



Global-MINDS
EUROPEAN MASTER IN THE PSYCHOLOGY OF
GLOBAL MOBILITY, INCLUSION
AND DIVERSITY IN SOCIETY

Handbook 2019/20





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Welcome to **Global-MINDS** – the European Master in the Psychology of **Global Mobility, Inclusion and Diversity in Society**. We look forward to meeting you at one of our partner universities.

In this handbook¹ you will find many details about the programme: How it works, what to expect at each stage of your studies, what services will be available to you, the structure and staffing at each partner institution, and procedures for dealing with any problems you may encounter.

Please read this handbook carefully as it is in your interest to familiarise yourself with the regulations and procedures.

In case you have any questions about the content of the handbook, do not hesitate to contact your local academic or administrative coordinator. All contact details can be found in the back of this document.

We hope that you will enjoy being a member of Global-MINDS and that you will find your time at each university rewarding and enjoyable.

Kind regards,

The Governing Board of Global-MINDS

¹ The material in this Handbook has been compiled by the Global-MINDS consortium with the help of Huw Landeg Morris from Swansea University who has several years of experience with the administration of Erasmus Mundus Joint Master degrees. We would like to thank Huw for sharing his knowledge.

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About this Handbook

In the following sections, we will provide you with information about the Global-MINDS master programme, so that you know what to expect during this programme. The Handbook is intended to give you a general overview of the Master Programme and the partner universities as well as general information about the joint degree, and the rules and regulations. You will also find a timeline that should help you in planning and organizing your stay and compulsory mobility.

You will find more specific information about each Partner University as well as practical information for each city and country in the welcome materials they provide.

We highly recommend that you read carefully through all documents in order to be well prepared when you arrive at your university.

About Global-MINDS

Recent societal challenges such as Europe's refugee crisis and the rise of political extremism call for experts to tackle pressing issues of mobility, inclusion and diversity. Across the globe, well-trained specialists in intergroup relations and cultural diversity are needed in businesses, governments and organizations. Our goal is to offer a timely master programme that responds to these needs.

Global-MINDS is an acronym for the European Master in the Psychology of **Global Mobility, Inclusion and Diversity in Society**. It is a comprehensive 2-year English language study programme with 120 ECTS focusing on insights from Social and Cultural Psychology and applying them to contemporary social and societal issues. The programme has received funding from the European Union (Erasmus+ - Key Action 1) to implement the master.

Global-MINDS aims to offer high quality international training, scientific knowledge and practical skills to students with a Psychology background (Bachelor or equivalent degree in Psychology or at least 100 ECTS credits in Psychology). This ensures that the program complies with international legal requirements regarding future registration and use of the title 'psychologist'.

The courses provide students the opportunity to acquire in-depth theoretical knowledge in areas of societal relevance as well as the possibility to consolidate and apply them by gaining first-hand intercultural experience through the compulsory mobility paths.

The Global-MINDS consortium consists of five higher education institutions delivering some of the best Master courses related to Social and Cultural Psychology in their respective countries. These national Masters are an integral part of the Global-MINDS programme. This means that you will attend classes with students enrolled in these masters. Global-MINDS also offers classes that have been specifically designed for Global-MINDS students (e.g., the Global-MINDS summer school). By bringing together the Social and Cultural Psychology branches of these national master programmes, Global-MINDS offers a unique combination of diverse scientific sub-domains in one integrated programme relying on the complementary expertise of our Partner Institutions and staff:

- ISCTE-IUL (Lisbon, Portugal): a two-year [MSc in Psychology of Intercultural Relations](#);
- UiO (University of Oslo, Norway): [a two-year Master in Psychology](#);
- SWPS (University of Social Sciences and Humanities, Warsaw, Poland): a two-year [MA in Applied Social Psychology](#);
- KU (Koç University, Istanbul, Turkey): two-year [MA in Psychology](#);

- UL (University of Limerick; Ireland): one-year [MSc in Psychological Science](#).

The program consists of two semesters of full time course work in the first year, at two different universities. This is followed, in the second year, by a semester internship with an organisation or company organised by the student, and a final semester for completing and defending the thesis. During the 2nd semester of the program, students shall propose possible thesis advisors and internship organizations with input and support from the Global-MINDS coordination team (academic and administrative).

Program Objectives

Students will receive a thorough training in theory, research and intervention as well as the development of personal intercultural skills –indispensable assets in today´s global knowledge economy and multicultural work environments. This training includes how to better understand the role of intergroup relations and culture in society and how to develop research and interventions to better understand and address a wide range of complex social issues in contemporary societies. Students engage in experiential intercultural learning in the classroom as well as during a required internship. This type of knowledge is indispensable, as it simply cannot be taught theoretically; and when integrated into a formal degree program, becomes even more valuable because of the opportunity to discuss and reflect on experiences in a safe classroom environment. Moreover, students will complete an empirical research project, giving extensive experience in the entire research process from formulating a hypothesis and a way to test it, gathering relevant data and analysing it, and finally explaining the process and the results orally and in writing.

The required 3-month structured internship in an organisation involved in topics highly relevant to Global-MINDS' aims and goals increases the relevance of the master for the labour market. In addition, visiting experts from various areas will be involved in the delivery of course content in order to bridge theory and practice and apply scientific content to contemporary social and societal challenges. By developing intercultural competence in a systematic way, we believe that Global-MINDS graduates will have an employment advantage in the job market.

The Consortium

The Global-MINDS consortium consists of five Partner Institutions with expertise and experience delivering Master courses related to Social and Cultural Psychology and running Erasmus Mundus and mobility programmes. All five universities are full members of the [European University Association](#). Thus they are recognized as long-standing higher education institutions that conduct research and provide degree programmes meeting national quality assurance requirements within the framework of the European Standards and Guidelines for Quality Assurance.

The entire Global-MINDS programme has been accredited by the Portuguese accreditation agency A3ES (Agência de Avaliação e Acreditação do Ensino Superior²) and students will be issued a joint diploma upon graduation, which is one single document signed by the Rectors of the universities where students undertook their studies.

² <https://www.a3es.pt/pt/resultados-acreditacao/erasmus-mundus-em-psicologia-da-mobilidade-global-inclusao-e-diversidade-na-sociedade>

The Partner Universities

[ISCTE-IUL](#) is a public university established in 1972. The Institute has a strong link to and impact in science, economy and society. ISCTE-IUL is a research-oriented university with a multi-disciplinary and inter-disciplinary approach, including nine research units that conduct excellent research and continuously run more than 200 scientific projects. ISCTE-IUL was included in the Times Higher Education Rankings for the first time in 2017 and has since risen in its ranking, showing its steady growth in quality and prestige. CIS-IUL (Centre for Research and Social Intervention), which the Global-MINDS Master is associated with, is a centre of reference at the national and international level in social psychology and intergroup relations. It received the highest possible evaluation for a research centre in Portugal ("excellent") in 2019. The ISCTE-IUL laboratory provides state-of-the-art infrastructure and equipment (e.g., eye-tracking, psychophysiological measures).

[University of Oslo](#) (UiO) is a public university, founded as the first university in Norway in 1811. It is the highest ranked institution of education and research in Norway - and one of the World's Top 100 universities in the social sciences, according to the Shanghai World Ranking. UiO has a strong track record of pioneering research and scientific discovery. UiO adds value through their focus on highly relevant applied issues, such as human rights and post-conflict resolution.

[SWPS University of Social Sciences and Humanities](#) (SWPS) is a private university established in 1996. SWPS is considered to be one of the most prestigious educational institutions in Poland according to the Polish Ministry of Science and Higher Education and representatives of the 500 biggest Polish companies. It is the only Psychology programme in Poland honoured by the governmental accreditation body (PKA) with the designation of "exceptional" (i.e., the highest quality designation). To date, over 200 students have completed their Master theses in Cross-cultural psychology from SWPS.

[Koç University](#) (KU) was founded in 1993 as a non-profit private university in Istanbul. Koç is ranked in the top 10 best small universities, top 50 best young universities worldwide and top 30 best Asian universities according to the Times Higher Education 2016 rankings, distinguished by the number of published articles per academic member as well as notable contributions to education, knowledge and services nationally and internationally. Koç University has over 100 laboratories, 17 research centres and forums conducting scientific and application studies in specific fields, proposing policies, and conveying academic knowledge to society. Koç's research mission is to contribute to the universal body of knowledge and to influence intellectual, technological, economic and social developments on a global scale. Most of the faculty members received their PhD degrees from the top universities in the world and have worked as faculty members in leading American and European universities before coming to Koç. The university's facilities and services are outstanding, providing an exceptional learning environment for students.

[University of Limerick](#) (UL) is a public university, established in 1972, with a proven record of innovation in education and excellence in research and scholarship. It has a reputation for delivering research which makes an impact for industry, society and the wider community: it was named "Irish university of the Year 2019" in the Sunday Times Good University Guide, due to its leading position in graduate employability (QS ranking at #101) and strong cooperation with industry in both education (internships) and research. Adjacent to UL is Ireland's first science and technology park, which is home to over 80 organisations employing over 3,000 people. The University was nominated as an Erasmus Success Story by the EU in 2009 and 2010.

Management Structure

Each partner university has a local coordination team consisting of an Academic coordinator, an Academic vice-coordinator and an Administrative Coordinator. They are the primary contact points for Global-MINDS students with questions about the local academic programme or administrative procedures. Furthermore, there is a central coordination team consisting of the European Academic and Administrative Coordinators who are located at ISCTE-IUL and are responsible for academic and administrative matters for the entire consortium.

