

Programme Specification

I. Programme Details

Programme title	Economics & [...]
Possible combinations	Arabic Chinese Japanese Korean Development Studies History Law Politics Social Anthropology Finance and Management International Relations
Final award (<i>exit awards will be made as outlined in the Taught Degree Regulations</i>)	BA <input checked="" type="checkbox"/> MA <input type="checkbox"/> BSc <input type="checkbox"/> MSc <input type="checkbox"/> Other... <input type="checkbox"/>
Mode of delivery	Distance-learning <input type="checkbox"/> On-campus <input checked="" type="checkbox"/>
Professional body accreditation (<i>if applicable</i>)	n/a
Academic year this specification was created	2017/18 for Programme aims and learning outcomes. Programme structure grid amended in 2019/20. See the last page for the structure relevant to the cohort by year of entry.
Dates of any subsequent amendments	

II. Programme Aims: What will the programme allow you to achieve?

<ol style="list-style-type: none"> 1. A grounding in economic theory and quantitative techniques 2. An understanding of problems of economic development and underdevelopment, including regional concerns (depending on students' optional module choices) 3. The opportunity to explore heterodox economic theories and to gain a comparative understanding of competing theories in economics, as well as their policy implications for advanced and developing economies 4. An interdisciplinary understanding, combining Economics with another discipline taught in SOAS
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III. Programme Learning Outcomes: What will you learn on the programme?

There are four key areas in which you will develop:

Learning Outcomes: Knowledge
<ol style="list-style-type: none"> 1. An intermediate understanding of modern economic theory. 2. A basic grounding in quantitative techniques. 3. Training in important branches of applied economics. 4. Most students extending their knowledge and understanding of the problems of economic development through final year modules focussing on an important region of Asia or Africa (e.g. China or Sub-Saharan Africa).

5. Interdisciplinary knowledge from the second subject of the degree, with the opportunity to apply this to economic problems.	
Typical Teaching Methods	Typical Assessment Methods
<ul style="list-style-type: none"> • The understanding of modern economic theory is gained through compulsory modules in economic analysis (micro- and macroeconomics). • The grounding in quantitative techniques is gained from core quantitative methods modules. • Training in applied economics is gained through second and third year optional modules. • The appreciation of the special problems of developing countries in Asia and Africa is gained from the opportunity to take development economics and/or regionally-specialised modules • Interdisciplinary skills are gained from the combination of two disciplines. 	

Learning Outcomes: Intellectual (thinking) skills	
<ol style="list-style-type: none"> 1. An appreciation of both orthodox and heterodox economic theories to real world issues, including controversies in economic growth and development 2. The ability to use arguments from different schools of economic analysis to study important topics in applied economics. 3. The ability to develop coherent and logical economic arguments. 4. An understanding of the uses and misuses of quantitative analysis in economic research, including those relating to developing economies. 5. The ability to take a global, rather than narrowly US- or Eurocentric approach to the analysis of key economic issues. 	
Typical Teaching Methods	Typical Assessment Methods
<ul style="list-style-type: none"> • The appreciation of orthodox and heterodox economic theory, and the ability to use different schools of economic argument, and the ability to develop coherent and logical economic argument are all gained as students progress from elementary modules to advanced modules and refine their intellectual understanding of the development of modern economic analysis and development economics. Students are encouraged to explore different schools of thought and how these schools relate to one another. Students are also encouraged to take a critical approach to the work of international development agencies and to the policy advice they offer. • The introductory understanding of the uses and misuses of quantitative analysis is 	

