

Programme specification

SOAS, University of London

The following information forms the programme specification at SOAS, University of London. It gives definitive information relating to a programme of study and is written for a public audience, particularly prospective and current students. It is also used for other purposes such as initial programme approval, and is therefore produced at the start of the programme development process. Once approved, it forms the base-line information for all statements relating to the programme and is updated as approved amendments are made.

CORE INFORMATION

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| Programme title | BA Economics and... |
| Final award | BA joint honours |
| Intermediate awards | N/A Date specification created/updated March 2015 |
| Mode of attendance | Full time |
| UCAS code | |
| Professional body accreditation | N/A |
| Date specification created/updated | 2 December 2015 |

WHY CHOOSE THIS PROGRAMME?

(This information will be used for marketing purposes as summary information about the programme for prospective students. It should be written accordingly, using brief, headline statements and bullet points. The first section is standard text for all programme specifications and should therefore not be amended: subsequent sections should be completed by individual authors.)

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| Why study at SOAS? | SOAS is unique as the only higher education institution in the UK specialising in the study of Africa, Asia and the Middle East. The School also has the largest concentration of specialist faculty concerned with the study of these areas at any university in the world. SOAS is consistently ranked among the top higher education institutions in the UK and the world and it also offers a friendly, vibrant environment for students in a diverse and close-knit community. |
| What is special about this programme? | This programme provides a thorough grounding in economic theory and analysis as well as good knowledge of quantitative techniques in economics, alongside the opportunity to pursue interests and to develop expertise in the economics of developing countries as well as the economics of particular regions such as Japan or the Middle East. The programme also enables students to explore economics from a broader methodological standpoint, taking into account statistical, political and historical factors and approaches, and to combine economic study with another discipline. The Department of Economics is one of the country's leading departments specialising in the economics of growth and development as |

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| | <p>well as in Political Economy and heterodox approaches to Economics. Research is pursued on a variety of topics and is unique in its depth and range of regional coverage. The Department's strengths are recognised internationally and, as a consequence, it has received large amounts of funding for its teaching and research activities from a number of organisations, including the Swedish International Development Authority; the Department for International Development; the Economic and Social Research Council; the World Bank; the Nuffield Foundation; and the Leverhulme Trust</p> |
| Who would it suit? | <p>This programme is designed for students wishing to gain a thorough grounding in economics as part of their undergraduate degree and those with a regional interest of interest in developing economics. Because of the broad methodological focus, it is perfect for students who want to study economics in the round rather than only through the narrow lens of mathematical methods in economics. Graduates pursue a range of careers, often as economists, in international organisations, banking, accountancy, industry, management consultancy and journalism. Many graduates also go on to postgraduate studies in Economics and Development Economics.</p> |
| Programme structure | <p>Students take four courses a year. Over the course of the degree programme, at least five economics courses have to be taken for Economics to appear first in the degree title, and at least four course units for Economics to appear second in the degree title. A maximum of seven courses can be taken in either subject. All students of a two-subject economics degree are required to take all core theory economics courses, although these can be spread out over a longer period of time than is the case for BSc economics programmes. In addition to minimum course units in economics requirements, students wishing for Economics to appear first in their degree title also have to meet specific higher minimum requirements for quantitative economics training than students wishing for Economics to appear second in their degree title (see below).</p> <p>Year 1: Students take 1 core course unit in economic theory. In addition, and if their overall degree structure allows, they can take a quantitative economics method course. Students taking a quantitative economics methods course in year 1 are allocated to two different entry-level courses, one for students without A-level mathematics and the other for students with A-level mathematics.</p> |

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| | <p>Year 2: Students take 1 core units in economic theory, EITHER microeconomic analysis OR macroeconomic analysis. Students without A-level mathematics, also have to take the appropriate course on quantitative methods in economics, if they have not already taken this in year 1. In addition, students can chose at least one course from a list of optional 2nd year economics courses, including the higher-level quantitative methods course in economics (if not already taken in year 1 for students with A-level mathematics).</p> <p>Year 3: Students take 1 core unit in economic theory, EITHER microeconomic analysis or macroeconomic analysis, depending on their course choice in this regard in year 2. Students wishing for Economics to appear FIRST in their degree title, will have to take the higher level quantitative methods course (Quantitative Methods for Economists) latest at this point as an additional core course, if they have not already done so in years 1 or 2. In addition, students can chose from a wide range of advanced optional courses in specialised areas of general economic theory, policy and methods, as well as in regional economic development.</p> |
| Assessment summary | The majority of courses within Economics are assessed by a three hour exam in May/June and two assessed essays (word limit 2.500 words). |

ENTRY REQUIREMENTS

(The initial statement below is standard text regarding the School's general entrance requirements and should not be amended. There is then the opportunity for authors to add any requirements/arrangements specific to the programme.)

