

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

Programme title	Development Economics
Final award	BSc Honours
Intermediate awards	N/A
Mode of attendance	Full time or part time
UCAS code	N/A
Professional body accreditation	N/A
Date specification created/updated	December 2013

WHY CHOOSE THIS PROGRAMME?

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?	<p>The distinctiveness of the BSc Development Economics degree at SOAS is its application of relevant theoretical concepts to real issues in the countries of Africa, Asia and the Middle East. Students develop expertise in essential conceptual apparatus of economics, including the necessary statistical and econometrical tools, and gain a firm understanding of the basic theoretical and analytical issues. The programme also enables students to explore economics from a broader methodological standpoint, taking into account statistical, political and historical factors and approaches.</p> <p>The Department of Economics is one of the country's leading departments specialising in</p>

	<p>the economics of growth and development as 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 specialise in development economics, over and above taking specialised optional courses in this area. Differently from broader development studies programmes, this programme provides students with a thorough foundation in general economic theory and methods, similar to the core requirements for BSc economics students. It combines this with additional core training in specialised general and regional areas of development economics. Students of this programme will receive sufficient economics training either to obtain employment as professional economists or to go on to postgraduate work in any branch of economics, while also receiving more specialised training to prepare them for employment and/or further postgraduate studies in the area of development economics, specifically. Because of the broad methodological focus of the course, this is perfect for students who want to study economics in the round rather than only through the narrow lens of mathematical methods in economics.</p> <p>Graduates from the Department have pursued a variety of successful careers, often with Asian or African links, in international organisations, business and industry, banking, accountancy, journalism, consultancy, teaching and higher education. Many have gone on to read for postgraduate degrees either in the Department's own thriving masters' and research degree programmes or elsewhere.</p> <p>No preliminary knowledge of the subject or</p>

	of any region is required
Programme structure	<p>Students take 4 units per year, completing a total of 12 units in 3 years. They have some flexibility in constructing their own programme of study.</p> <p>Year 1: Students take 3 introductory units: One in economic theory, one in quantitative techniques and one in contemporary growth dynamics in the global economy with emphasis on developing economies. Students are allocated to two different entry-level courses in quantitative techniques, one for students without A-level mathematics and the other for students with A-level mathematics. As their fourth course unit, students chose one “open option” (i.e. a course in a subject or language other than those named in the student’s chosen degree title).</p> <p>Year 2: Students take 2 core units in economic theory, one in microeconomic analysis and one in macroeconomic analysis. They also take a core course unit in Issues of Development Economics. For their fourth course units chose from optional 2nd year courses in specialised areas of economic theorising, quantitative methods, an ‘open option’ or an intercollegiate course.</p> <p>Year 3: Students chose 4 course units 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. Quantitative Methods for Economists is a core course unit for all students who have not already taken this course in year 2.</p> <p>Out of the advanced optional courses available, BSc Development Economics students must take at least one, and can take not more than a total of three regional economic development economics courses. An open option or an intercollegiate course may also be taken.</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 a postgraduate taught degree and these can be viewed at

<http://www.soas.ac.uk/admissions/pg/howtoapply/>

- **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:** AAAAA
- **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?

- A grounding in economic theory and quantitative techniques
- A thorough understanding of problems with economic development and underdevelopment
- An introduction to regionally-specific economic issues in Asia and Africa from world experts
- The opportunity to explore heterodox economic theories with world experts
- The ability to combine economics with introductions to other disciplines taught in SOAS

PROGRAMME LEARNING OUTCOMES

What will the students learn?

Knowledge

- A good understanding of modern economic theory.
- An understanding of quantitative techniques with the possibility to gain an introduction to econometrics, depending on optional course choices.
- Advanced training in important branches of theoretical and applied economics and economic policy debate (depending on optional course choices)
- A strong understanding of the special problems of developing countries of Asia and Africa, with students extending their knowledge and understanding of the problems of economic development through a core development

economics courses in year 2 and final year courses focussing on an important region of Asia or Africa (e.g. China or Sub-Saharan Africa).