<p>gained by students taking compulsory quantitative methods modules.</p> <ul style="list-style-type: none"> • The ability to take a global approach is gained by the opportunity for students to take a regionally focussed module, as well as from lecturers' own research focuses. This latter is particularly true of students taking Economics with a language, where students are encouraged to explore the economics literature in the language they are studying. 	
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Learning Outcomes: Subject-based practical skills	
<ol style="list-style-type: none"> 1. The ability to present coherent economic arguments orally and in writing 2. The ability to locate economic literature quickly from both monographs and journals, making full use of the internet 3. Familiarity with important international publications and data sources including World Bank, IMF, and UN databases 4. (For students taking Economics with a language) Familiarity with the economic literature and data sources in that language 5. The ability to solve mathematical models and to carry out statistical analysis and present the results of such analysis in tabular and graphical form 	
Typical Teaching Methods	Typical Assessment Methods
<ul style="list-style-type: none"> • The appreciation of orthodox and heterodox economic theory, and the ability to use different schools of economic argument, and the ability to develop coherent and logical economic argument are all gained as students progress from elementary modules to advanced modules and refine their intellectual understanding of the development of modern economic analysis and development economics. Students are encouraged to explore different schools of thought and how these schools relate to one another. Students are also encouraged to take a critical approach to the work of international development agencies and to the policy advice they offer. • The introductory understanding of the uses and misuses of quantitative analysis is gained by students taking compulsory quantitative methods modules. • The ability to take a global approach is gained by the opportunity for students to take a regionally focussed module, as well as from lecturers' own research focuses. This latter is particularly true of students taking Economics with a language, where students are encouraged to explore the 	

economics literature in the language they are studying.	
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Learning Outcomes: Transferrable skills	
<ol style="list-style-type: none"> 1. The ability to analyse and evaluate competing theoretical claims and their policy implications. 2. The ability to communicate with clarity and precision orally and in writing. 3. The ability to locate and synthesize relevant information from a wide variety of sources. 4. The skills necessary for independent research. 5. Effective time management and self-organisation. 6. The ability to test their ideas in discussion. 7. Graphical, representational skills, and numeracy. 8. Ability to summarise and interpret statistical information, data and tables. 	
Typical Teaching Methods	Typical Assessment Methods
<ul style="list-style-type: none"> • Assess the validity of arguments and make judgements on complex situations, in particular in essays and presentations. • Write and speak with clarity and concision by setting clear guidelines and giving detailed feedback to essays and presentations from year 1 onward; • Use a variety of sources as research materials in their essays, oral presentations • Students can choose to do an independent study project allowing students to write on quite original topics using materials that no one has used before; • Work to deadlines, with clear deadlines for essays and penalty for late submission. • Develop self-reflexiveness through classroom discussion, feedback on essays and presentations, and module assessment. • Acquisition of graphical, representational skills, and numeracy through weekly quantitative modules. • Acquisition of ability to summarise and interpret statistical information, data and tables through quantitative modules. 	<ul style="list-style-type: none"> • Assessment of all of these will be through exams and assessed coursework in each module, as well as the opportunity to undertake an independent study project.

