular courses but also most methods training, the study visit, internship and thesis report, the panel was concerned about the heavy frontloading of the programme. The panel discussed this topic with students and alumni. They reported that the programme is indeed very demanding but manageable. This is confirmed by the programme's success rates. The programme applies intensive monitoring and counselling to support students throughout their studies.

The Mundus MAPP applies a hard cut between the first and second year: students need to have obtained all year-1 credits before they can continue at their programme.

However, exceptions may be made in case of mitigating circumstances. Students also reported that the programme is concerned about students' well-being and that staff members may be flexible regarding deadlines when students have a full schedule.

Considerations

The panel confirms that the Mundus MAPP workload is in line with FQ-EHEA's prescriptions, although it recommends to equalise the number of credits of the ISS and CEU tracks. Initially, the panel had some concerns about the workload of the Mundus MAPP programme, especially during the first year. It established that the workload is indeed high, but doable for the highly motivated students. The panel appreciates the programme's workload monitoring and the way the programme deals with mitigating circumstances.

Conclusion

The panel assesses that the Mundus MAPP programme **meets** standard 3.3, workload.

4.4 Standard 4 : Admission and Recognition [ESG 1.4]

4.4.1 Admission

The admission requirements and selection procedures should be appropriate in light of the programme's level and discipline.

Outline of findings

According to the self-evaluation report, the Mundus MAPP programme aims to attract both young and mid-career professionals working in the government sector, national and international NGOs or donor organisations, and graduates of Southern and Northern academic institutions with a recognised bachelor's degree focusing on governance and democracy. Applicants must also submit proof of proficiency in English if English is not their first language. The minimum level requirements are IELTS 6.5, TOEFL-internet 92, or equivalent. The availability of scholarships makes the programme more inclusive.

The consortium has set up a joint admission procedure. Candidates apply online and indicate the mobility track they wish to follow. The consortium's coordinating institution (CEU PU) administers student admissions and screens all applications on eligibility on formal grounds, such as English language proficiency. Two staff members – one for each of the institutions of the preferred mobility track – qualitatively assess an application, using an evaluation form. Assessment is based on four criteria: educational background (maximum 20 points), work and/or research experience (maximum 15 points), motivation, academic and leadership potential (maximum 10 points) and letters of recommendation (maximum 5 points). Subsequently, the members of the Academic Board discuss and re-assess the files of the leading applicants, creating a final list of candidates eligible for enrolment.

Since 2012, the number of enrolments varied from 13 to 37 students per year. Students and alumni indicated that there is a balance between recent graduates and students with work experience. In the first year, distribution over CEU (PU) and ISS is more or less even, while IBEI has recently been a slightly more popular destination for the second year. The programme has a low number of drop-outs and a high success rate.

Considerations

The panel is of the opinion that the programme applies appropriate admission requirements and selection procedures. The admission criteria are formulated clearly and take into account different types of relevant experience. The procedure is a truly joint effort and involves all consortium partners. By using the coordinating institution as a single entry point, adopting a clear application evaluation form and consulting the

Academic Board, the consortium ensures consistency. The panel noted that enrolled students have diverse backgrounds and come from a wide range of countries across the world.

Conclusion

The panel assesses that the Mundus MAPP programme **meets** standard 4.1, admission.

4.4.2 Recognition

Recognition of qualifications and of periods of studies (including recognition of prior learning) should be applied in line with the Lisbon Recognition Convention and subsidiary documents.

Outline of findings

The Mundus MAPP consortium assesses student applications based on the applicant's educational background, work experience, motivation and references. The admission criteria allow the enrolment of students without a social sciences background, provided they bring highly relevant work experience, strong motivation and very good references.

Credits obtained at one of the partner institutions are automatically recognised by the other partners. Grades are converted using a set grade conversion scheme. The transfer of credits obtained in other master programmes is subject to a partner institution's regulations.