Global-MINDS consists of the following management bodies:

- **Governing Board:** This is the ultimate decision-making body of the Consortium. It is responsible for coordination, policies, and decision-making within the consortium. It supervises the delivery of the Program and is responsible for its strategic management. Permanent members of this board include the European Consortium Coordinator (Chair of the Governing Board), the Local Academic and Administrative Coordinators from each partner university, as well as the European Administrative Coordinator.
- **Quality Assurance Board:** This Board is responsible for monitoring the quality of the Program, designing and implementing quality enhancement policies. Permanent members are an external expert, three Local Academic Coordinators; and two Student Delegates (one from each starting university) as well as two vice-Delegates elected by their peers. The four student delegates should represent the four different mobility paths. The student delegates will contribute to the quality assurance mission by providing feedback about the programme and the student satisfaction surveys. Physical meetings with the Quality Assurance Board members may be scheduled during the summer school. Virtual meetings with the central coordination team may also be scheduled during the semesters.
- **International Advisory Panel:** World-leading experts in Social and Cultural Psychology have agreed to collaborate with the Global-MINDS consortium in order to provide advice and recommendations on the implementation and quality assurance of the programme. Three of them will always meet once a year and their advisory role will be synchronized with the delivery of workshops and guest lectures for Global-MINDS students.
 - [Colleen Ward](#): Victoria University of Wellington (New Zealand); is the director of the MSc in Cross-cultural Psychology and the Centre for Applied Cross-cultural Research. She is a reference in the area of acculturation research.
 - [Michael Bond](#): Hong Kong Polytechnic University (Hong Kong); is Professor Emeritus and one of the founding fathers of contemporary cross-cultural psychology.
 - [Sabine Otten](#): University of Groningen (the Netherlands); is Professor of Intergroup Relations and Social Integration. Her teaching and research centres on (cultural) diversity and social integration, specifically at the workplace.
 - [Karen van der Zee](#): University of Amsterdam, (the Netherlands); is the dean of the faculty of Social Sciences. She is also the Chief Diversity Officer of the university

and holds a chair in intercultural competence – an area in which she is one of the leading scholars. She is the chair of the Global-MINDS Quality Assurance Board.

- **Stephen Wright:** Simon Fraser University (Canada); is Professor of Psychology and Canada Research Chair in Social Psychology. His work focuses on the social psychology of intergroup relations, specifically prejudice and discrimination as well as minority language and culture maintenance.
- **Technical Secretariat:** It consists of the European Administrative and local Administrative Coordinators. It provides administration support, dealing with all administrative questions and is in charge of practical issues related to students' studies and mobility.

Global MINDS Governing Structure

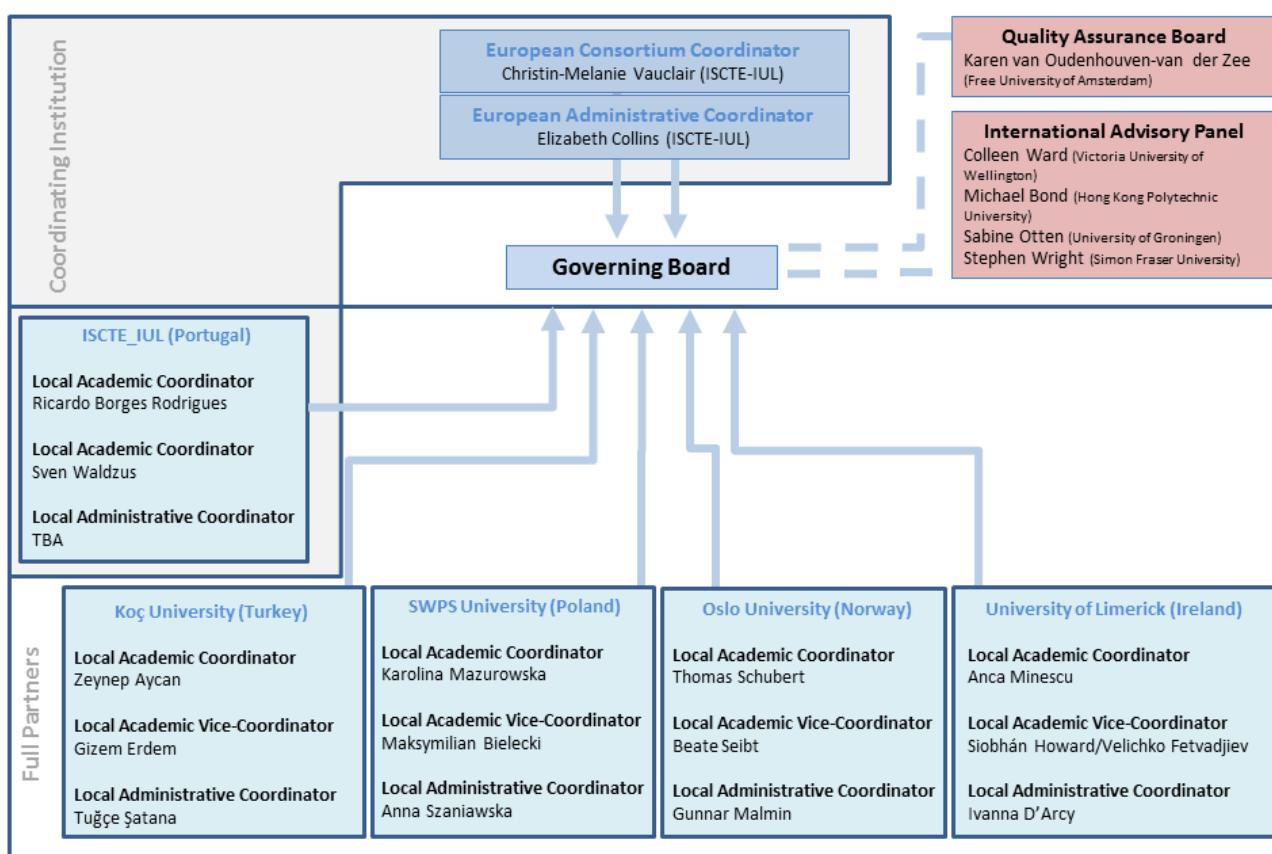


Figure 1. Global-MINDS Governing Structure.

The Global-MINDS Team

Below are short descriptions of the team, their work experience and research interests. At the end of this handbook, you will find also the contact details for each team member.

ISCTE-IUL:

- Dr. Christin-Melanie Vauclair (European Consortium Coordinator) is a lecturer at ISCTE-IUL and research fellow at CIS-IUL. Her research focuses on cross-cultural comparative

research (e.g., values, morality), stereotyping/ discrimination, health disparities, acculturation and intercultural training.

- Dr. Elizabeth Collins (European Administrative Coordinator) was previously a research fellow at CIS-IUL examining stereotypes and communication. She is also vice-director of CIS-IUL and was previously a member of the directory board of a nationally funded joint PhD program in social psychology, of which ISCTE-IUL is a consortium member.
- Dr. Ricardo Borges Rodrigues (Local Academic Coordinator) is a lecturer at ISCTE-IUL and coordinator of the national Master in Psychology of Intercultural Relations. His research and expertise focuses on intergroup relations and inclusion/exclusion in childhood (regarding race, ethnicity, social class, and age) and the development of school intervention and training programmes.
- Dr. Sven Waldzus (Local Academic Vice-coordinator) is Associate Professor of Psychology at ISCTE-IUL. His research covers intergroup relations with a focus on social identity, ethnocentrism, cognitive-motivational models of social relations, and cross-cultural adaptation.
- Ms. Sofia Jacinto (Local Administrative Coordinator) is a PhD candidate at ISCTE-IUL. She investigates cognitive heuristics and biases in the clinical psychological and therapeutic setting.

SWPS:

- Dr. Karolina Mazurowska (Local Academic Coordinator) is an assistant professor at SWPS. Her primary areas of interest are acculturation, intercultural communication and Asian psychology & culture. She is an expert in cross-cultural business psychology and Chinese studies.
- Dr. Maksymilian Bielecki (Local Academic Vice-Coordinator) is an assistant professor at SWPS. His research focuses on cognitive psychology, psychophysiology, psychometrics, statistics and research methods.
- Ms. Anna Szaniawska (Local Administrative Coordinator) is the Head of the Language Centre where she manages language programs. She is also involved in projects involving quality assurance.
- Mr. Radosław Stanczewski (Project Management Consultant) was the Local Administrative Coordinator at SWPS in the previous years and now advises the SWPS team on the delivery of the program.

UiO:

- Dr. Thomas Schubert (Local Academic Coordinator) is Professor of Social Psychology at UiO. His research interests focus on social cognition and social emotions in the context of interpersonal and intergroup relations.

- Dr. Beate Seibt (Local Academic Vice-Coordinator) is Professor of Social Psychology at UiO. Her research focuses on social emotions and motivation, e.g. how motivation and positive social emotions shape interpersonal and intergroup relations and how these findings can be used in interventions. She has also done research on social media, stereotyping and prejudice and has been involved in numerous cross-cultural projects.
- Mr. Gunnar Malmin (Local Administrative Coordinator) is Senior Executive Officer at UiO and among others responsible for matters related to international student exchange.

KU:

- Dr. Zeynep Aycan (Local Academic Coordinator) is Professor of Psychology at KU. She is an expert on cross-cultural management and psychology, including cross-cultural comparisons of Human Resource Management practices and leadership.
- Dr. Gizem Erdem (Local Academic Vice-Coordinator) is an Assistant Professor in the Department of Psychology at KU. She researches program evaluation of preventive and treatment interventions targeting at-risk youth and their families. She also explores applications of evidence-based practices in diverse cultural settings.
- Ms Tuğçe Şatana (Local Administrative Coordinator) is the academic and administrative coordinator for the Graduate School of Social Sciences and Humanities at Koç University responsible for all academic and administrative operations.