Intellectual (thinking) skills

- An appreciation of both orthodox and heterodox economic theories, especially as they relate to controversies in economic growth and development.
- The ability to use arguments from different schools of economic analysis to study important topics in applied economic, especially in the field of economic development.
- The ability to develop coherent and logical economic arguments.
- An understanding of the uses and misuses of quantitative analysis in economic research, especially as it relates to developing economies.
- The ability to take a global, rather than narrowly US- or eurocentric, approach to the analysis of key economic issues.
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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, OECD and UN databases.
- The ability to use standard computer packages to analyse data 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?

Structure, duration and requirements for gaining an award

SOAS has standard requirements relating to the structure and duration of taught 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.

Level	Year of study	Course code	Course title	Credit	Status	Notes
4	1	153400003	Introduction to Economic Analysis	30	Core	
AND 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
AND						
4	1	153400107	Comparative Growth in Asia and Africa	30	Core	
AND						
4	1	Various	An open option from another department in SOAS			
5	2	tbd	Microeconomic Analysis	30	Core	Students must have passed their first year core courses
5	2	tbd	Macroeconomic Analysis	30	Core	Students must have passed their first year core courses
5	2	TBC	Issues in Development Economics	30	core	Students must have passed their first year core courses
AND ONE OF THE FOLLOWING						
5	2	153400121	Quantitative	30	Optional	ONLY IF

			Methods for Economists			not taken in year 1. Pre-requisite: 153400120
5	2	153400103	Econometrics	30	Optional	Pre-requisite 153400121
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
5	2	Various	An open option from another department in SOAS		Optional	
5	2	Various	An intercollegiate course	30	Optional	
6	3	153400121	Quantitative Methods for Economists	30	Core	ONLY IF not taken in years 1 or 2. Pre-requisite: 153400121
AND EITHER THREE OR FOUR OF THE FOLLOWING						
6	3	153400119	Applied Econometrics	30	Optional	Pre-requisite: 153400103
6	3	tbd	Advanced Mathematical Methods	30	Optional	Pre-requisite: 153400121
6	3	tbd	Environmental Economics	30	Optional	
6	3	tbd	Global Economic Policy	30	Optional	
6	3	tbd	Gender Economics	30	Optional	

6	3	tbd	Labour Economics	30	Optional	
6	3	153400101	Economic Development of Africa	30	Optional	Students must take AT LEAST ONE and can take no more THAN A TOTAL OF THREE regional economic development courses
6	3	153400025	Economic Development of Modern China	30	Optional	Students must take AT LEAST ONE and can take no more THAN A TOTAL OF THREE regional economic development courses.
6	3	153400031	Economic Development of the Modern Middle East	30	Optional	Students must take AT LEAST ONE and can take no more THAN A TOTAL OF THREE regional economic development courses
6	3	153400013	Economic Development of Japan since 1868	30	Optional	Students must take AT LEAST ONE and can take no more THAN A TOTAL OF THREE regional economic development courses

6	3	153400012	Economic Development of South East Asia	30	Optional	Students must take AT LEAST ONE and can take no more THAN A TOTAL OF THREE regional economic development courses
6	3	153400011	Economic Development of South Asia	30	Optional	Students must take AT LEAST ONE and can take no more THAN A TOTAL OF THREE regional economic development courses
6	3	153400114	Independent Study Project in Economics	30	Optional	
6	3	Various	An open option from another department in SOAS		Optional	
6	3	Various	An intercollegiate course	30	Optional	

For BSc Development Economics students, pre-requisites have been specified explicitly only for quantitative courses. For all other courses, “pre-requisites” follow logically from the core course structure in years 1 and 2, since higher level courses, whether core or optional cannot be taken unless lower-level core courses have been completed successfully.

The entry requirements for UG economics second and third year courses as open option courses for students from other departments are as follows.

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

Issues in Economic Development	Introduction to Economic Analysis and/or Comparative Growth in Asia and Africa
International Economics	Introduction to Economic Analysis
Banking and Finance	Introduction to Economic Analysis
Environmental Economics	Macroeconomic Analysis and/or Microeconomic Analysis
Global Economic Policy	Macroeconomic Analysis and/or Microeconomic Analysis
Gender Economics	Macroeconomic Analysis and/or Microeconomic Analysis
Labour Economics	Macroeconomic Analysis and/or Microeconomic Analysis
Economic Development of Africa	Macroeconomic Analysis and/or Microeconomic Analysis
Economic Development of Modern China	Macroeconomic Analysis and/or Microeconomic Analysis
Economic Development of the Modern Middle East	Macroeconomic Analysis and/or Microeconomic Analysis
Economic Development of Japan since 1968	Macroeconomic Analysis and/or Microeconomic Analysis
Economic Development of Southeast Asia	Macroeconomic Analysis and/or Microeconomic Analysis
Economic Development of South Asia	Macroeconomic Analysis and/or Microeconomic Analysis

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.