Considerations

The panel confirms that the recognition of previous qualifications and prior learning is adequately provided for in the Mundus MAPP programme.

Conclusion

The panel assesses that the Mundus MAPP programme **meets** standard 4.2, recognition.

4.5 Standard 5: Learning, Teaching and Assessment [ESG 1.3]

4.5.1 Learning and teaching

The programme should be designed to correspond with the intended learning outcomes, and the learning and teaching approaches applied should be adequate to achieve those. The diversity of students and their needs should be respected and attended to, especially in view of potential different cultural backgrounds of the students.

Outline of findings

The self-evaluation report indicates that the programme is founded on five didactic principles: (1) make use of the diversity of the student population, (2) combine academic critical thinking and practice components, (3) choice within an integrated structure, (4) gain experience in multiple settings, and (5) intensive tutoring. Students follow courses that are specifically designed for Mundus MAPP (e.g., core courses) as well as regular courses that are also open to students from other master programmes (e.g., electives).

The Mundus MAPP programme intends to attract a diverse group of highly motivated students to create a learning environment that deepens understanding, and enhances critical thinking and intercultural communication skills. The change of institutions after the first year should also contribute to a more open-minded and flexible attitude that is beneficial to the public policy practice.

Classroom teaching consists of participatory lectures, seminars and tutorials. The programme encourages students to exchange their view and reinforces an open learning environment. Students may schedule additional tutorials to go more into depth on a specific subject matter. In addition, they work independently on research and practical

assignments, and participate in workshops, teamwork projects, internships and study visits. The programme aims to offer an integrated and coherent programme that is of uniform quality, irrespective of the selected mobility track. At the same time, it offers flexibility to cater for students' individual needs and interests.

Mundus MAPP attends to the diverse needs of its students in several ways. All institutions organise introduction programmes to make students feel at home and create a student community. These also address the diversity of academic cultures, cultural backgrounds and life at the institutions. Staff members and fellow students can be easily reached through formal and informal communication channels (see 4.6). Students indicate that they consider themselves a member of the Mundus MAPP community as well as of the larger student community at their host institution.

Considerations

The panel is of the opinion that the programme applies appropriate learning and teaching approaches that are interactive and student-centred. The panel agrees with the consortium and students that the diversity of the programme is an asset and conducive to achieving the programme's overall educational objectives. The international student body and composition of the consortium stimulate the development of critical thinking as well as relevant intercultural skills and competencies. The panel considers the matches between the first- and second-year institutions to be well-motivated.

Conclusion

The panel assesses that the Mundus MAPP programme **meets** standard 5.1, learning and teaching.

4.5.2 Assessment of Students

The examination regulations and the assessment of the achieved learning outcomes should correspond with the intended learning outcomes. They should be applied consistently among partner institutions.

Outline of findings

Each programme component is summatively assessed to determine whether a student has achieved the intended learning outcomes. According to the self-evaluation report and the Mundus MAPP Programme Guide, students are assessed in several ways including papers, presentations, written assignments and exams. Active participation, for instance in debates and practical sessions may also apply. Assessments are mainly based on individual work; group work can never be the primary form of assessment in a course. All institutions use a tool to detect plagiarism.

The Mundus MAPP Programme Guide offers an overview of grading and feedback procedures, reassessment opportunities and appeal procedures at the four partner academic institutions. The institution offering a course determines the assessment mode, and the rules and regulations of that institution apply. Jointly taught components are jointly assessed; jointly agreed examination regulations are included in the Programme Guide. Students' work is graded with a numerical grade in all courses except for the internship, the thesis workshop and the oral thesis defence, which are designated as Pass/Fail. The consortium has developed clearly structured conversion tables on grading equivalencies across the four institutions.