UL:

- Dr. Anca Minescu (Local Academic Coordinator) is a Lecturer in the Department of Psychology and Assistant Dean International, in the Faculty of Education and Health Sciences at UL. She is an expert on ethnic relations studied from a social and political psychology perspective. She researches how belonging to a specific ethnicity/ nationality affects behaviour in intergroup contexts, how collective identities form and sometimes result in political action, and how prejudice and discrimination against minorities can be overcome.
- Dr. Siobhán Howard (Local Academic Vice-Coordinator) is a Senior Lecturer in Psychology at UL. Her main research interests lie in the areas of health, biological, and behavioural psychology. Her work examines the impact of psychosocial variables on physiological responses to stress. Siobhán is on leave for the moment.
- Dr. Velichko Fetvadjiev (Local Academic Vice-Coordinator) is a Lecturer in Psychology at UL. His research interests are in the areas of cross-cultural and personality psychology.
- Ms Ivanna D'Arcy (Local Administrative Coordinator) is part of the International Education Division at UL and involved in Erasmus Mundus and International Exchange projects.

Associated Partners

Academic Partners. We collaborate with Academic Institutions from virtually all continents: renowned experts from Oceania, Asia, Europe, and North America, as well as academic contacts from South-America, the Middle East and Africa.

Organizational Partners. Non-academic Associate Partners include numerous organizations (private companies, civil society organizations, public service providers, practitioners, policy makers, governmental organizations and NGOs) with whom our Partner Institutions have established collaboration agreements.

You will be able to meet some of these partners through lectures, seminars, workshops, internships and the Summer School. Since we are constantly adding new partners to our collaboration network, the most updated information will be on our website www.global-minds.eu.

Getting to Know Us

You will meet the members of the team from the respective university you are attending during Welcome Sessions at the beginning of Semesters 1 and 2. You will receive practical information (e.g., regarding language courses) as well as more specific information about the Global-MINDS Programme. These welcome sessions will provide you with crucial knowledge about the academic functioning of the Programme and the partner university you are attending.

Global-MINDS students can join a cohort Facebook group where you can communicate with the members of your cohort.

Academic Induction

We have put into place a number of measures that should facilitate your academic induction. Whenever possible, we will try to pair you up with a local fellow student who will be able to assist you with practical as well as academic matters at the university. You will also be put in touch with Global-MINDS students from the previous cohort who may help you with practical questions specific to the programme, such as the mobility paths and Visa issues.

The Local Academic Coordinator is available to help with academic information, support, and advice. In addition, the local administrative coordinator will help with the systems and bureaucracy of the university.

Students Exchange and Meetings

Global-MINDS cohorts will be split across different universities. However, the entire cohort will meet at the compulsory summer school after Semester 2. There may also be virtual seminars to connect students from the different universities.

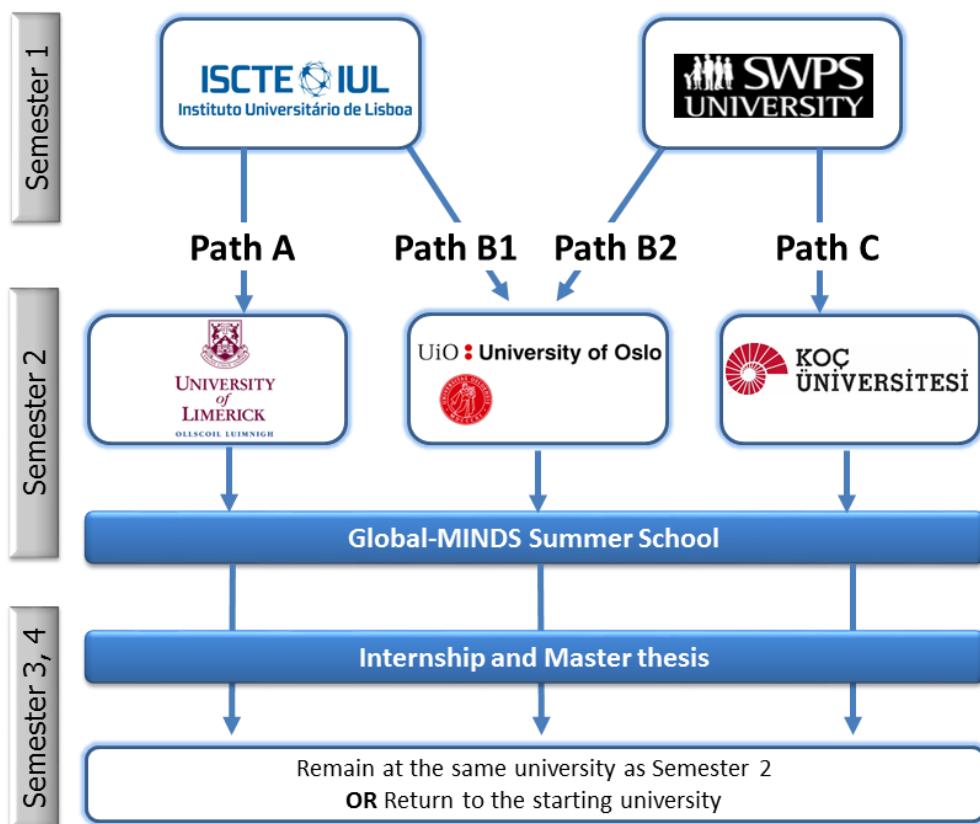
The Global-MINDS programme

Global-MINDS is a unique study programme offering insight into cutting edge science with a focus on its application to societally relevant topics. The programme takes into account student interests and needs by offering various mobility paths and study contents. The curriculum is designed as a coherent set of modules with the Starting Universities providing fundamental courses on Social and Cultural Psychology, complemented by the 2nd semester Institutions, who offer a more varied

curriculum. The Global-MINDS Summer School offers additional knowledge and skills development regarding topics not covered by the Partner Institutions.

All courses are coordinated by renowned teaching staff with extensive international teaching and research experience in Social and Cultural Psychology, complemented by guest lecturers who are world experts or practitioners in the field.

Mobility Scheme



Semester 1

ISCTE-IUL: Compulsory courses focus on culture and group phenomena including stereotyping and intergroup discrimination. Issues of intercultural contact and potential misunderstandings in communication situations are also covered. You also learn about specific techniques to reduce prejudice in society and to improve your cultural competence.

SWPS University of Social Science and Humanities: Compulsory courses cover social psychological topics (e.g., prejudice, stereotyping and discrimination) and numerous cultural psychological issues such as cultural diversity, acculturation, as well as intercultural training and conflict resolution and in an intercultural context.

Semester 2

After completing the first semester, you will move according to your mobility path (see Figure above). The mobility paths have been carefully designed to offer students varied cultural experiences

and learning opportunities. You will also receive a solid training in psychological quantitative methods and data analysis as preparation for your Master thesis project:

- Mobility Path A: You will deepen your knowledge of Social Psychology by applying its principles regarding diversity and social inequality to contemporary social issues, such as how individuals relate to community and society, collective action and political participation.
- Mobility Path B1 and B2: You will learn about issues related to immigration, prejudice, and social justice as well as human rights and post-conflict reconstruction from a cultural and gender perspective.
- Mobility Path C: You will be prepared to deal with a socially and culturally diverse workforce in national and international organizations. You will learn how organizational and national cultures shape businesses, institutions and people (e.g., regarding leadership styles).

The compulsory courses will be complemented with electives offered at each Partner Institution in Psychology and other disciplines (e.g., Anthropology, Political Science, Sociology).

2nd Year

In semesters 3 and 4 students will complete an internship and master thesis enrolled at one of the universities in their mobility path. Students will be required to be present at the University of their primary supervisor from January of their second year in the programme. We encourage students to look for internship opportunities in the same location to minimize stress caused by administrative and acculturative issues.

Students will supply preference information regarding thesis topics and potential supervisors. We will try to take preferences into account as much as possible, however, please note that we will also aim for an equal distribution of students across the universities in the second year.

Internships will be organized by the student, with help of coordinators at the partner universities as necessary. The internship is generally completed at an organization in proximity or with connections to the partner university the student is completing their thesis in association with, although this is not a requirement of the programme.

Curriculum

Note: All courses listed here are subject to change in the case of unforeseen circumstances

In order to fulfil the mobility requirements, students must complete 30 ECTS in each semester. Each mobility path has a different academic focus.

Year 1

Semester 1

Paths A & B1		Paths B2 & C	
ISCTE-Instituto Universitário de Lisboa		SWPS University of Social Sciences and Humanities	
Course Title	ECTS	Course Title	ECTS
Cultural Psychology	6	Dynamical Social Psychology	5
Stereotyping, Prejudice, and Discrimination: Advanced Topics	6	Psychology of Acculturation and Economic Migration	6
Psychology of Intercultural Contact and Communication	6	Cultural Determinants of Human Behaviour and Cross-Cultural Diagnosis	6
Elective Block A – 1 course	6	Statistics and Methodology in Cross-Cultural Psychology	5
Elective Block B – 1 course	6	Elective(s)	8

Semester 2

Path A		Path B		Path C	
University of Limerick		University of Oslo		Koç University	
Course Title	ECTS	Course Title	ECTS	Course Title	ECTS
Advanced Studies in Political Psychology	6	Promoting Change through Social Psychology	10	Cross-Cultural Management	6
Community Psychology	6	Human Rights, Democracy and Reconstruction after Conflict	5	Advanced Research Methods & Statistics II	9
Elective Block A – 1 course	6	Elective Block A – 1 course	5	Seminar Course	3
Elective Block B – 1 course	6	Elective Block B – 1 course	5	Elective	6

Summer School

Course based on Study Path (at ISCTE-IUL in 2018)	ECTS
Path A Summer School in Methodology and Intervention	6
Path B Summer School in Methodology and Intervention	5
Path C Summer School in Methodology and Intervention	6

Year 2

All Universities	ECTS
Internship in the Psychology of Global Mobility, Inclusion and Diversity in Society	18
Master dissertation in the Psychology of Global Mobility, Inclusion and Diversity in Society	42

Year 1 by Path

Path A

Semester 1: ISCTE-Instituto Universitário de Lisboa	
Course Title	ECTS
Required Courses	
Cultural Psychology	6
Stereotyping, Prejudice, and Discrimination: Advanced Topics	6
Psychology of Intercultural Contact and Communication	6
Likely Elective Course Options (1 course from each block required) (minimum of 12 ECTS required)	
Block A	
Diversity at Work	6
Diversity and Intercultural Relations in the School Context	6
Block B (Quantitative Data Analysis required except with permission of the local Academic Coordinator)	
Qualitative Data Analysis in Psychology	6
Advanced Quantitative Data Analysis	6