PLEASE ALSO SEE SUMMARY OVERVIEW OVER OLD AND NEW PROGRAMME STRUCTURES AT THE END OF THIS DOCUMENT.

TEACHING, LEARNING AND ASSESSMENT

What methods will be used to achieve the learning outcomes?

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 compulsory 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 core courses in years 1 and 2 with a focus on development countries and development economics, as well as at least one course and a maximum of three regionally specialised courses development courses in year 3.

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 introductory and more advanced core courses with a focus on global and development economics in years 1 and 2, followed by regionally focussed economic development courses in year 3, as well as from lecturers' own research focuses.

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 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 standard computer packages to analyse data is gained through tutor assistance to students, including tutorials in computer labs for some courses.

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 an independent study project.

REFERENCE POINTS

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

- SOAS learning and teaching strategy;
- Staff research;
- QAA framework for higher education qualifications.

QUALITY ASSURANCE AND ENHANCEMENT

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;
- Student representation at departmental meetings.

FURTHER INFORMATION

- [SOAS Vision and Strategy Statement](#);
- [Undergraduate](#) and [Postgraduate](#) Handbooks;
- [Departmental Handbooks](#)
- [Quality Assurance Handbook](#);
- [QAA website](#);

SUMMARY OVERVIEW: BSc Development Economics – New Programme structure 2014/15

YEAR 1	YEAR 2	YEAR 3
<p>Introduction to Economic Analysis *</p> <p>IQM* or QME *</p> <p>Comparative Growth in Asia and Africa*</p> <p>An open option</p>	<p>Microeconomic Analysis*</p> <p>Macroeconomic Analysis*</p> <p>Issues in Development Economics*</p> <p>Plus any ONE of the following:</p> <p>QME¹</p> <p>Econometrics²</p> <p>Banking and Finance</p> <p>International Economics</p> <p>One open option or intercollegiate course</p>	<p>QME* (if not taken in year 2)</p> <p>Plus any THREE/FOUR of the following:</p> <p>Issues in Development Economics (if not taken in year 2)</p> <p>Banking and Finance (if not taken in year 2)</p> <p>International Economics (if not taken in year 2)</p> <p>Econometrics ²(if not taken in year 2)</p> <p>Advanced Mathematical Methods²</p> <p>Applied Econometrics³</p> <p>Environmental Economics</p> <p>Global Economic Policy</p> <p>Gender Economics</p> <p>Labour Economics</p> <p>Economic Development of Africa</p> <p>Economic Development of Modern China</p> <p>Economic Development of the Modern Middle East</p> <p>Economic Development of Japan since 1868</p> <p>Economic Development of Southeast Asia</p> <p>Economic Development of South Asia</p> <p>Independent Study Project</p> <p>One open option or intercollegiate course</p>