6	153400137	Applied Econometrics for Cross-section Data Analyses	15	Pre-requisite: 153400103 Econometrics
6	153400138	Applied Econometrics for Time-Series Data Analysis	15	Pre-requisite: 153400137 Applied Econometrics for Cross-section Data Analyses
6	153400126	Advanced Mathematical Methods	30	Pre-requisite: Intermediate Mathematics for Economists
6	153400136	The Economics of the Environment	15	Pre-requisite: EITHER Macroeconomic Analysis (153400123) OR Microeconomic Analysis (153400130) OR Issues in Development Economics (153400124)
6	153401001	Gender Economics	15	Pre-requisite: EITHER Macroeconomic Analysis (153400123) OR Microeconomic Analysis (153400130) OR Issues in Development Economics (153400124)
6	153400129	Labour Economics	30	Pre-requisite: EITHER Macroeconomic Analysis (153400123) OR Microeconomic Analysis (153400130) OR Issues in Development Economics (153400124)
6	153400140	Economic development of Africa: microeconomic approaches	15	Pre-requisite: EITHER Macroeconomic Analysis (153400123) OR Microeconomic Analysis (153400130) OR Issues in Development Economics (153400124)
6	153400139	Economic development of Africa: macroeconomic approaches	15	Pre-requisite: EITHER Macroeconomic Analysis (153400123) OR Microeconomic Analysis (153400130) OR Issues in Development Economics (153400124)
6	153401004	China's Economic Transformation	15	Pre-requisite: EITHER Macroeconomic Analysis (153400123) OR Microeconomic Analysis (153400130) OR Issues in Development Economics (153400124)
6	153401003	China and World Development	15	Pre-requisite: EITHER Macroeconomic Analysis (153400123) OR Microeconomic Analysis (153400130) OR Issues in Development Economics (153400124)
6	153400142	Political Economy of Development and Change in the Middle East	15	Pre-requisite: EITHER Macroeconomic Analysis (153400123) OR Microeconomic Analysis (153400130) OR Issues in Development Economics (153400124)
6	153400145	Topics in the Political Economy of Contemporary Middle East	15	Pre-requisite: EITHER Macroeconomic Analysis (153400123) OR Microeconomic Analysis (153400130) OR Issues in Development Economics (153400124)
6	153400144	Topics in the Political Economy of Contemporary South Asia	15	Pre-requisite: EITHER Macroeconomic Analysis (153400123) OR Microeconomic Analysis (153400130) OR Issues in Development Economics (153400124)
6	153400143	Political Economy of Development and Change in South Asia	15	Pre-requisite: EITHER Macroeconomic Analysis (153400123) OR Microeconomic Analysis (153400130) OR Issues in Development Economics (153400124)
6	153400134	Economic Development of Japan	15	Pre-requisite: EITHER Macroeconomic Analysis (153400123) OR Microeconomic Analysis (153400130) OR Issues in Development Economics (153400124)
6	153401006	Economic Development of South East Asia	15	Pre-requisite: EITHER Macroeconomic Analysis (153400123) OR Microeconomic Analysis (153400130) OR Issues in Development Economics (153400124)
6	153400133	Economic Development in the Asia-Pacific Region	15	Pre-requisite: EITHER Macroeconomic Analysis (153400123) OR Microeconomic Analysis (153400130) OR Issues in Development Economics (153400124)
6	153400135	History of Economic Thought and Method	15	Pre-requisite: EITHER Macroeconomic Analysis (153400123) OR Microeconomic Analysis (153400130) OR Issues in Development Economics (153400124)
6	153401007	Limits to Growth?	15	Pre-requisite: EITHER Macroeconomic Analysis (153400123) OR Microeconomic Analysis (153400130) OR Issues in Development Economics (153400124)
6	153400114	Independent Study Project in Economics	30	An average mark of 65% or more in Y2 is required in order to undertake an ISP in Y3

BA [...] & Economics (with Economics appearing SECOND in the degree title) - for those commenced their degree in 2020-21 and after

Over the course of a three-year degree, students must complete 360 credits. These can be split evenly between both subjects (180/180), or be varied between the two subjects if the programme structure gives scope for this. Students must have at least 150 credits in one subject (with a maximum of 240 credits being possible) and 120 credits in the other subject (with a maximum of 210 credits being possible) in order to be awarded a two-subject degree. The subject in which the higher amount of credits has been passed will be named first on the final degree awarded, provided core modules are passed.

A	For students WITH A-level or equivalent in Maths				
	credits	30	30	0	60
module code	153400003		153400146		
module title	Introduction to Economic Analysis	From List A	Essay Writing Workshop - Undergraduate Economics		second subject
FHEQ	level 4	level 4	level 4		
status	core module	guided option*	compulsory module		
Year 1					
B	For students WITHOUT A-level or equivalent in Maths				
	credits	30	30	0	30
module code	153400003	153400120	From List A	153400146	
module title	Introduction to Economic Analysis	Introductory Mathematics for Economists	level 4 guided option*	Essay Writing Workshop - Undergraduate Economics	second subject
FHEQ	level 4	level 4	level 4	level 4	
status	core module	compulsory module		compulsory module	

A & B	Year 2				
	credits	30	30	60	0
module code	153400130			153401013	
module title	Microeconomic Analysis	from List B	second subject	Employability and Career Planning Workshop - Undergraduate Economics	
FHEQ	level 5			level 5	
status	core module	guided option*		compulsory module	

A & B	Year 3				
	credits	30	30	60	0
module code	153400130			153401014	
module title	Microeconomic Analysis	from List C	second subject	Survey and Data Literacy Workshop - Undergraduate Economics	
FHEQ	level 5			level 6	
status	core module	guided option*		compulsory module	