Semester 2: University of Limerick	
Course Title	ECTS
Required Courses	
Advanced Studies in Political Psychology	6
Community Psychology	6
Path A Summer School in Methodology and Intervention	6
Likely Elective Course Options (1 course from each block required) (minimum of 12 ECTS required)	
Block A	
Advanced Perspectives in Social Identity Research	6
Inequality and Social Exclusion	6
Block B (Qualitative methods should be taken at only one university)	
Qualitative Research Methods in Psychology	6
Advanced Analysis in Psychology II (Quantitative Research Methods)	6

Path B1

Semester 1: ISCTE-Instituto Universitário de Lisboa	
Course Title	ECTS
Required Courses	
Cultural Psychology	6
Stereotyping, Prejudice, and Discrimination: Advanced Topics	6
Psychology of Intercultural Contact and Communication	6
Likely Elective Course Options (1 course from each block required) (minimum of 12 ECTS required)	
Block A	
Diversity at Work	6
Diversity and Intercultural Relations in the School Context	6
Block B (Quantitative Data Analysis required except with permission of the local Academic Coordinator)	
Qualitative Data Analysis in Psychology	6
Advanced Quantitative Data Analysis	6

Semester 2: University of Oslo	
Course Title	ECTS
Required Courses	
Promoting Change through Social Psychology	10
Human Rights, Democracy and Reconstruction after Conflict	5
Path B Summer School in Methodology and Intervention	5
Likely Elective Course Options (1 course from block B required) (minimum of 10 ECTS required)	
Block A	
Current Topics in Social Psychology	5
Social Inequality in the 21st Century: Egalitarian Norway in Comparative Perspective	10
Block B	
Applied Statistics for Peace and Conflict Studies	10
Applied Qualitative Methods	5
Applied Quantitative Methods	5

Path B2

Semester 1: SWPS University of Social Sciences and Humanities	
Course Title	ECTS
Required Courses	
Dynamical Social Psychology	5
Psychology of Acculturation and Economic Migration	6
Cultural Determinants of Human Behaviour and Cross-Cultural Diagnosis	6
Statistics and Methodology in Cross-Cultural Psychology	5
Likely Elective Course Options	
Intercultural Competence Training/Adaptation workshop for int'l students	6
Ethnic Conflict and Reconciliation	2
Doing Business in the East and in the West	2



Semester 2: University of Oslo	
Course Title	ECTS
Required Courses	
Promoting Change through Social Psychology	10
Human Rights, Democracy and Reconstruction after Conflict	5
Path B Summer School in Methodology and Intervention	5
Likely Elective Course Options (1 course from block B required) (minimum of 10 ECTS required)	
Block A	
Current Topics in Social Psychology	5
Social Inequality in the 21st Century: Egalitarian Norway in Comparative Perspective	10
Block B	
Applied Statistics for Peace and Conflict Studies	10
Applied Qualitative Methods	5
Applied Quantitative Methods	5

Path C

Semester 1: SWPS University of Social Sciences and Humanities	
Course Title	ECTS
Required Courses	
Dynamical Social Psychology	5
Psychology of Acculturation and Economic Migration	6
Cultural Determinants of Human Behaviour and Cross-Cultural Diagnosis	6
Statistics and Methodology in Cross-Cultural Psychology	5
Likely Elective Course Options	
Intercultural Competence Training/Adaptation workshop for int'l students	6
Ethnic Conflict and Reconciliation	2
Doing Business in the East and in the West	2



Semester 2: Koç University	
Course Title	ECTS
Required Courses	
Research Seminar	3
Advanced Research Methods & Statistics	9
Cross-Cultural Management	6
Path C Summer School in Methodology and Intervention	6
Likely Elective Course Options	
Advanced Industrial and Organizational Psychology	6
Social Cognitive Neuroscience	6
Culture and Human Development	6
Sociology of Migration	6

Summer School

The compulsory two-week summer school with required physical presence will be held after the second semester. It will be a unique opportunity to meet everyone from your Global-MINDS cohort. There are no registration fees and lunch and snacks will be provided.

You will have to pay for travel and accommodation expenses. We will work to organize an inexpensive accommodation option.

The summer school may include sessions on specific methodologies, specific interventions, methods for the application of research, and developing thesis research plans. These workshops will be given by invited scholars who are renowned experts in their field. You will be expected to present and discuss your master thesis plans. You will have assignments associated with your grade for the summer school. You will receive more details about the academic aspects of the summer school during the 2nd Semester of the programme.

Internship

Your internship can be done at any organization in any country, and should preferably be supervised by a psychologist at the organization. It must last for at least 300 hours (about 3 months full-time). Prior to the internship, you will need to develop an internship plan specifying your tasks and responsibilities. This plan should be written in conjunction with the supervisor at the respective organization and approved by your academic internship supervisor (a faculty member at one of the consortium universities) to verify whether the internship plan fits with the learning goals of the programme. All forms and a detailed explanation of the procedures in relation to the internship are available to students on the password protected portion of our website: <http://global-minds.eu/students/>.

After having completed the internship, you will write a report on your internship experience, work tasks, and learning outcomes. There will also be a virtual platform throughout the internship time period, supporting students through the internship process, encouraging reflection and consolidation of learning, and allowing for sharing experiences and opportunities across the whole cohort. At some universities there will be seminar meetings throughout this semester for those students completing the internship in the area.

You are expected to organize the internship, however, all Partner Universities have collaborations that have been formalized through agreements with a number of private companies, governmental organizations, and NGOs. Based on these contacts and agreements, a list of suitable internships will be made available to all Global-MINDS students. Students who are interested in pursuing an internship at one of these entities should contact the Local Academic or Administrative Coordinator at the connected institution, who will assist with the first contact with the organization. Generally, your primary thesis supervisor will also act as the academic supervisor for the internship. Please note that you can also opt for a research internship in any of the research centres at our partner universities.

Master thesis

Students express preferences for a Master thesis project topic and primary supervisor from a list of projects early in the second semester of the Global-MINDS programme. The Master

thesis project will be subjected to approval from Governing Board members and relevant committees at the respective Partner University regarding its feasibility, ethical considerations and match with the objectives and learning outcomes of Global-MINDS. The relevant forms, procedure information and timeline will be posted on the password protected student section of the website: <http://global-minds.eu/students/>.

Theses will be jointly supervised by two academics from two different Partner Universities, who hold a PhD in psychology. As much as possible, the primary supervisor will be from a Partner Institution in which the student has obtained at least 30 ECTS credits (i.e., 1st or 2nd semester university).

The master thesis submission deadline is 30 June 2020. A 5% grade penalty will be applied for each day (or part of a day) that the thesis is submitted late. Students who do not submit the master thesis on time will need to extend their studies for one full year and will be charged the additional tuition fees for the extension. Extensions due to extenuating circumstances can only be granted if communicated immediately to the local and central coordination team, the local rules allow extensions under these circumstances and appropriate evidence can be provided.

Admission to the oral master thesis examination requires that all courses have been passed, the internship has been completed and the master thesis has been approved. Juries are composed of some or all of the following (depending on institutional rules), who will evaluate the Master thesis and attribute a grade: the supervisory team, a PhD holding co-reader, and/or a tenure track faculty member from the Partner Institution. A maximum of two members of the jury can join via video conferencing if necessary. In order to promote consistency in the grading, a standard marking template will be shared with supervisors and committee members; grades will be given in the grading scale of the credit granting university and in the ECTS grading scale. The oral master thesis examination will take approximately 45 minutes and usually includes a presentation about the master thesis and a question and answer period. A record shall be kept including all relevant information. Please note that the final defence dates will depend on the universities where your supervisors are located.

Students shall be entitled to repeat the final master examination only in case of a failure. The dates for the retakes of the final examination shall be between 3-12 months after the failed examination. In the event of a need to retake the Thesis oral examination, students will not have the right to extend any scholarship and may be charged additional fees for the extension. You will receive a Global-MINDS Master Thesis Handbook in your 2nd semester with more detailed information about the master thesis process. Each partner university also has a specific master thesis guidelines with the local rules in regard to thesis issues such as formatting and submission which you will receive in the 3rd semester.

Intended Learning Outcomes

You will receive a thorough training in relevant psychological theories and concepts as well as intercultural skills – assets that are indispensable in today's global knowledge economy and multicultural work environments. Moreover, you will be trained to better understand the role of intergroup relations and culture in society. You will also receive in-depth training on

quantitative statistical analysis and research methods. Together this knowledge should provide the skills needed to develop sound and culturally sensitive research projects as well as effective interventions to address social issues in our societies.

(1) Knowledge. After graduating from Global-MINDS students will:

- have in-depth scientific knowledge regarding social and cultural relations;
- be able to apply theory and research from Social and Cultural Psychology to contemporary phenomena in society;
- be able to think more creatively and be more innovative in problem-solving approaches due to exposure to different (cultural) perspectives;
- know more about different educational systems and job opportunities in Europe;
- have a clearer idea about career options through high quality internships in private companies, governmental organizations, and NGOs.