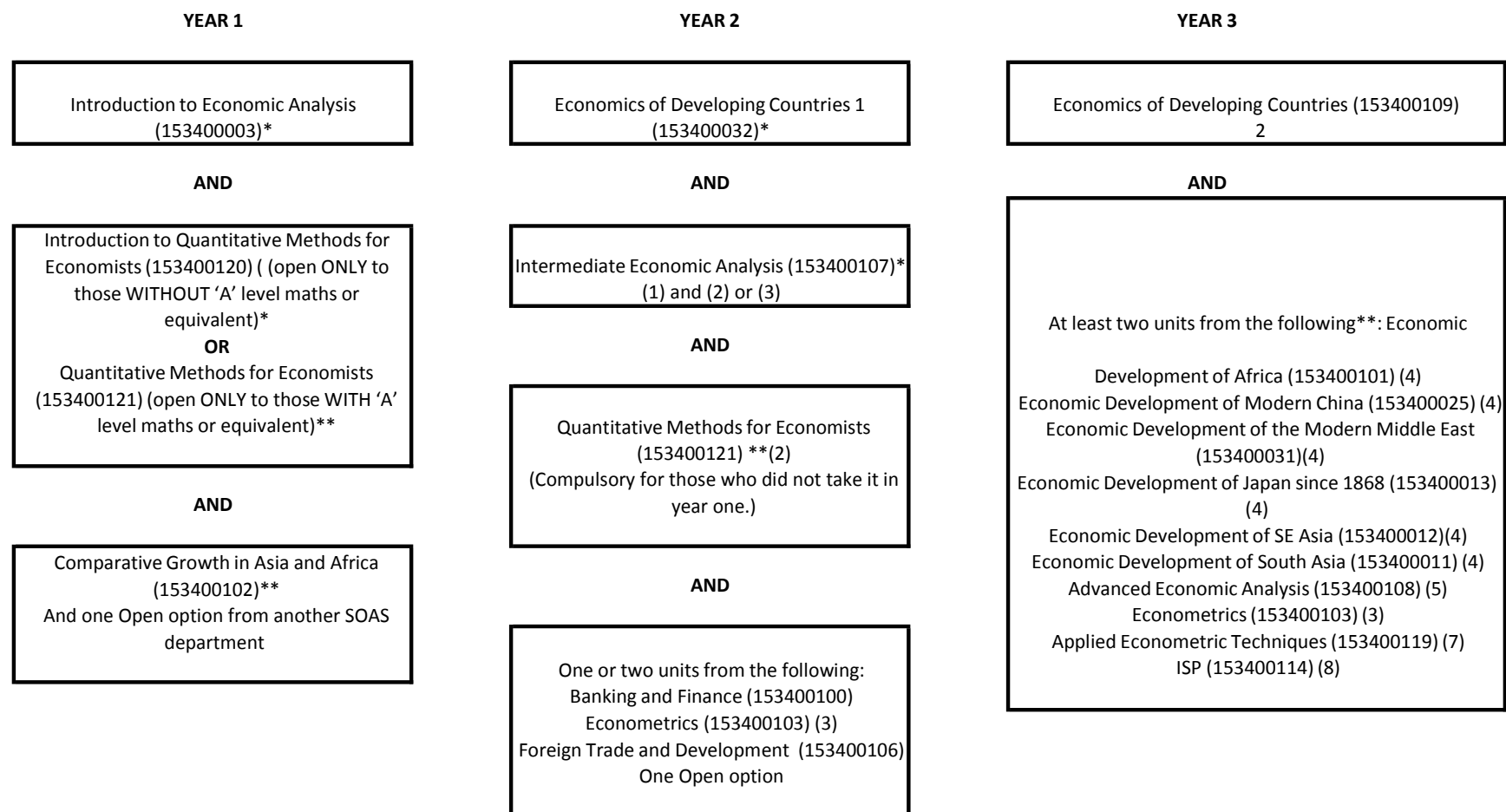
*) Core courses: Must be taken and passed ¹⁾ Prerequisite: IQM ²⁾ Prerequisite: QME ³⁾ Prerequisite: Econometrics

Note:

All students MUST take AT LEAST one regional development course and NO MORE than three regional development courses in year 3 of the degree.

No student may take any first year or introductory open option or intercollegiate course in year 3 of their degree. No student may take more than ONE open option course in each year of their degree. The maximum allowed number of intercollegiate courses is two: No more than one intercollegiate course may be taken in years 2 and 3 of the degree, and no intercollegiate courses are allowed in year 1 of the degree.

SUMMARY OVERVIEW: BSc Development Economics – Old programme structure 2013/14



* Core courses

(5) Intermediate Economic Analysis is a prerequisite

** Compulsory courses (6) EDC1 is a prerequisite

(1) Introduction to Economic Analysis is a prerequisite

(2) IQM is a prerequisite (7) Econometrics is a prerequisite

(3) QME is a prerequisite(8) An average mark of 70% or more in year 2 results is required.

(4) EDC1 or Intermediate Economic Analysis is a prerequisite

Students may take regional courses relating to no more than two regions in their final year.

Students CANNOT choose an OPEN OPTION in their final year WITHOUT the prior approval of the Associate Dean.