After the study visit, students submit a 3,000-word policy brief or essay which is graded by faculty from all four consortium institutions. The internship is assessed by a 1,000-word report submitted by the student and a short report from the host organisation. The Programme Guide indicates that the assessment criteria and grading system of the hosting institution are applied, although a special form is used for the assessment of the research component. The thesis report and the thesis are jointly examined by two

supervisors from the students' respective mobility track institutions. Although the panel understands that the number of staff members with specific expertise may be limited, it discussed whether this approach ensures sufficiently independent assessment of the theses.

While studying the sample of theses, the panel noted that the scores in the assessment table, the feedback given and the grade awarded did not always match. Furthermore, a small number of theses indicated a considerable disagreement between the assessors but did not show how the assessors agreed on a final grade. This surprised the panel members, because the self-evaluation report indicated that a third examiner would be appointed in case of disagreement. Such cases had not yet occurred, according to the self-evaluation report. During the online site visit, the panel discussed these findings with multiple delegations in order to better understand the thesis assessment procedure and learned that the Academic Coordinator usually moderates discussion between the two supervisors. Only if they do not reach consensus, the Academic Board appoints an additional assessor from within the consortium. Representatives of the Academic Board told the panel that an external ('third') examiner checks whether the assessment procedure is performed correctly at CEU PU and IBEI. Despite the discussions during the site visit, some confusion remained regarding the exact procedure.

Considerations

The panel considers that Mundus MAPP employs appropriate assessment methods to determine whether students have achieved the intended learning outcomes. The consortium members have developed clear regulations regarding when local and when joint procedures apply. Although the panel advises to create a clearer overview of the types of assessment per mobility track, it considers the current assessment modes – with a focus on written examinations – adequate for a master programme in public policy. This may inspire discussions among the partner institutions and possibly encourage the development of new methods, for instance to assess practical skills.

Considering the lack of clarity regarding the interactions around thesis assessments, the panel emphasises the importance of formalising grading procedures. This applies especially to situations where the thesis assessors do not immediately agree. It should always be clear how the assessors come to a final grade and when a third examiner is to be involved. The panel supports the suggestion to consolidate the thesis assessment in one single form, filled out jointly by the assessors.

The panel also stresses that more attention should be paid to ensuring a match between the feedback given and the grade awarded. Calibration sessions with core staff members and thesis supervisors may further harmonise the assessment cultures across the institutions. Lastly, the panel recommends to involve a truly independent assessor in the thesis assessment process. Involving someone from a third consortium institution (provided they have the required expertise) may further strengthen the ties between the institutions.

Conclusion

The panel assesses that the Mundus MAPP programme **partially meets** standard 5.2, assessment of students.

4.6 Standard 6 : Student Support [ESG 1.6]

The student support services should contribute to the achievement of the intended learning outcomes. They should take into account specific challenges of mobile students.

Outline of findings

Before the start of the programme, the consortium has intensive contact with incoming students. Formal questions are answered by the coordinating institution (CEU PU) and forwarded to the relevant partner institution whenever needed. The programme also employs informal communication channels for chats and Q&A sessions with staff and students. All four institutions have a large international student body and provide detailed practical information about studying abroad (e.g., visa requirements, finances, housing, student services, etc.). Students can participate in orientation programmes in the first and second year to familiarise themselves with their new host institution. All partner institutions offer support for academic English to students who wish to improve their language skills.

Every Mundus MAPP student is allocated a supervisor at both host institutions of their mobility track. These supervisors not only guide the thesis report and thesis, but also provide guidance and advice on the student's general academic work. Supervisors may also have a mentoring role and refer a student to appropriate support services whenever necessary. Students can also consult the Mundus Mapp academic and administrative coordinator at their institutions when in need.

Considerations

The panel considers the student support services to be sufficient. The programme provides a wide range of services to its students. All consortium partners have ample experience with incoming international students and provide adequate support in dealing with mobility requirements. The panel commends the programme for assigning two personal supervisors to each student.

Conclusion

The panel assesses that the Mundus MAPP programme **meets** standard 6, student support.