Prerequisites	
In order to take....	Students should also have taken or provide evidence of equivalence to course convenors for:
Macroeconomic Analysis	Introduction to Economic Analysis
Microeconomic Analysis	Introduction to Economic Analysis AND EITHER Introductory Mathematics for Economists OR A-level Maths
Econometrics	Statistics
Intermediate Mathematics for Economists	EITHER Introductory Mathematics for Economists OR A-level Maths
Issues in Economic Development	Introduction to Economic Analysis and/or Comparative Growth: Theoretical Approaches
International Economics	Introduction to Economic Analysis
Banking and Finance	Introduction to Economic Analysis
The Economics of the Environment	EITHER Macroeconomic Analysis (153400123) OR Microeconomic Analysis (153400130) OR Issues in Development Economics (153400124)
Global Economic Policy	EITHER Macroeconomic Analysis (153400123) OR Microeconomic Analysis (153400130) OR Issues in Development Economics (153400124)
Gender Economics	EITHER Macroeconomic Analysis (153400123) OR Microeconomic Analysis (153400130) OR Issues in Development Economics (153400124)
Labour Economics	EITHER Macroeconomic Analysis (153400123) OR Microeconomic Analysis (153400130) OR Issues in Development Economics (153400124)
Economic development of Africa: microeconomic approaches	EITHER Macroeconomic Analysis (153400123) OR Microeconomic Analysis (153400130) OR Issues in Development Economics (153400124)
Economic development of Africa: macroeconomic approaches	EITHER Macroeconomic Analysis (153400123) OR Microeconomic Analysis (153400130) OR Issues in Development Economics (153400124)
China's Economic Transformation	EITHER Macroeconomic Analysis (153400123) OR Microeconomic Analysis (153400130) OR Issues in Development Economics (153400124)
China and World Development	EITHER Macroeconomic Analysis (153400123) OR Microeconomic Analysis (153400130) OR Issues in Development Economics (153400124)
Political Economy of Development and Change in the Middle East	EITHER Macroeconomic Analysis (153400123) OR Microeconomic Analysis (153400130) OR Issues in Development Economics (153400124)
Topics in the Political Economy of Contemporary Middle East	EITHER Macroeconomic Analysis (153400123) OR Microeconomic Analysis (153400130) OR Issues in Development Economics (153400124)
Economic Development of Japan	EITHER Macroeconomic Analysis (153400123) OR Microeconomic Analysis (153400130) OR Issues in Development Economics (153400124)
Economic Development of Southeast Asia	EITHER Macroeconomic Analysis (153400123) OR Microeconomic Analysis (153400130) OR Issues in Development Economics (153400124)
History of Economic Thought and Methods	EITHER Macroeconomic Analysis (153400123) OR Microeconomic Analysis (153400130) OR Issues in Development Economics (153400124)
Economic Development in the Asia-Pacific Region	EITHER Macroeconomic Analysis (153400123) OR Microeconomic Analysis (153400130) OR Issues in Development Economics (153400124)
Political Economy of Development and Change in the Middle East	EITHER Macroeconomic Analysis (153400123) OR Microeconomic Analysis (153400130) OR Issues in Development Economics (153400124)
Topics in the Political Economy of Contemporary Middle East	EITHER Macroeconomic Analysis (153400123) OR Microeconomic Analysis (153400130) OR Issues in Development Economics (153400124)
History of Economic Thought and Methods	EITHER Macroeconomic Analysis (153400123) OR Microeconomic Analysis (153400130) OR Issues in Development Economics (153400124)
Limits to Growth?	EITHER Macroeconomic Analysis (153400123) OR Microeconomic Analysis (153400130) OR Issues in Development Economics (153400124)
Independent Study Project in Economics	Macroeconomic Analysis and/or Microeconomic Analysis. An average mark of 65% or more in Year 2 is required.