(2) General skills in Social and Cultural Psychology. After graduating from Global-MINDS students will acquire general competences at a Master level in regard to:

- research skills involving a range of research methods, theories, evidence and applications;
- analysis skills (e.g., using advanced quantitative methods, psychological tools, laboratory equipment and psychometric instruments, and applying evidence-based reasoning);
- communication skills (e.g., presenting scientific contents in a clear and comprehensive way to a lay audience);
- English language skills (in written and oral form) at an advanced level;
- data handling skills;
- problem-solving and reasoning skills (e.g., critically processing psychological research literature);
- practical skills (e.g., designing and evaluating social interventions);

(3) Specific skills in Social and Cultural Psychology. Global-MINDS graduates will know how to:

- analyse newly encountered social situations according to social psychological processes in intergroup relations and intercultural contexts;
- identify instances and causes of misunderstanding, conflict, prejudice and discrimination in concrete situations based on analysis of the intergroup relations and cultural backgrounds;
- empirically investigate situations and evaluate interventions by choosing or developing culturally appropriate research instruments for interviewing, surveying, or observing;
- design intervention tools to prevent or reduce social and cultural tensions;

- communicate and intervene in cross-cultural contexts in ways that will foster cooperation and goal pursuit, prevent discrimination, alleviate conflict, and enhance well-being.
- (4) Transferable Skills. Global-MINDS students will develop skills that can be used in many jobs and are highly valued by employers:
- Interpersonal skills (e.g., when working with different others);
 - Critical thinking;
 - Independent learning, self- and time-management;
 - Cross-cultural team work skills and group problem solving skills;
 - Cultural self-awareness;
 - Intercultural competence and communication skills.

Teaching and learning methods

The overall learning outcome goal of Global-MINDS is the development of student capabilities in the areas of critical thinking, research, development and presentation of argument, development of writing and presentation skills, knowledge and understanding of the field, as well as communication and collaboration. We think that it is important that students are exposed to a variety of teaching approaches.

Therefore, Global-MINDS does not restrict teaching to one mode, but applies the following principles:

- variety in teaching (i.e. a mix of lectures, discussion, workshops, group and individual presentations, self-directed learning and tutorials);
- variety in assessment (i.e. a mix of essays; research papers; literature reviews; group and individual projects; oral presentations; multiple choice, short answer and essay exams; etc.);
- a policy of transparency in both (a) and (b) above, including the communication of learning outcomes and assessment criteria in the syllabus;
- formal and informal discussions among staff and students on issues of teaching and learning as part of Quality Assurance procedures;
- integrating research: for example through the empirical master thesis, but also by incorporating the latest research results into course contents, and/ or conducting small-scale research projects in the classroom in order to acquaint students with specific research methods (e.g., interview guidelines) and techniques (e.g., online surveys) as well as the analysis of current social issues (e.g., through case studies) in order to develop prevention and intervention plans. Through this, students will learn how to diagnose, prevent and intervene in regard to social and societal issues using an evidence-driven approach;
- bridging theory and practice: primarily through a structured internship of 3 months.

Timeline

Below you will find a general Global-MINDS timeline. Please note that the exact key dates (e.g., in regard to the end dates of the semesters) may be slightly different depending on the Partner University. You will be informed about any changes by the respective Partner Universities.

The summer school in summer 2020 marks the end of the 2nd academic semester. August is the holiday month at the universities ISCTE-IUL, SWPS, UL and KU, while it is the month of July at UiO. During this time, there is minimal service at each university, thus any requests may take longer than usual. Members of the central and local coordination team will also be on holiday during this time.

You should start the internship as early as possible, ideally beginning of September 2020. The master thesis must be submitted by **30 June 2021**.

(1) Welcome sessions organized by the local Global-MINDS team

Location: ISCTE-IUL/ SWPS

When: week of 23 September 2019

(2) Preparatory workshop on statistics and SPSS

Location: ISCTE-IUL/ SWPS

When: 24-27 September 2019/ part of the 1st semester stats class

(3) 1st semester

Location: ISCTE-IUL/ SWPS

When: 23 September 2019 - 17 January 2020

(4) 2nd semester

Location: UL/ UiO/ KU

When: 20 January - 18 May 2020/ 20 January - 12 June 2020 / 20 January- 5 June 2020

(5) Summer School

Location: UL

When: 15 June to 26 June (tentative)

(6) 2nd year: internship semester

Location: one of the universities from the 1st year

When: 2nd half of 2020 to January 2021 (internship report is due at the end of the semester of the credit granting university)

(7) 2nd year: master thesis semester

Location: one of the universities from the 1st year

When: January to June 2021 (please note that you will start working on your master thesis much earlier during your 2nd semester);

Master thesis submission deadline: 30 June 2021

(8) Master thesis defence

Location: primary supervisor's university

When: July to August 2021 depending on primary supervisor's university

(9) Graduation ceremony:

Location: partner university where student is enrolled for the 2nd year

When: depends on university

Quality Assurance and Student Feedback

Your opinion and feedback as a Global-MINDS student is crucial to improving the program in terms of the course content and organizational systems and policies. You will be asked to evaluate different aspects of the Global-MINDS programme such as the quality of teaching and organizational aspects. Evaluations will be conducted throughout the year.

- During the Welcome Week: You may be asked to fill in a survey with open-ended questions about your needs and expectations of the Global-MINDS programme.
- After each completed course: You will be asked to fill out an anonymous online Student Satisfaction Survey. The evaluation results will be analysed by the Quality Assurance Board and shared in an aggregated format with the Global-MINDS Governing Board. You may also be asked to complete similar scales by the partner university you are enrolled at. It is important that you complete both, as the programme is making comparisons across universities, while the partner university is making comparisons across courses within the university.
- During the year: The local academic coordinator will monitor any issues or dissatisfaction that may arise.
- At the end of each academic year: You will be asked to complete a global survey about your overall satisfaction with the Global-MINDS Programme, its administrative functioning and compulsory mobility scheme, whether your expectations have been met and how the Programme could be further improved.
- Virtual platforms: these will be used to discuss any issues that you may encounter with your internship.
- Internship evaluation form: You will be asked to fill in a form to evaluate the internship in terms of your performance as well as the skills you developed.
- After graduation: As a Global-MINDS alumna/us you will be contacted and asked to fill in a questionnaire in order to provide guidance on policy and business trends that help to keep the curriculum at the cutting edge of research and intervention.
- Student Delegate: Students will elect two student delegates (one from each starting university) and 2 vice delegates, who should cover each of the mobility paths. Student delegates will be permanent members of the Quality Assurance Board and function as a link between the student cohort at each Partner Institute and the teaching staff. The coordination team will meet (via call or video-conference)

regularly with the student delegates to receive feedback from the student body as a whole.

Besides these discrete evaluation moments, communication channels will constantly be open throughout the year.

Practical information

Insurance

If you are admitted to the Global-MINDS programme, whether as a scholarship or self-funded student, you are insured for health (including illness, accident, death, permanent disability, pregnancy), liability, assistance (in case of document loss, means of payment loss, legal assistance, emergency travel) and baggage loss or damage with a plan that meets the minimum requirements set up by the EACEA. The insurance covers the whole study stay in Global-MINDS Partner Institutions, plus travel to the start university and up to two months after the completion of the programme; the coverage includes worldwide travel, as required for participation in the Global-MINDS programme. Please note that return trips to the home country within the study cycle are covered up to 4 weeks. We will send you the insurance policy before you enrol in the programme.

Student records

As the coordinating institution, ISCTE-IUL will maintain records of examination results and correspondence pertaining to re-examinations. A copy of the student records will be sent to each partner university the student attends. Please note that your student records are confidential. Details are only available to members of staff of Global-MINDS, ISCTE-IUL and other authorised persons within each University. We do not disclose anything to any other parties, including your family, without written permission.

Transcripts of records including all completed courses may be issued by ISCTE-IUL after the 1st year upon the student's request. After the 2nd year and a successful thesis defence, transcripts of records of all courses completed within the Global-MINDS programme by the student will be provided in the Diploma Supplement.

ISCTE-IUL charges for transcripts. The cost, as of May, 2019, for transcripts are the following:

10€ for 1 semester of studies

40€ for the first year of studies

50€ for the whole master programme (2 years of studies)

Global-MINDS will cover the cost of each student's first transcript request, regardless of transcript type. Charges for any later transcript requests will be the responsibility of the student. To request a transcript, please send an email to ECSH@iscte-iul.pt.

Upon completion

Master Diploma and Diploma Supplement

Upon successful completion of all Global-MINDS requirements, you will be awarded a fully recognized joint Master Certificate issued by the Partner Institutions where you completed at least 30 ECTS. You will receive a diploma supplement, which explains the nature of Global-MINDS, the Programme structure and content, mobility and marking. It provides a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named. This diploma supplement is intended to enhance recognition and understanding of the degree among employers, universities and other interested parties. The diploma supplement also includes all the information included in a student transcript.

Diploma and Graduation

You will receive your diploma at a celebration organised at each partner university. Diploma supplements shall be conferred upon candidates administratively. Each partner university organises its own degree ceremony. Dates and more detailed information will be given at the partner universities.

Career information

Career information and advice is available at each institution at which you will be studying. The local academic coordinators will also be able to provide you with career support. Please note that Global-MINDS offers an easy transition to the third cycle (doctoral studies) if you aspire to it, including within partner universities.

A thematic Master on Social and Cultural Psychology is a flexible degree, because it can be used to work in many different fields. All career outlets that are open to social psychologists will also be available to Global-MINDS graduates, yet broadened to areas in which cultural competence is required. Global-MINDS is designed to match the growing social need for initial and advanced training of professionals in all areas of society where specific knowledge regarding the complexity of interactions among people of different cultures, ethnicities and social groups is necessary. It is predicted that social psychologists in the private sector will continue to be in demand as societies become more diverse and continue to tackle issues of race, religion, and the like³. The [Psychology Student Employability Guide](#) (published by the Higher Education Academy) notes that there is a need for graduates to ensure that they are equipped to work in a global marketplace. Developing intercultural competence contributes towards making graduates more marketable; and research suggests that graduates with international study experience have an employment advantage.

Examples of employment opportunities are:

- Business organizations (e.g., in Human Resources Management, international management and administration, International Marketing),

³ <http://www.psychologyschoolguide.net/psychology-careers/social-psychologists/>

- NGO's (see, for example the Psychology Coalition at the United Nations);
- Public Relations;
- Education (e.g., in schools regarding diversity);
- Development and International Agencies (e.g., as humanitarian aid worker);
- Government (e.g., in Public Policy) and local authorities (e.g., dealing with migration related issues at a local level);
- Intergovernmental Organizations (e.g., UNESCO);
- Research (within and outside academia);
- Counselling, Cultural Consultancy, Cultural Training and Cultural Mediation and Negotiation.