4.7 Standard 7 : Resources [ESG 1.5 & 1.6]

4.7.1 Staff

The staff should be sufficient and adequate (qualifications, professional and international experience) to implement the study programme.

Outline of findings

The core of the Mundus MAPP programme is realised by a group of dedicated and experienced staff at the four partner institutions. The self-evaluation report included the CVs of staff members with a major role in the programme. Academic staff members combine teaching with research, mostly related to developing countries, countries in transition, and global or regional policy regimes. They are active internationally and several staff members have benefited from the Erasmus Mundus Visiting Scholar Programme, which financially supports staff mobility. In addition to the institutions' own staff, the programme invites both academic and professional guest lecturers to enrich students' learning experiences.

In the online meetings with representatives, the panel inquired about the staff members' teaching qualifications. The staff members indicated that the Mundus MAPP programme has no formal joint training requirements, but that qualification and training take place at each partner institution. The partner institutions may prescribe a specific

training related to teaching or examination and organise teaching and learning support sessions.

Considerations

The panel commends the programme for its strong body of dedicated, enthusiastic and qualified staff that implements the Mundus MAPP programme. Staff members have relevant academic backgrounds and are internationally active. The programme supports staff mobility across the partner institutions. Core staff members are highly experienced in management, teaching and have strong publication records. The panel learned that the respective institutions monitor the teaching qualifications of their staff members. Although the panel understands this pragmatic approach, it recommends that the consortium monitors whether staff members are in need of any additional support related to the specific characteristics of the Mundus MAPP programme (e.g. joint training on assessing joint components or on working with international classrooms).

Conclusion

The panel assesses that the Mundus MAPP programme **meets** standard 7.1, staff.

4.7.2 Facilities

The facilities should be sufficient and adequate in view of the intended learning outcomes.

Outline of findings

Mundus MAPP students can use all the services and facilities that are available to students from regular programmes at the four academic institutions. The self-evaluation report clearly summarises all means available in Vienna, Rotterdam, Barcelona and York. These include the library, an online study platform, computer and sports facilities, counselling, administrative support, career services, and remedial and language courses. All institutions provide facilities and support for students with disabilities.

Considerations

According to the panel, all partner institutions offer the required services and facilities at a high, professional level. They support the students in achieving the intended learning outcomes. The panel appreciates the programme's efforts to continually offer the necessary means during the CEU's move to Vienna and the covid-19 pandemic.

Conclusion

The panel assesses that the Mundus MAPP programme **meets** standard 7.2, facilities.

4.8 Standard 8: Transparency and Documentation [ESG 1.8]

Relevant information about the programme like admission requirements and procedures, course catalogue, examination and assessment procedures etc. should be well documented and published by taking into account specific needs of mobile students.

Outline of findings

The Mundus MAPP programme follows the guidelines about transparency and documentation as dictated by the regulations for Erasmus+/Erasmus Mundus programmes. The consortium publishes information about the programme and admissions on its website: mundusmapp.org. Students can also find the Programme Guides for all cohorts since the start of the joint programme there. The Programme Guide links to relevant other sources, such as Student Handbooks. Course syllabi are available on the partner institutions' websites. Students did not mention any transparency or documentation issues. The Mundus MAPP website includes sections with information about current student representatives and alumni. Additionally, it provides information for academic staff who wish to visit one of the consortium institutions using the Erasmus Mundus Visiting Scholar Programme.

Considerations

The panel confirms that all relevant information is readily available to students. The panel considers the Mundus MAPP website to be well-documented and clearly structured.

Conclusion

The panel assesses that the Mundus MAPP programme **meets** standard 8, transparency and documentation.

4.9 Standard 9: Quality Assurance [ESG 1.1 & part 1]

The cooperating institutions should apply joint internal quality assurance processes in accordance with part one of the ESG.