SOAS has general minimum entrance requirements for registration for an undergraduate degree and these can be viewed at (<http://www.soas.ac.uk/admissions/ug/entryreq/>)

For this programme applicants should have a minimum of:

- A Levels: AAA (if one of these is not Mathematics, candidates should have at least a B in GCSE Mathematics)
- IB: 38 (7/6/6)
- BTEC: DDD
- Scottish Highers: AAAAAA
- Scottish Advanced Highers: AAA
- Irish LC: 360 points from 5 Higher level subjects at grade C1 or above
- Advanced Placement: 4 5 5 (Two semesters - UCAS Group A) plus US HSGD with GPA 3.0
- Euro Bacc: 85%
- French Bacc: 15/20
- German Abitur: 1.5
- Italy DES: 85/100

- Austria Mat: 1.5
- Polish Mat: 80%

PROGRAMME AIMS

What will this programme give the student an opportunity to achieve?

(Programme aims are broad statements of intent which should reflect the School's purpose in offering the programme of study. They are overall, synoptic statements which should be presented as bullet points (there should not normally be more than three or four of them). They should be written in language which is accessible to a lay audience (the use of jargon should be avoided, and any acronyms should be explained).)

- A grounding in economic theory and quantitative techniques
- An understanding of problems of economic development and underdevelopment, including regional concerns (depending on students' optional course choices)
- 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.
- An interdisciplinary understanding, combining Economics with another discipline taught in SOAS

PROGRAMME LEARNING OUTCOMES

What will the student learn?

(Learning outcomes are statements of what a student is expected to know/understand/do by the end of the programme. They are set at a level appropriate to the award, and authors might find it helpful to refer to the QAA Framework for Higher Education Qualifications

(<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Quality-Code-Chapter-A1.pdf>) for further information on levels of awards. Learning outcomes are related to teaching, learning and assessment methods described later in the programme specification, and to the curriculum, but are expressed as general statements of learning under four headings:

Knowledge: normally subject-based, describing the factual/conceptual base of the field of study and the level of complexity to be achieved.

Intellectual (thinking) skills: might encompass independent research, analysis, synthesis, evaluation of concepts, problem solving, interpretation of statistical data, critical literature review, resource discovery (electronic and print) etc.

Subject-based practical skills: these will be discipline specific, for example performance skills, design and creative skills, IT skills for data processing etc.

Transferable skills: broader skills for life, which might include problem solving, oral and written communication, accessing and exploitation of electronic information resources, teamwork or other skills particularly relevant to specific subsequent employment.

Again, bullet points should be used and three or four learning outcomes in each section would be appropriate. Please keep in mind the student audience and use language which is fit for purpose. It is also helpful to focus on aspects which might make the programme distinctive or even unique. Where a programme has a number of pathways, it is useful to identify any learning outcomes that are specific to each pathway.)

Knowledge

- An intermediate understanding of modern economic theory.
- A basic grounding in quantitative techniques.
- Training in important branches of applied economics.
- Most students extending their knowledge and understanding of the problems of economic development through final year courses focussing on an important region of Asia or Africa (e.g. China or SubSaharan Africa).
- Interdisciplinary knowledge from the second subject of the degree, with the opportunity to apply this to economic problems.

Intellectual (thinking) skills

- An appreciation of both orthodox and heterodox economic theories to real world issues, including controversies in economic growth and development
- The ability to use arguments from different schools of economic analysis to study important topics in applied economics.
- The ability to develop coherent and logical economic arguments.
- An understanding of the uses and misuses of quantitative analysis in economic research, including those relating to developing economies.
- The ability to take a global, rather than narrowly US- or eurocentric approach to the analysis of key economic issues.

