

## Programme Specification

### I. Programme Details

<b>Programme title</b>	MA Economic Policy	
<b>Final award</b> ( <i>exit awards will be made as outlined in the <a href="#">Taught Degree Regulations</a></i> )	<b>UG – FHEQ level 6</b>	<b>PGT – FHEQ level 7</b>
	BA <input type="checkbox"/>	MA <input checked="" type="checkbox"/>
	BSc <input type="checkbox"/>	MSc <input type="checkbox"/>
	LLB <input type="checkbox"/>	MRes <input type="checkbox"/>
		LLM <input type="checkbox"/>
	Other ... <input type="checkbox"/>	
	If other, please specify FHEQ level: ...	
<b>Mode of delivery</b>	Distance-learning <input type="checkbox"/>	On-campus <input checked="" type="checkbox"/>
<b>Professional body accreditation</b> ( <i>if applicable</i> )		
<b>Academic year this specification was created</b>	2019-20	
<b>Dates of any subsequent amendments</b>		

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

<ol style="list-style-type: none"> <li>1. This programme aims to allow students to explore core debates about, problems with, and differing approaches to economics and economic policies.</li> <li>2. This programme aims to allow students to acquire knowledge of theories and methods to analyse economic policies.</li> <li>3. This programme aims to allow students to acquire skills in practical policy analysis, through the analysis and use of economic policy tools and the study of economic policy design.</li> <li>4. This programme aims to equip students with the knowledge and skills to enable them to proceed to relevant professional employment or to pursue higher level qualifications in areas relating to economic policy.</li> </ol>
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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:

<b>Learning Outcomes: Knowledge</b>	
<ol style="list-style-type: none"> <li>1. Students will learn about core policy debates in economics.</li> <li>2. Students will gain an understanding of different approaches in economic theories and methods, and of how these relate to economic policy debates and designs.</li> <li>3. Students will acquire knowledge of statistical research techniques and economic research methods.</li> <li>4. Students will have an opportunity to apply economic theories to policy issues in specific regional context or in relation to particular topics.</li> </ol>	
<b>Typical Teaching Methods</b>	<b>Typical Assessment Methods</b>
Combination of lecture and seminar.	Varies according to modules, but diverse assessment forms are ensured across the programme, including essay, examination, policy papers, exercises, quizzes and research project.

<b>Learning Outcomes: Intellectual (thinking) skills</b>	
<ol style="list-style-type: none"> <li>1. Students will learn to develop intellectual initiative and to analyse, evaluate and reflect critically on current research in economics and economic policy.</li> <li>2. Students will acquire the ability to discriminate between competing economic theories and methods underlying the design of economic policies, and to critically appraise the policy implications of these differing approaches.</li> <li>3. Students will learn to apply theoretical, empirical and technical knowledge to practical policy analysis.</li> <li>4. Students will develop skills to present economic policy issues in an articulate, informed and coherent manner.</li> </ol>	
Typical Teaching Methods	Typical Assessment Methods
Combination of lecture and seminar.	Combination of essay, examination, policy papers, exercises quizzes and research project.
<b>Learning Outcomes: Subject-based practical skills</b>	
<ol style="list-style-type: none"> <li>1. Students will learn how to apply research methods and prepare an effective research proposal on a topic relating to economic policy.</li> <li>2. Students will learn how to gather, organise and employ data, information and evidence for economic policy analysis and design.</li> <li>3. Students will gain the ability to assess and design economic policy.</li> <li>4. Students will acquire skills to present policy analysis and proposals lucidly, coherently and concisely in clear language (written and verbal).</li> </ol>	
Typical Teaching Methods	Typical Assessment Methods
Combination of lecture and seminar.	Combination of essay, examination, policy papers, exercises quizzes and research project.

<b>Learning Outcomes: Transferable skills</b>	
<ol style="list-style-type: none"> <li>1. Students will be able to analyse, evaluate and reflect critically on information received.</li> <li>2. Students learn how to present ideas coherently and concisely, in writing and orally, extracting key elements from complex information.</li> <li>3. Students will be given the opportunity to engage with independent research on well defined tasks or topics.</li> <li>4. Students will learn how to identify policy problems and design solutions, selecting and applying competing theories and methods appropriately.</li> <li>5. Students will gain an understanding of how to gather, organise and deploy data and evidence to form a balanced judgement and to develop and support critical argument and policy recommendations.</li> <li>6. Students will have an opportunity to present written and oral materials clearly and effectively and to engage constructively with feedback.</li> </ol>	
Typical Teaching Methods	Typical Assessment Methods
Combination of lecture and seminar.	Combination of essay, examination, policy papers, exercises quizzes and research project.

<b>General statement on contact hours – undergraduate programmes</b>
<p>All full-time undergraduate programmes consist of 120 credits per year, in modules of 30 or 15 credits. They are taught over 10 or 20 weeks. The programme structure shows which modules are compulsory and which optional.</p> <p>As a rough guide, 1 credit equals approximately 10 hours of work. Most of this will be independent study (see <a href="https://www.soas.ac.uk/admissions/ug/teaching/">https://www.soas.ac.uk/admissions/ug/teaching/</a>). Also included are</p>

class time, which may include lectures, seminars and other classes. Some subjects may have more class time than others – a typical example of this are language acquisition modules. In the Department of [...], most undergraduate modules have a [...] -hour lecture every week. Some, but not all, also have a [...] -hour seminar every week/every [...] weeks. More information can be found on individual module pages.

#### **General statement on contact hours – postgraduate programmes**

Masters programmes (with the exception of two-year full-time MAs) consist of 180 credits, made up of taught modules of 30 or 15 credits, taught over 10 or 20 weeks, and a dissertation of 60 credits. The programme structure shows which modules are compulsory and which optional.

As a rough guide, 1 credit equals approximately 10 hours of work. Most of this will be independent study (see <https://www.soas.ac.uk/admissions/ug/teaching/>) such as reading and research, preparing coursework, revising for examinations and so on. Also included is class time, for example lectures, seminars and other classes. Some subjects may have more class time than others – a typical example of this are language acquisition modules.

At SOAS, most postgraduate modules have a one-hour lecture and a one-hour seminar every week, but this does vary.

More information can be found on individual module pages.