Outline of findings

To monitor the quality of the programme, Mundus MAPP deploys both joint consortium methods and separate evaluation processes in place at the four host institutions. Ultimately, the Academic Board is in charge of the programme's internal quality assurance.

At each of the partner institutions, students elect representatives who regularly provide feedback at their host institution. They also attend Academic Board meetings and present feedback reports on behalf of the student body. The board members address the issues raised and adjust the curriculum or arrangements whenever deemed necessary. The self-evaluation report mentions recent adjustments made after students' feedback.

In addition, the four partner institutions have their own internal quality procedures. They use instruments such as student evaluations for programme monitoring and review. Depending on national regulations, the programme is subject to review by accreditation agencies, either directly or indirectly via institutional review. The institutions share information pertaining to Mundus MAPP with the Academic Board in order to take action where necessary. The panel noted that it is not always possible to trace the source and determine the value of feedback from these evaluations, for instance in courses that attract both Mundus MAPP and regular students.

In 2016, the consortium appointed an experienced senior professor from an independent leading academic institution as External Quality Assurance Reviewer (EQAR) with a remit to provide a complete overview of the programme and its four tracks. The EQAR replaced the former practice of ad-hoc reviews by invited external experts. The self-evaluation report describes that the EQAR annually reviews all information on the programme's structure and content, including a sample of thesis reports, theses and other student work. The EQAR considers the quality of student work as well as that of the assessment standards and the feedback given to students. The EQAR also makes recommendations to enhance the quality of the programme. The Academic Board discusses the EQAR's report in its annual meeting and apply any necessary adjustments.

From a previous accreditation report,² the panel understood that the EQAR had a three-year non-renewable mandate, to avoid too strong ties between the programme and the EQAR. However, the current EQAR has been appointed since 2016. When the panel addressed this issue during the online site visit, the Academic Board explained that the

² QANU (2017). *Report on the Erasmus Mundus master's program in Public Policy of Erasmus University Rotterdam*. https://publicaties.nvaio.net/5b27a4519e379_006242%20rapport%20EUR%20wo-ma%20Public%20Policy.pdf

EQAR's term was renewed because of the programme experienced turbulent times due to Brexit and CEU's move to Vienna. The board members acknowledged that the situation may have undesirable consequences and that it is currently reviewing the EQAR system. An updated system may involve multiple people.

The panel learned from the self-evaluation that the Mundus MAPP programme originally had a Joint Examination Board, whose members oversaw the quality of the programme. After administrative delays, the consortium opted for abolishment of this board to facilitate the grading process. Currently, Examination Boards or equivalent bodies at the four institutions are responsible for the quality of assessment and examination of the courses offered by their academic institution. The Academic Board is responsible for the joint components and also acts as liaison between the institutions' Examination Boards. In view of the independent role of an Examination Board, the panel deems this dual role of the Academic Board highly undesirable.

Considerations

The panel is of the opinion that, overall, the Mundus MAPP programme has an adequate internal quality assurance system in place. Programme components are evaluated regularly by both the consortium and the partner institutions. The panel has seen examples of improvements made based on feedback received from students and the EQAR.

The panel also sees some room for improvement and recommends to organise a more formalised discussion on procedures and structures. It supports the Academic Board members in their intention to further develop the role of the EQAR, to ensure independency by terminating the EQAR's mandate after three years and to involve multiple external reviewers. The panel proposes to involve a diverse pool of independent reviewers, reflecting the diverse academic cultures at the four consortium institutions. Such a body could possibly also fulfil the role of an independent Joint Examination Board, as a formal liaison between the Examination Boards at the four institutions.

Conclusion

The panel assesses that the Mundus MAPP programme **meets** standard 9, quality assurance.