Subject-based practical skills

- The ability to present coherent economic arguments orally and in writing
- The ability to locate economic literature quickly from both monographs and journals, making full use of the internet
- Familiarity with important international publications and data sources including World Bank, IMF, and UN databases
- (For students taking Economics with a language) Familiarity with the economic literature and data sources in that language
- The ability to solve mathematical models and to carry out statistical analysis and present the results of such analysis in tabular and graphical form

Transferable skills

- The ability to analyse and evaluate competing theoretical claims and their policy implications.
- The ability to communicate with clarity and precision orally and in writing.
- The ability to locate and synthesize relevant information from a wide variety of sources.
- The skills necessary for independent research.
- Effective time management and self-organisation.
- The ability to test their ideas in discussion.
- Graphical, representational skills, and numeracy.
- Ability to summarise and interpret statistical information, data and tables.

PROGRAMME STRUCTURE AND REQUIREMENTS FOR GAINING AN AWARD

How will the student's study be structured? How will they achieve an award?

(The initial statement below is standard text regarding SOAS requirements relating to the structure and duration of programmes and requirements for gaining an award and should not be amended. Individual authors should then complete the programme structure diagram with information relevant to this programme.)

Structure, duration and requirements for gaining an award

SOAS has standard requirements relating to the structure and duration of undergraduate programmes and for the award and classification of these programmes.

Details can be found at <http://www.soas.ac.uk/registry/degreeregulations/>

Programme structure diagram

Below is a structure diagram for this programme.

(To be completed by individuals completing the template. It is intended that the structure grid should provide a clear picture of the course units to be taken as the student progresses through the programme. The "status" column should indicate whether the course is "core", "compulsory" etc. The final column provides an opportunity for authors to add any further relevant information which might relate to options, prerequisites, pathways etc.)

BA Economics and.... (with Economics appearing FIRST in the degree title):

| Level | Year of study | Course code | Course title | Credit | Status | Notes |
|---|---------------|-------------|---|--------|----------|---|
| 4 | 1 | 153400003 | Introduction to Economic Analysis | 30 | Core | |
| EITHER | | | | | | |
| 4 | 1 | 153400120 | Introduction to Quantitative Methods for Economists | 30 | Core | Open ONLY to those WITHOUT A-level Maths or equivalent |
| OR | | | | | | |
| 4 | 1 | 153400121 | Quantitative Methods for Economists | 30 | Core | Open ONLY to those WITH A-level Maths or equivalent |
| 4 | 1 | 153400107 | Comparative Growth in Asia and Africa | 30 | Optional | |
| EITHER | | | | | | |
| 5 | 2 | 153400130 | Microeconomic Analysis | 30 | Core | Students must have passed their first year core courses |
| OR | | | | | | |
| 5 | 2 | 153400123 | Macroeconomic Analysis | 30 | Core | Students must have passed their first year core courses |
| AND | | | | | | |
| 5 | 2 | 153400003 | Introduction to Quantitative Methods | 30 | Core | ONLY if not taken in year 1 |
| Students may take modules from the following (if IQME taken in year 1) | | | | | | |
| 5 | 2 | 153400121 | Quantitative Methods for Economists | 30 | Core | ONLY if not taken in year 1 Pre-requisite: 153400003 |
| 5 | 2 | 153400103 | Econometrics | 30 | Optional | Pre-requisite: 153400121 Can also be taken in year 3 as an optional course, if |

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| | | | | | | not already taken in year 2 |
| 5 | 2 | 153400124 | Issues in Development Economics | 30 | Optional | Can also be taken in year 3 as an optional course, if not already taken in year 2 |
| 5 | 2 | 153400100 | Banking and Finance | 30 | Optional | Can also be taken in year 3 as an optional course, if not already taken in year 2 |
| 5 | 2 | 153400106 | International Economics | 30 | Optional | Can also be taken in year 3 as an optional course, if not already taken in year 2 |
| EITHER | | | | | | |
| 6 | 3 | 153400130 | Microeconomic Analysis | 30 | Core | IF NOT taken in year 2 |
| OR | | | | | | |
| 6 | 3 | 153400123 | Macroeconomic Analysis | 30 | Core | IF NOT taken in year 2 |
| AND | | | | | | |
| 6 | 3 | 153400121 | Quantitative Methods for Economists | 30 | Core | ONLY if not taken in years 1 or 2. Pre-requisite: 153400003 |
| Students may take modules from the following (if QME taken in year 2) | | | | | | |
| 6 | 3 | 153400119 | Applied Econometrics | 30 | Optional | Pre-requisite: 153400103 |
| 6 | 3 | 153400126 | Advanced Mathematical Methods | 30 | Optional | Pre-requisite: 153400121 |
| 6 | 3 | 153400136 | The Economics of the Environment | 15 | Optional | Prerequisite: 153400123 OR 153400130 |
| 6 | 3 | 153400125 | Global Economic Policy | 30 | Optional | Prerequisite: 153400123 OR 153400130 |