Erasmus Mundus Students and Alumni Association (EMA)

The Erasmus Mundus Students and Alumni Association (EMA) is a network for students and alumni of all Erasmus Mundus Masters Course (EMMC) programmes. Since its establishment through an initiative of the European Commission in June of 2006, EMA has been working constantly to advance the Erasmus Mundus programme, and offers a platform where students and alumni can exchange information and experiences. All EMA activities are performed by members on a voluntary basis, and in cooperation with the European Commission. The association is free to join for Erasmus Mundus students. You can register at the webpage and get instant access to an online student forum, a newsletter and a database of students and former students. We strongly recommend you visit their website for more information about the association and sign up, www.em-a.eu

Rules and Regulations

General rules and regulations

By enrolling in the Global-MINDS Programme, you agree to abide by the General Rules and Regulations and the Examination and Assessment Rules included in this section. Moreover, each university has its own general regulations that you must adhere to. Information on these regulations is available from the universities.

In case you have any questions about the rules and regulations outlined in this section, please contact your Global-MINDS local coordinating team. For a full list of contact details, see the final pages of this handbook.

Course Rules and Student's Rights and Obligations

The Student Agreement regulates the mutual rights and obligations between the parties in all that concerns the Global-MINDS Programme. It will be sent to you before you enrol into the Global-MINDS programme and you will be asked to sign it.

The rights of Programme Students, besides the delivery of the Programme to the highest standards, include an academic and administrative contact point at each institution who can

provide advice for queries and academic concerns as well as access to information, resources and services. Students also have the right to raise complaints regarding academic and administrative aspects by following the procedures established in the Student Agreement and this Handbook. Please note that each Partner University will offer Global-MINDS students all the services that are also available to local students (e.g. language courses, library access, social services, internet access, sports facilities) during their stay at the respective university. Students' obligations include attending and participating in the programme courses, following the compulsory mobility path; upholding professional and academic ethics; not misusing equipment and facilities; delivering the expected outputs; and achieving the expected performance results in order to be allowed to continue participating in the joint programme.

Students must obtain 30 ECTS from at least two different Partner Universities. Each Partner University ensures that students can obtain 30 ECTS through either compulsory courses or additional elective courses that fit into the focus of each mobility path. A total of 42 ECTS will be awarded for the successful completion of the Master thesis and 18 ECTS for the internship. Examination and resit options are specified below.

Internship regulations

Requirements for eligible internships are that they last for at least 300 hours (about 3 months full-time) and are related to the Global-MINDS programme topics. Before the end of the first week of your internship, in conjunction with your organizational internship supervisor, you must develop a brief internship plan specifying your tasks and responsibilities. After completing the internship, you will write a report on your internship experience, work tasks, and learning outcomes. The organizational internship supervisor will be asked to complete a brief form about the intern's performance and contribution as well. These outputs will be evaluated by the university internship supervisor and/or the local coordinating team and be included in the Quality Assurance of the Programme. Moreover, during the 2nd year, you may participate in a virtual platform to communicate about your internship experience with your peers. This maximizes support, reflection, and knowledge exchange about possible career outlets.

The Consortium's Attendance Policy

Please note that this section contains general guidelines. Any disciplinary issues will be dealt with at the institutional level, in accordance with the specific institution's procedures.

You are expected to attend all lectures, seminars and tutorials and to submit all work required for each course. You should report single class absences to the course coordinator. Absences of longer duration and reasons for them should be reported to the Local Coordinator Team at the relevant partner institution. In addition, you should announce any circumstances you feel might adversely affect your performance to all relevant parties (course coordinators, local team members, and Consortium coordinators, as necessary). Failure to do so will result in the forfeiture of legitimate grounds for appeal of assessment decisions. The local coordinator will be responsible for informing the Governing Board of any such needs.

Non-attendance at teaching sessions will result in investigating the reason for the absence. Prolonged absences will result in the application of sanctions, either at departmental level or, in the more serious cases, by the University/ Consortium.

A student who has been absent from an examination may be asked to submit an explanation without delay to the Course Coordinator and the Local Academic Coordinator. In the case of illness, he/she may be asked to submit a medical certificate.

An unjustified absence of more than 28 days will result in withdrawal from the Programme and cessation of any and all scholarship payments.

Complaints and Appeals

The Consortium is committed to ensuring a high quality educational experience for its students, supported by appropriate academic, administrative and welfare support services and facilities within each of its institutions. In order to help us to help you and improve our delivery and support, you should raise and help resolve any issues that you may be dissatisfied with at the institution in which you are studying as soon as they arise. Most issues can be resolved quickly. If problems persist, issues can be raised with the course coordinator, Local Academic Coordinator and the Local Administrative Coordinator.

Should a student be unable to resolve a complaint to their satisfaction within the institution concerned, he/she may approach the Consortium Academic and Administrative Coordinators, followed by the Governing Board of the Consortium. The Board may conduct an investigation into the complaint.

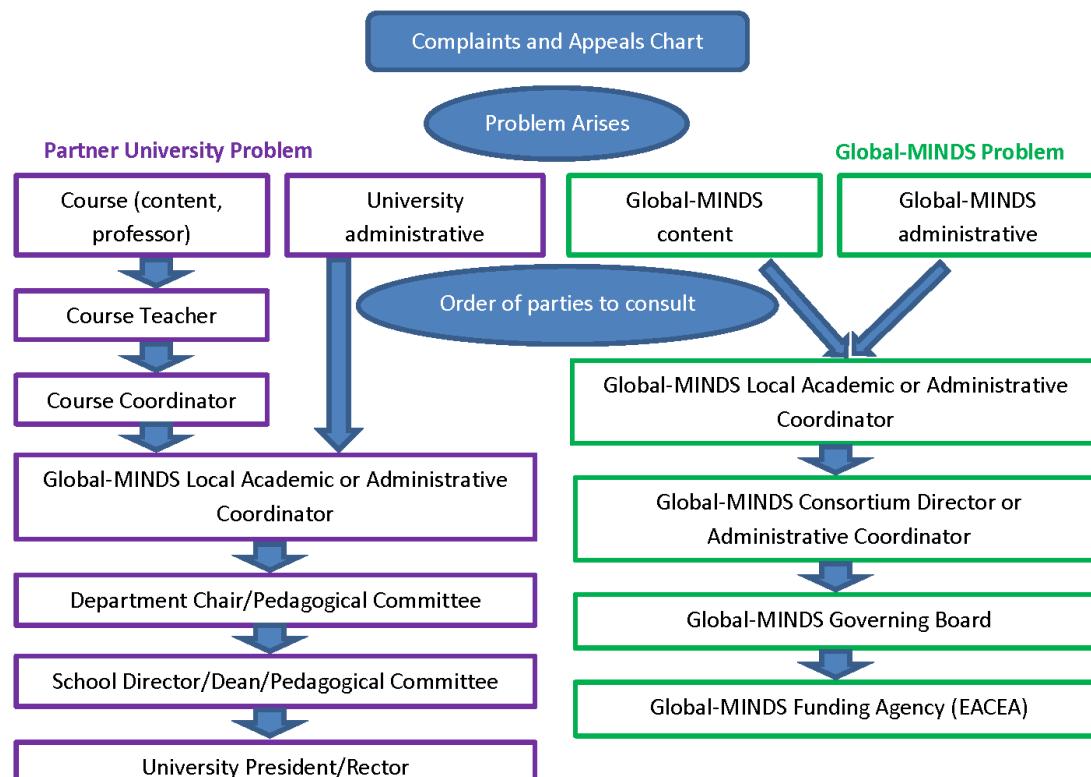


Figure 4. Complaints and appeal chart.

If your dissatisfaction concerns the institution where you are studying, you will need to follow the institution's local appeal procedure. Your local coordination team can provide you with more information if needed. If, after exhausting the institution's appeal procedure you are still dissatisfied, you may apply to the Consortium for a review of the decision.

Appeals to the Consortium should be based upon one or more of the following grounds:

- Irregularities in the conduct of the relevant procedures, which are of such a nature as to cause reasonable doubt whether the party/parties concerned would have reached the same decision had they not occurred;
- Exceptional personal circumstances which were not known to the party/parties concerned when the candidate's case was considered and which can be shown to be relevant to the case. (In appeals based on these grounds the appellant must show good reason why such personal circumstances were not made known prior to the decision being made. Where a candidate could have reported exceptional personal circumstances prior to the decision being made, those circumstances cannot subsequently be cited as grounds for appeal.)

The Governing Board will review the case based on the written evidence provided and will decide whether to:

- dismiss the appeal;
- permit the appeal to proceed; and refer the case back to the institution concerned to reconsider the case in light of the new evidence;
- establish an independent appeals committee before which the student can present his/her case;
- modify the severity of the penalty (non-academic decisions only) in consultation with the relevant institution.

Once the appeal process has been completed, the Consortium will issue the student with a Completion of Procedures letter.

Disciplinary Regulations

Any disciplinary issues will be dealt with at the institutional level, in accordance with the partner institution's own disciplinary procedures. It is the responsibility of the institution coordination team to monitor such cases and report any problems they deem to be sufficiently serious to the Governing Board.

Details of the institution's disciplinary procedures will be available from the specific institution as you commence studies in that institution. More information about this can be found in the institutional rules and regulations.

Enrolment

Enrolment at your starting universities will automatically secure your enrolment at the second university as well, provided you pass all first semester courses. However, on arrival at each

institution students may need to complete a further enrolment process. Information on this will be provided to you before your departure from your starting university.

The enrolment process is a means of recording data on students and for institutions to provide important information to students. During the enrolment process students also declare that they will abide by the regulations of the universities concerned.