4.10 Conclusion

The panel concludes that Mundus MAPP is a relevant master programme aimed at a specific audience: future academic and policy leaders in the public, private and not-for-profit sectors. The programme is situated in the broad field of political science, public policy and public administration, and intends to enhance the development of both theoretical and practical skills. The programme's four mobility tracks enable students to specialise in an area of interest. The panel recommends to equalise the number of ECs in the ISS and CEU tracks and to unify practical components into one 6 EC course. It also recommends to further develop the internship, to bring this essential component more in line with students' needs and current practice: in theory the internship is a one-month module planned at the end of the first year, but in practice many students spend more time on it and plan it during the academic year.

The panel appreciates the dedicated, enthusiastic and qualified staff that implements the programme's curriculum. Although the workload is high – especially during the first year – students confirmed that the programme is doable and matches their ambitions. They feel adequately supported by the consortium and their host institutions. The consortium has a clear governance structure and has managed to continue the programme despite external difficulties in recent years. It is transparent about how procedures are either organised jointly or by the separate institutions.

Students benefit from the expertise of four well-renowned high-level academic institutions. The ties between the institutions may be further strengthened by formalising procedures, for instance regarding staff exchange, calibration and grading. The panel believes that this would make the assessment procedures more transparent to students. It should always be clear how the assessors come to a final grade and when a third examiner is to be involved. The panel supports the suggestion to consolidate the thesis assessment in one single form, filled out jointly by the assessors. The panel also strongly recommends to involve a truly independent assessor in the thesis assessment process.

The consortium has appointed an experienced senior professor from an independent leading academic institution as External Quality Assurance Reviewer (EQAR) with a remit to provide a complete overview of the programme and its four tracks. The panel supports the consortium's intention to further develop the role of the EQAR, to ensure independency by terminating the EQAR's mandate after three years and to involve multiple external reviewers. The panel proposes to involve a diverse pool of independent reviewers, reflecting the diverse academic cultures at the four consortium institutions. Such a body could possibly also fulfil the role of an independent Joint Examination Board, as a formal liaison between the Examination Boards at the four institutions.

The programme's clear but strict admission criteria lead to a diverse student body of highly motivated students. This aspect is very much valued by everyone involved in the programme. Students show that they have achieved the intended learning outcomes in their theses and graduates are valued on the professional and academic job markets. The panel was pleased to hear that the programme showed appreciation for the panel's feedback during the final meeting of the online site visit. The representatives of the Academic Board indicated that they would take into account the panel's recommendations when determining how to further improve the programme. Overall, the panel comes to a positive conclusion about the quality of the Mundus MAPP.

5 Overview of the assessments

Standard	Judgement
1. Eligibility	
1.1 Status	Meets the standard
1.2 Joint design and delivery	Meets the standard
1.3 Cooperation Agreement	Meets the standard
2. Learning Outcomes	
2.1 Level	Meets the standard
2.2 Disciplinary field	Meets the standard
2.3 Achievement	Meets the standard
2.4 Regulated Professions	Not applicable
3. Study Programme	
3.1 Curriculum	Meets the standard
3.2 Credits	Meets the standard
3.3 Workload	Meets the standard
4. Admission and Recognition	
4.1 Admission	Meets the standard
4.2 Recognition	Meets the standard
5. Learning, Teaching and Assessment	
5.1 Learning and teaching	Meets the standard
5.2 Assessment of students	Partially meets the standard
6. Student Support	
	Meets the standard
7. Resources	
7.1 Staff	Meets the standard
7.2 Facilities	Meets the standard
8. Transparency and Documentation	
	Meets the standard
9. Quality Assurance	
	Meets the standard
Conclusion	Positive

Annex 1: Composition of the panel

- Prof. Dr. Esther Versluis (chair); Professor of European Regulatory Governance at Maastricht University;
- Dr. Laura Horn; Associate Professor at the Department of Social Science and Business, Roskilde University;
- Judith Sargentini M.A.; former Member of the European Parliament, currently deputy director of Artsen zonder Grenzen (Médecins Sans Frontières);
- Mgr. Damir Solak (student member), Ph.D. student at the Faculty of Law, Masaryk University, Brno, Czechia; former student of a master degree study programme Law and Legal Science, and Erasmus+ exchange student at University of Innsbruck and University of Zagreb.