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| 6 | 3 | 153400127 | Gender Economics | 30 | Optional | Prerequisite: 153400123 OR 153400130 |
| 6 | 3 | 153400129 | Labour Economics | 30 | Optional | Prerequisite: 153400123 OR 153400130 |
| 6 | 3 | 153400101 | Economic Development of Africa | 30 | Optional | Prerequisite: 153400123 OR 153400130 |
| 6 | 3 | 153400025 | Economic Development of Modern China | 30 | Optional | Prerequisite: 153400123 OR 153400130 |
| 6 | 3 | 153400031 | Economic Development of the Modern Middle East | 30 | Optional | Prerequisite: 153400123 OR 153400130 |
| 6 | 3 | 153400134 | Economic Development of Japan | 15 | Optional | Prerequisite: 153400123 OR 153400130 |
| 6 | 3 | 153400012 | Economic Development of South East Asia | 30 | Optional | Prerequisite: 153400123 OR 153400130 |
| 6 | 3 | 153400011 | Economic Development of South Asia | 30 | Optional | Prerequisite: 153400123 OR 153400130 |
| 6 | 3 | 153400133 | Economic Development in the Asia-Pacific Region | 15 | Optional | Prerequisite: 153400123 OR 153400130 |
| 6 | 3 | 153400135 | History of Economic Thought and Methods | 15 | Optional | Prerequisite: 153400123 OR 153400130 |
| 6 | 3 | 153400114 | Independent Study Project in Economics | 30 | Optional | An average mark of 65% or more in year 2 is required |
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BA Economics (with Economics appearing SECOND in the degree title):

| Level | Year of study | Course code | Course title | Credit | Status | Notes |
|-------|---------------|-------------|-----------------------------------|--------|--------|--------------------|
| 4 | 1 | 153400003 | Introduction to Economic Analysis | 30 | Core | |
| 4 | 1 | 153400120 | Introduction to Quantitative | 30 | Core | Open ONLY to those |

| | | | | | | |
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| | | | Methods for Economists | | | WITHOUT A-level Maths or equivalent |
| Students WITH A-level Maths or equivalent may take modules from the following | | | | | | |
| 4 | 1 | 153400121 | Quantitative Methods for Economists | 30 | Optional | Open ONLY to those WITH A-level Maths or equivalent |
| 4 | 1 | 153400107 | Comparative Growth in Asia and Africa | 30 | Optional | |
| EITHER | | | | | | |
| 5 | 2 | 153400130 | Microeconomic Analysis | 30 | Core | Students must have passed their first year core courses |
| OR | | | | | | |
| 5 | 2 | 153400123 | Macroeconomic Analysis | 30 | Core | Students must have passed their first year core courses |
| AND | | | | | | |
| 5 | 2 | 153400003 | Introduction to Quantitative Methods | 30 | Core | ONLY if not taken in year 1 |
| Students may take modules from the following (if IQME taken in year 1) | | | | | | |
| 5 | 2 | 153400121 | Quantitative Methods for Economists | 30 | Optional | ONLY if not taken in year 1 Pre-requisite: 153400003 |
| 5 | 2 | 153400103 | Econometrics | 30 | Optional | Pre-requisite: 153400121 Can also be taken in year 3 as an optional course, if not already taken in year 2 |
| 5 | 2 | 153400124 | Issues in Development Economics | 30 | Optional | Can also be taken in year 3 as an optional course, if not already taken in year 2 |
| 5 | 2 | 153400100 | Banking and Finance | 30 | Optional | Can also be taken in year |