General conduct and behaviour

Students shall conduct themselves in an orderly manner as specified in the Student Agreement and in the local codes of conduct at each institution. Please note that:

- If you wilfully damage University property you must pay for its repair and may be subject to disciplinary action.
- If you attempt to obstruct teaching, study, research or the administration of any University within the Consortium you will be liable to disciplinary action.
- Unauthorized absence from any part of your course without proper cause will render you liable to disciplinary action and may result in the withdrawal of your study visa.
- You are obliged to inform the Consortium of any criminal conviction prior to completing an internship with a vulnerable population. In such a case you will be asked to complete a questionnaire including questions about your past.

Notification of Change of personal information and contact details

The Consortium needs to be informed of any change of personal information or contact details, while the student is enrolled in the Global-MINDS programme. Personal information can include things such as name changes, new passport information, marital or parental status changes. Normally students should inform the Local Administrative Coordinator at whichever institution they are studying (for contact details, please see the final section of this handbook). The coordinator will then have the responsibility for informing all other institutions within the Consortium.

Student Support; Special Needs

On arrival at each institution you will be given details of the appropriate person to whom you may refer queries about special needs. Each institution is committed to offering you appropriate advice and guidance. The way in which this support is offered may differ slightly from one institution to another and you must familiarise yourself with the way in which you can raise concerns or share worries.

Your Local Coordination Team is one of the most valuable resources you have if things become difficult. Their responsibility is to help you, advise you and make sure that any problems you have can be dealt with properly.

A student requiring specific provisions for assessment due to special needs should submit a written application to the Local Administrative Coordinator at the institution concerned. The application must be supported by documentary evidence. The Governing Board will review all such requests. The institutions are permitted to disregard requests for specific provision if not supported by appropriate documentary evidence.

Where a student's circumstances are known to be prolonged or permanent and identified prior to the start of the session, a student requiring specific provisions for classes or assessment should contact the Local Coordinating Team prior to the start of the course. The universities concerned may then assess the level of support required and advise whether they are able to provide it.

Each institution has appropriate departments to support students with special needs. The specialists in the various fields will be available to advise the departments on providing students with the necessary support. Specific provisions may be considered for circumstances including dyslexia; visual impairment; hearing impairment; physically impairment; medical impairment.

Transfer, withdrawal or suspension of studies

Transfer

Transferring to another mobility path or into the programme part way through is not possible.

Withdrawal

Before deciding to withdraw from your studies, speak to the relevant Local Academic Coordinator at whichever institution you are currently studying for advice on your decision. If you are sure you cannot continue with your studies, it might be better for you to suspend studies instead.

Suspension

You should think carefully before asking for a suspension of studies in the programme. The nature of the programme, whereby students must pass each semester before progressing to the next, and the geographical consideration that the first and the second semester are spent in different countries, mean that it is difficult to make up time lost by taking a suspension. You may have to repeat the entire year or wait until the following year before proceeding, even if you are planning only a short intermission.

If you have been granted a Global-MINDS scholarship, it automatically stops during a suspension. Depending on the circumstances, you may lose the scholarship after a suspension.

If you decide to request a suspension from your studies, you will need to make a formal application to the Governing Board. This application must be previously accepted by your master thesis supervisor (if in the 2nd year of the programme) and the Local Academic Coordinator of the University where you are enrolled. The Governing Board will then consult with the involved partner universities. You will receive a formal reply, when your case has been considered.

Payment of Tuition Fees

The tuition fee for the whole Master's programme is €6600 for programme country students and €13200 for partner country students. The tuition fees for scholarship students are automatically removed from their scholarship, thus these students do not need to make payments separately.

Tuition fees for self-funded students must be paid to the coordinating institution, ISCTE-IUL, for the entire duration of the study programme, by the start of the programme. Payment details will be given at least a month beforehand.

Repayment policy in case of withdrawal

Self-funded students will need to request reimbursement of unspent funds (fees for any year not begun) in case of withdrawal or exclusion from the Program. Please consult the Student Agreement for further information.

Scholarship Payment

If you have been awarded a scholarship to study in this programme, you will have to sign a scholarship contract that will be mailed to you together with the Student Agreement before you enrol. The scholarship contract contains all information in regard to amounts and payments of the scholarship.

Examination and Assessment Rules

Global-MINDS students will take the same exams and be awarded the same credits as students attending local Master courses. Resit options will correspond to the respective institutional rules and regulations except that resit exams to improve grades will not be allowed at any of the institutions.

Assessment

One of the objectives of the Consortium is to ensure that assessment is fair. To achieve this, the Consortium has produced an assessment policy, which is summarised below.

Assessment in the Global-MINDS programme is based on course grades (based on assignments and test grades), the internship grade and the thesis grade. To complete the degree you will need to obtain a total of 120 ECTS. Students must accumulate 60 credits in the first year of studies, consisting of the substantial courses, before they can progress to the second year of studies.

The award of the Global-MINDS degree will be based upon successful completion of both year one and year two. Due to national requirements relating to assessment, there may be different practices adopted by each institution to convey to students their performance in assessment. For instance, results will be given as a number of points at ISCTE-IUL, but in the form of an Honours level at the University of Limerick. As the coordinating institution, ISCTE-IUL will receive all student grades. Thus all grades will be converted to the Portuguese 20-point system, and recorded in the ISCTE-IUL online system, Fênix.

Assessment requirements of a course/module

Students are strongly advised to take note of the various methods that each institution/department uses for student assessment. You should raise any queries you may have with your lecturers early. Please note any deadlines set by your Institution/Department for the submission of work and the consequences of failing to meet them. Keep in mind that you must fulfil all required elements of a course assessment plan.

Grade conversion

Grade conversions will take place after each change of institution. Each institution transfers the students' grades to the ECTS grading scale and between university grading scales according to the table below.

ECT S	Ireland	Norway	Poland	Portuguese I	Turkey
A	First Honours (A1, A2)	A	5 (bardzo dobry)	18-20	A+, A (90-100)
B	Honours 2.1 (B1, B2)	B	4.5 (dobry plus)	16-17	A-, B+ (83-89)
C	Honours 2.2 (B3, C1)	C	4.0 (dobry)	14-15	B (80-82)
D	Third Honours (C2, C3)	D	3.5 (dostateczny plus)	12-13	B-, C+ (73-79)
E	Compensating Fail (D1, D2)	E	3.0 (dostateczny)	10-11	C (70-72)
F	Fail (F, NG – no grade)	F	2 (niedostateczny)	1-9	C- (67-69)
					D+ (64-66)
					D (60-63)
					F (0-59)

Late Submission of work

Extending the deadline for individual assessments

You will receive clear information about assessment deadlines for each course at the outset of the course. There should be no excuse therefore for missing these deadlines. In exceptional circumstances due to ill health or exceptional personal reasons you may find that you are unable to meet a deadline. In this case you should contact the relevant course coordinator and/or follow the relevant administrative procedure as soon as you become aware that there is an issue and before the submission date in question.

Extending the time limit for completion of the degree

You should be aware that the time limit for assessments and for the thesis defence of the degree may be extended in exceptional cases only. In this case you should contact the Local Coordinating Team as soon as you become aware that there is an issue. A reasoned application, supported by appropriate independent evidence, must be submitted to the Governing Board and the appropriate academic committees within the institution. If you are a scholarship holder, please keep in mind that your scholarship cannot be extended beyond the official duration of the program (i.e., 24 months). Despite extenuating circumstances, tuition fees for extra semesters will be charged when the degree is not completed on time.

Re-assessment

Re-assessment

In the event that you fail a course, you will need to consult the course information available to you, as re-assessment policies vary between courses and institutions.

You may be granted a provisional validation of your completion of the semester, but please keep in mind that the final validation will be conditional upon successfully completing this

course in the following semester or year. In some cases, this may mean that you must re-enrol at the same university and retake the entire course.

If in doubt, please contact your Local Coordination Team.

General Assessment Rules

General Assessment Rules

- G1 The Pass mark for modules will be set at 50% Grade E (ECTS), which corresponds to E (Norway); 3 (Poland); 10 (Portugal); C (Turkey); Compensating Fail (Ireland). Credits will be awarded to candidates who pass a course. All courses pursued must be passed (see G5 below).
- G2 Courses shall be assessed individually, as prescribed by the relevant institution(s). The assessment method for a course may take the form of essays; research papers; literature reviews; group and individual projects; oral presentations; multiple choice, short answer and essay exams or other forms of examinations or assignments. The chosen assessment format should be appropriate to assess whether a student has met the learning outcomes of the course.
- G3 In order to proceed from one semester to another in the 1st year, a candidate must accumulate 30 ECTS credits by passing courses (see G1 above).
- G4 Candidates who have qualified to proceed to the next semester shall not be allowed to resit any examination, resubmit an assignment or repeat any course for which credit is awarded in order to improve their performance.
- G5 The Consortium reserves the right to charge a re-examination fee in case of the resubmission of a dissertation. Students who repeat failed courses may be charged fees as appropriate.
- G6 A candidate who is absent for the whole of a written examination (or who fails to submit assigned projects or coursework by the required date(s)) will be deemed to have failed the course(s) in question. In the case of illness or other exceptional circumstances the University may grant an extension to the submission date or permit a supplementary examination to be held as appropriate.
- G7 The consequences of late submission of work is determined for each course independently, by the teacher. The late submission of assessed work may result in a mark of 0% being awarded and a decision of fail being recorded, unless an extension has been granted prior to the deadline.
- G8 Both years of the degree must be completed successfully before a candidate may qualify for the award of a degree.
- G9 A candidate who fails to submit the dissertation by the deadline of 30th June of the 2nd year of study, and who has not been granted an extension of candidature due to special circumstances will fail the degree.
- G10 The time limit for the completion of the degree may be extended in exceptional cases only. A reasoned application, supported by appropriate independent evidence, must be submitted by the Local Academic Coordinator for consideration to the Governing Board and any appropriate institutional academic committees. Contact the local coordination team for the specific requirements to be granted an extension at the local

university. All documentation should also be submitted to the Consortium Coordination team at ISCTE-IUL.