The panel was assisted by ir. Lineke van Bruggen, policy advisor at NVAO, and by Anne Martens, secretary. Albert Basart, project manager at AQU Catalunya, followed the assessment procedure as observer.

All members and the secretary of the panel completed and signed a declaration of independence and confidentiality.

Annex 2: Schedule of the site visit

On 29 November 2021, the panel organised an online site visit as part of the external assessment procedure of the Erasmus Mundus Master programme in Public Policy (Mundus MAPP). The schedule of the visit was as follows:

09:00 – 09:30	Welcome and introduction
09:30 – 10:30	Meeting with the Mundus MAPP Consortium Director of Mundus MAPP and ISS, IBEL and York Academic Coordinators
10:45 – 11:30	Accreditation, evaluation, quality assurance Staff members from CEU, ISS, IBEL and York, as well as the programme's EQAR
11:45 – 12:30	Student representatives Students from IBEL, CEU and ISS
13:30 – 14:15	Alumni and workfield representatives Alumni from different cohorts and workfield representatives from the Transnational Institute and Habitat for Humanity International
15:00 – 16:00	Faculty members Faculty members from CEU, ISS, IBEL and York
16:15 – 16:45	Pending issues Mundus MAPP Academic Board and administrative staff
18:00	Preliminary judgement by the panel

Annex 3: Document reviewed

Programme documents presented by the institution

1. Self-Evaluation Report – Joint Master in Public Policy MUNDUS MAPP, 9 June 2021.
2. Annexes:
 - I. Legal status of the Partner institutions
 - II. Cooperation agreement
 - III. Proof of valid Joint Degree Accreditation
 - IV. Intended learning outcomes
 - V. Course syllabi
 - VI. Structure of the curriculum
 - VII. Admission requirements and selection procedures
 - VIII. Recognition of qualifications
 - IX. Students' assessments regulations
 - X. Academic staff CVs
 - XI. Internal quality assurance system
 - XII. Diploma supplement (sample)
 - XIII. List of graduates 2017-2019, 2018-2020

Additional documents made available before the site visit

1. Course assessment samples from all four institutions
2. Course syllabi from all four institutions
3. Internships
 - I. Sample of internship reports
 - II. List of internships in the CUE and ISS tracks, 2017-2018 and 2018-2019
4. Study visit 2017
 - I. Programme
 - II. Presentations
5. Sample of theses (incl. thesis reports and evaluations)
6. Overview of Mundus MAPP guest lectures
7. Mundus Mapp student database and statistics

Annex 4 : List of abbreviations

CEU	Central European University, as of 2020 Central European University Private University (CEU-PU)
CEU-PU	Central European University under Austrian Legal entity
EC	European Credit
EER	Education and Examination Regulations
EHEA	European Higher Education Area
EQAR	External Quality Assurance Reviewer
ESG	European Standards and Guidelines
FQ-EHEA	Framework for Qualifications in the European Higher Education Area
IBEI	Institut Barcelona d'Estudis Internacionals
ISS	International Institute of Social Studies of Erasmus University Rotterdam
ma	master
Mundus MAPP	Erasmus Mundus Master programme in Public Policy
NVAO	Accreditation Organisation of the Netherlands and Flanders ('Nederlands-Vlaamse Accreditatieorganisatie')
UoY	University of York
wo	academically oriented higher education ('wetenschappelijk onderwijs')

The panel report has been ordered by NVAO for the accreditation of the academic international joint master programme Erasmus Mundus Master Programme in Public Policy (joint degree) of Erasmus University Rotterdam (The Netherlands), Central European University Private University (Austria), Institut Barcelona d'Estudis Internacionals (Spain) and the University of York (United Kingdom).

Application number: 010297



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