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| | | | | | | 3 as an optional course, if not already taken in year 2 |
| 5 | 2 | 153400106 | International Economics | 30 | Optional | Can also be taken in year 3 as an optional course, if not already taken in year 2 |
| EITHER | | | | | | |
| 6 | 3 | 153400130 | Microeconomic Analysis | 30 | Core | IF NOT taken in year 2 |
| OR | | | | | | |
| 6 | 3 | 153400123 | Macroeconomic Analysis | 30 | Core | IF NOT taken in year 2 |
| Students may take modules from the following | | | | | | |
| 6 | 3 | 153400121 | Quantitative Methods for Economists | 30 | Optional | ONLY if not taken in years 1 or 2. Pre-requisite: 153400003 |
| 6 | 3 | 153400119 | Applied Econometrics | 30 | Optional | Pre-requisite: 153400103 |
| 6 | 3 | 153400126 | Advanced Mathematical Methods | 30 | Optional | Pre-requisite: 153400121 |
| 6 | 3 | 153400136 | The Economics of the Environment | 15 | Optional | Prerequisite: 153400123 OR 153400130 |
| 6 | 3 | 153400125 | Global Economic Policy | 30 | Optional | Prerequisite: 153400123 OR 153400130 |
| 6 | 3 | 153400127 | Gender Economics | 30 | Optional | Prerequisite: 153400123 OR 153400130 |
| 6 | 3 | 153400129 | Labour Economics | 30 | Optional | Prerequisite: 153400123 OR 153400130 |
| 6 | 3 | 153400101 | Economic Development of Africa | 30 | Optional | Prerequisite: 153400123 OR 153400130 |
| 6 | 3 | 153400025 | Economic Development of | 30 | Optional | Prerequisite: 153400123 |

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|---|---|-----------|---|----|----------|--|
| | | | Modern China | | | OR 153400130 |
| 6 | 3 | 153400031 | Economic Development of the Modern Middle East | 30 | Optional | Prerequisite: 153400123 OR 153400130 |
| 6 | 3 | 153400134 | Economic Development of Japan | 15 | Optional | Prerequisite: 153400123 OR 153400130 |
| 6 | 3 | 153400012 | Economic Development of South East Asia | 30 | Optional | Prerequisite: 153400123 OR 153400130 |
| 6 | 3 | 153400011 | Economic Development of South Asia | 30 | Optional | Prerequisite: 153400123 OR 153400130 |
| 6 | 3 | 153400133 | Economic Development in the Asia-Pacific Region | 15 | Optional | Prerequisite: 153400123 OR 153400130 |
| 6 | 3 | 153400135 | History of Economic Thought and Methods | 15 | Optional | Prerequisite: 153400123 OR 153400130 |
| 6 | 3 | 153400114 | Independent Study Project in Economics | 30 | Optional | An average mark of 65% or more in year 2 is required |
| | | | | | | |

NOTE that the difference between the two-subject degree in Economics with this appearing FIRST or SECOND in the degree title is established through two routes: First, the minimum number of courses to be completed in economics. Second, students wishing for Economics to appear FIRST in their degree title need to pass the higher-level quantitative methods course 'Quantitative Methods for Economists' as a minimum requirement at some point in their degree studies. Students who do NOT meet this minimum requirement will have ECONOMICS appear SECOND in their degree title, INDEPENDENTLY of other course units passed in economics.

The availability of optional/elective courses may vary in a given academic session due to factors such as staff absence and student numbers. For an up to date list of courses running in a given academic session please refer to the degree structures as listed on the SOAS website for the degree programmes taught by each Department.

TEACHING, LEARNING AND ASSESSMENT

What methods will be used to achieve the learning outcomes?

(Provide details of the teaching, learning and assessment methods to be used, cross-referenced to the learning outcomes given above (listing under the same four headings might be helpful). Audience awareness is again important in relation to language used. The following examples might provide general guidance:

Knowledge: subject knowledge is often developed through lectures and seminars, supplemented by directed study of texts/journal articles and by assignment or project work. Assessment is generally through unseen written examinations, but most

assessment methods will require some demonstration of subject knowledge and understanding.

Intellectual (thinking) skills: skills such as analysis, synthesis, evaluation and application are often practised and demonstrated through active learning processes involving assignments or projects, and group learning activities (seminars/tutorials, workshops, fieldtrips etc). Assessment might utilise written examinations or problem-based exercises. Independent project work or research dissertations might be used to demonstrate subject-specific intellectual skills.