Requests for an extension shall be considered with reference to the following criteria:

- (a) Normally, suspensions/extensions will be granted only on compassionate grounds, or in cases of illness, serious domestic difficulties or exceptional commitments, which can be demonstrated to have adversely affected the candidate. A full and reasoned case, supported by appropriate, satisfactory, medical or other independent evidence, and a work-plan for completion of the thesis within the extension requested, must be made by the student, the supervisor and local academic coordinator for consideration by the Governing Board.
- (b) In cases which arise as a result of illness:
 - (1) Satisfactory medical or other relevant documentary evidence must be supplied in English language. (The extent and nature of the illness as described in the certificate are invaluable in assessing the case.)
 - (2) A clear statement must be supplied, showing that the institution concerned has evaluated the situation in which the candidate finds himself / herself as a result of the illness and that it considers the requested extension to be appropriate for completion in accordance with the work-plan. Such a statement will, wherever possible, follow direct contact between candidate and institution.

Unfair Practice and Plagiarism

Gaining unpermitted advantage in any element of the programme is not tolerated by the Consortium. Therefore considerable emphasis is given to preventative measures both at departmental and University level and to warn students against engaging in any form of unfair practice. Unfair practice, here, is defined as any act whereby a person may obtain for himself/herself or for another, any unpermitted advantage.

This applies whether students act alone or in conjunction with another/others. An action or actions may be deemed to fall within this definition whether occurring during, or in relation to, a formal examination, a piece of coursework, or any form of assessment undertaken in pursuit of an academic or professional qualification at any institution within the Consortium. Each institution shall consider cases in accordance with their local procedures and regulations, and report the outcomes to the Governing Board. Examples of Unfair Practice include, but are not limited to, the following:

- Plagiarism,
- Collusion (i.e. sharing information or results or receiving outside help in individual assessments, whatever their form), and
- Falsification of the results of data collection and analysis.

Plagiarism means using the phrases or words or ideas of someone else (or oneself from a previous work) and treating them as if they are one's own and new. More concisely it may be defined here as using, without acknowledgement, another person's work and submitting it for assessment, as though it were one's own work, for instance, through unacknowledged copying or paraphrasing.

Examples of plagiarism

Firstly, the use of any direct quotation(s) from the published or unpublished work of other persons, unless clearly identified as such by being placed in quotation marks and acknowledged with reference to author, source (publication), year, and page number.

Plagiarism, here, is involved whether a person uses, without proper acknowledgment, long passages of texts, such as entire paragraphs or short ones of a sentence or a few words. They may include all forms of written sources including web sites.

Secondly, plagiarism is involved, in cases of summarising – ‘paraphrasing’ - another person’s ideas, judgments, figures, software or diagrams without reference to that person in the text and the source in the bibliography. Here, although the words (or figures etc.) or most of the words are changed, while the meaning remains, plagiarism is still involved. The boundary between plagiarism and non-plagiarism is slightly less easy to specify in the abstract, than in the case of unacknowledged quotation. However, you should be on the safe side and make a habit of citing your sources whenever you use the ideas and arguments of someone else (which you invariably must do in academic writing).

Quotation (of verbatim sections of texts) and referencing (of arguments, ideas, descriptions, and analyses) should follow APA rules of citation. Students are expected to be acquainted with these rules. Whenever in doubt, please consult the latest edition of the Publication Manual of the American Psychological Association. In particular, it is important that your citation and referencing reflects the real degree to which another author’s work is actually used (i.e., citing once in a paper is not enough if the work in question is used several times). In cases where the unacknowledged use of other people’s work takes place collectively, such as in group work, plagiarism is still involved. Whenever written work for assessment is produced jointly by a group of students, the responsibility for this work is shared.

In cases of oral presentations the rules regarding plagiarism also apply. This holds for presentations where texts are read aloud or a rehearsed talk is delivered. Here, it may often be enough to use expressions such as “as argued by Gordon Allport”, but even though oral presentations by their nature may involve less formality, the principle of never presenting ideas and arguments of others as if they are one’s own still applies. The cases of power point presentations and slides should be treated on a par with other written work such as essays and assessment papers.

Finally, plagiarism is involved in cases where a student submits another student’s work as his or her own, as well as where a student uses essay writing agencies/internet sites in the preparation of assessed work.

A specific instance of unfair academic practice is ‘self-plagiarism’, i.e., re-using your own previous work (e.g. extracts from, or the entire text of essays, examinations papers or any other written material previously authored by yourself). Using specific ideas or arguments previously expressed by yourself is of course legitimate, but here it will often be appropriate

to cite yourself as the source, certainly when such re-use is substantial, or when sections of texts are paraphrased (e.g. in the fashion: ‘The following section is substantially based on my account in “.....”.’)

Consequences of Plagiarism

The universities in the Consortium use a variety of electronic plagiarism detection software. This software will be used to identify possible plagiarism in your thesis and some of your class work, although the results of such electronic detection are always subjected to scrutiny by academic staff before any action is taken.

Lecturers are often able to detect cases of plagiarism and take appropriate action in accordance with the procedures of the relevant university. It is possible that an oral examination on any piece of work may be conducted if the institution suspects a candidate of unfair practice. The institution may require students to provide copies of notes/earlier drafts of assessed work as proof that the final submission was their own.

Students should not underestimate the consequences associated with plagiarism and other forms of unfair academic practice. If they are caught, the penalties imposed could be enough to ruin a career.

The penalties vary in degree, and different universities – in accordance with the overall principles of the Consortium – have slightly different procedures and, to some extent, slightly different modes and degrees of punishment. However, all the universities of the Consortium adhere strictly to the rules outlined above, are determined not to tolerate detected breaches, and will take action in measured relation to the severity of each case.

If a student is found guilty of plagiarism, the likelihood is that all the marks for the semester will be cancelled, i.e. 0 for each course, and he or she may even be required to withdraw.

Also, pleading un-intentionality, ignorance of rules, excessive work load, or other personal circumstances as an excuse for plagiarism, is not likely to be effective.

It might be that some students, in some countries or universities, are not accustomed to the rules against plagiarism and other unfair academic practices such as those laid out here. It might even be that some students during their bachelor studies have encountered ‘teaching cultures’, which permit or even to some degree encourage students to submit work, which basically repeats the words and ideas of a teacher – or by extension of some other authority (i.e. authors of the specific books assigned in a course).

What should be stressed here is that the standards of excellence, which the universities of the Consortium seek to encourage in students – standards which are shared by advanced institutions of learning across the globe – do not agree with unquestioningly parrotting the words and ideas of a few authors or teachers, as if these were the only, incontestable truth. On the contrary, students are encouraged to independently reflect upon, compare, discuss, and indeed even question any of the texts they are required to read and any of the lectures they hear. The ability to produce reasoned arguments and analyses in class and at exams, reflecting such academic stances, will be rewarded.

In order to avoid plagiarism it is important, as already noted, to reference your work and attribute all information meticulously to the relevant sources. Methods of referencing and attribution will vary for academic and practical coursework. Lecturers can explain the relevant and acceptable forms of referencing and attribution they require.

Contact List

What follows is the list of contacts for all academic and administrative coordinators. When you write an email to anyone in this list, please make sure that you include “Global-MINDS” in your subject line so that your message does not go unnoticed.

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Glossary of university terms

<i>ISCTE-IUL</i>	Instituto Universitário de Lisboa (University Institute of Lisbon) located in Lisbon, Portugal; the coordinating university of Global-MINDS
<i>SWPS</i>	SWPS Uniwersytet Humanistyczno-społeczny (SWPS University of Social Sciences and Humanities) located in Warsaw, Poland
<i>UiO</i>	University of Oslo located in Oslo, Norway
<i>KU</i>	Koç University located in Istanbul, Turkey
<i>UL</i>	University of Limerick located in Limerick, Ireland
<i>CIS-IUL</i>	Centro Investigação e Intervenção Social (Centre for Research and Social Intervention) at ISCTE-IUL
<i>Governing Board</i>	The ultimate decision-making body of the Consortium, which supervises the delivery of the Programme. It is also responsible for the strategic management of the Programme. Members of the Governing Board are indicated in the Global-MINDS Governing Structure (see Figure 1).
<i>Local Academic Coordinator</i>	Responsible for the local management of the programme in regard to all academic matters at the respective Partner institution (see Global-MINDS management structure).
<i>Local Administrative Coordinator</i>	Responsible for the local management of the programme in regard to all administrative matters at the respective Partner institution (see Global-MINDS management structure).
<i>Compulsory mobility</i>	Global-MINDS students must study in at least two different partner universities in order to graduate with a Global-MINDS diploma.
<i>Mobility Path</i>	Global-MINDS offers 4 different options regarding the compulsory mobilities (path A, B1, B2, and C).
<i>A course</i>	A unit of teaching on a specific topic that lasts for one academic term.
<i>ECTS</i>	European Credit Transfer and Accumulation System; it is a standard for comparing study attainment of students across universities in the European Union. For successful completed courses, ECTS credits are awarded. 1 ECTS corresponds roughly to 25-30 hours of workload. One academic year corresponds to 60 ECTS credits that are equivalent to 1500-1800 hours of total workload.
<i>ECTS grade</i>	A grading system defined in the ECTS framework by the European Commission. It has been developed to facilitate students' mobility and transfer of grades between European higher education institutions. The ECTS grade

	does not replace the local grades but are used in the students' transcript of records to "translate" a grade from one institution to another.
<i>Unsatisfactory attendance</i>	Includes failure to attend seminars, lectures, tutorials, or any other activity defined as compulsory (by a University, department, or in the Global-MINDS Handbook), without providing a satisfactory reason for the absence.
<i>Teaching session</i>	Represents a means of offering information to students. Examples of teaching sessions include lectures, seminars, practical classes, example classes, tutorials and field trips.