Note: A-level Maths refers to an A-level Maths of grade A or B (or equivalent)

List of modules (subject to availability)

List A

FHEQ level	Code	Title	Credits	
4	153401010	Comparative Growth: Theoretical Approaches	15	None
4	153401009	Comparative Growth: Contemporary Debates	15	None
4	153401015	Statistics	30	None
4	153401008	Intermediate Mathematics for Economists	15	Pre-requisite: Stream A

List B

FHEQ level	Code	Title	Credits	
5	153400124	Issues in Development Economics	30	Pre-requisite: 153400003 Introduction to Economic Analysis and/or Comparative Growth: Theoretical Approaches
5	153400100	Banking and Finance	30	Pre-requisite: 153400003 Introduction to Economic Analysis
5	153400106	International Economics	30	Pre-requisite: 153400003 Introduction to Economic Analysis
5	153400103	Econometrics	30	Pre-requisite: 153401015 Statistics
4	153401008	Intermediate Mathematics for Economists	15	Only if not taken in Y1. Pre-requisite: Stream A or Introductory Mathematics for Economists

List C

FHEQ level	Code	Title	Credits	
6	153400137	Applied Econometrics for Cross-section Data Analyses	15	Pre-requisite: 153400103 Econometrics
6	153400138	Applied Econometrics for Time-Series Data Analysis	15	Pre-requisite: 153400137 Applied Econometrics for Cross-section Data Analyses
6	153400126	Advanced Mathematical Methods	30	Pre-requisite: Intermediate Mathematics for Economists
6	153400136	The Economics of the Environment	15	Pre-requisite: EITHER Macroeconomic Analysis (153400123) OR Microeconomic Analysis (153400130) OR Issues in Development Economics (153400124)
6	153401001	Gender Economics	15	Pre-requisite: EITHER Macroeconomic Analysis (153400123) OR Microeconomic Analysis (153400130) OR Issues in Development Economics (153400124)
6	153400129	Labour Economics	30	Pre-requisite: EITHER Macroeconomic Analysis (153400123) OR Microeconomic Analysis (153400130) OR Issues in Development Economics (153400124)
6	153400140	Economic development of Africa: microeconomic approaches	15	Pre-requisite: EITHER Macroeconomic Analysis (153400123) OR Microeconomic Analysis (153400130) OR Issues in Development Economics (153400124)
6	153400139	Economic development of Africa: macroeconomic approaches	15	Pre-requisite: EITHER Macroeconomic Analysis (153400123) OR Microeconomic Analysis (153400130) OR Issues in Development Economics (153400124)
6	153401004	China's Economic Transformation	15	Pre-requisite: EITHER Macroeconomic Analysis (153400123) OR Microeconomic Analysis (153400130) OR Issues in Development Economics (153400124)
6	153401003	China and World Development	15	Pre-requisite: EITHER Macroeconomic Analysis (153400123) OR Microeconomic Analysis (153400130) OR Issues in Development Economics (153400124)
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6	153400135	History of Economic Thought and Method	15	Pre-requisite: EITHER Macroeconomic Analysis (153400123) OR Microeconomic Analysis (153400130) OR Issues in Development Economics (153400124)

6	153401007	Limits to Growth?	15	Pre-requisite: EITHER Macroeconomic Analysis (153400123) OR Microeconomic Analysis (153400130) OR Issues in Development Economics (153400124)
6	153400114	Independent Study Project in Economics	30	An average mark of 65% or more in Y2 is required in order to undertake an ISP in Y3
5	153400124	Issues in Development Economics	30	Only if not taken in Y2. Pre-requisite: 153400003 Introduction to Economic Analysis and/or Comparative Growth: Theoretical Approaches
5	153400100	Banking and Finance	30	Only if not taken in Y2. Pre-requisite: 153400003 Introduction to Economic Analysis
5	153400106	International Economics	30	Only if not taken in Y2. Pre-requisite: 153400003 Introduction to Economic Analysis
5	153400103	Econometrics	30	Only if not taken in Y2. Pre-requisite: Statistics
4	153401008	Intermediate Mathematics for Economists	15	Only if not taken in Y1 or Y2. Pre-requisite: Stream A or Introductory Mathematics for Economists