Subject-based practical skills: this will vary from discipline to discipline, but will generally require development through opportunities to practise the activity in an appropriate learning context (for example in a laboratory, studio or work placement). Workbooks/practice manuals might also be provided. Assessment of competence in exercising a practical skill must involve demonstration of it.

Transferable skills: skills that are readily transferable to employment and related contexts such as communication, teamwork etc can be developed through naturally arising opportunities within the curriculum or through work placements. Written communication will be enhanced through essay/dissertation writing or writing up projects. Oral communication can be developed in presentations and group work. Team working skills may be demonstrated and assessed through collaborative projects.)

Knowledge

- The understanding of modern economic theory is gained through compulsory courses in economic analysis (micro- and macro-economics).
- The grounding in quantitative techniques is gained from core quantitative methods courses.
- Training in applied economics is gained through second and third year optional courses.
- 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 courses
- Interdisciplinary skills are gained from the combination of two disciplines.

Intellectual (thinking) skills

- 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 courses to advanced courses 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 courses.
- The ability to take a global approach is gained by the opportunity for students to take a regionally focussed course, 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.

Subject-based practical skills

- The ability to present coherent economic arguments orally and in writing is gained from assistance to students to make clear and concise oral presentations in tutorials, as well as detailed feedback on written work.
- The ability to locate economic literature and familiarity with international publications/data sources, as well as familiarity with economic literature in the language of study for students taking Economics with a language, is gained academics encouraging students to read widely and make full use of the SOAS

and other University of London libraries rather than simply relying on set texts and key readings. Students are also offered library training in the SOAS library (a national research library).

- The ability to use mathematical and statistical analyses is gained through tutor assistance to students.

Transferable skills

- 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 course assessment.
- Acquisition of graphical, representational skills, and numeracy through weekly quantitative courses.
- Acquisition of ability to summarise and interpret statistical information, data and tables through quantitative courses.
- Assessment of all of these will be through exams and assessed coursework in each course, as well as the opportunity to undertake an independent study project.

REFERENCE POINTS

What has been the basis for the design of this programme?

(Include reference points to demonstrate that what students will achieve has currency in academic, professional or employer communities. These might include:

- *institutional mission statements and any institutional policies on the development of general skills in fields such as communication, information technology, team working and career management;*
- *subject benchmark statements;*
- *current research or other advanced scholarship carried out by academic staff;*
- *requirements of professional and statutory regulatory bodies;*
- *occupational standards in fields where these are relevant;*
- *qualification descriptors used in the national qualifications framework;*
- *relevant European or international reference points.)*

QUALITY ASSURANCE AND ENHANCEMENT

(The following text is standard information common to all programme specifications and should not be amended by individuals completing the template except where indicated.)

SOAS has internal procedures to assure the quality of provision to be offered to students and to enhance the quality in the light of experience following delivery, taking into account the input of external experts and students. The procedures are set out in the School's Quality Assurance Handbook and can be viewed at (<http://www.soas.ac.uk/add/qualityassurance/quality-assurance-handbook/>).

SOAS is also subject to periodic external review from bodies such as the Quality Assurance Agency for Higher Education and relevant professional and statutory regulatory bodies.

The procedures described in the Quality Assurance Handbook are in place to provide a high quality student experience for those choosing to study at SOAS, and student input and evaluation of their experiences is greatly valued. Students make an input to the ongoing development of their programmes, and the environment in which they operate, in a number of ways, including:

- formal student evaluation as part of the annual programme review;
- student representation on School committees at various levels (through the Students' Union) where many relevant issues are discussed;
- *Authors to add any further methods which are particularly relevant to this programme.*

FURTHER INFORMATION

(The following text is standard information common to all programme specifications and should not be amended by individuals completing the template except where indicated.)

Add in links to other relevant information, both internal and external, including:

- [SOAS Vision and Strategy Statement](#);
- [Undergraduate](#) and [Postgraduate](#) Handbooks;
- *Departmental handbooks*;
- [Quality Assurance Handbook](#);
- *Separate regs link*;
- [UCAS website](#);
- [QAA website](#);
- *Authors to add any further links which are particularly relevant to this programme.*