

**MSc in International Economic Development (full-time)  
For students entering Part 1 in 2013/4**

**UCAS code:**

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	Economics
Faculty:	Arts, Humanities and Social Science Faculty
Programme length:	1 years
Date of specification:	26/Sep/2013
Programme Director:	Dr Marina Della-Giusta
Board of Studies:	MA/MSc Economics

**Summary of programme aims**

The programme aims to provide a thorough postgraduate education in the specialist area of international economic development. The compulsory modules provide a critical understanding of current theories and empirical research in the field of knowledge and students will develop a practical understanding of the application of this knowledge within an institutional framework. They will learn to evaluate alternative theories and methodologies and to make judgements on their applicability to complex issues where there is incomplete information.

**Transferable skills**

During the course of their studies at Reading, all students will be expected to enhance their academic and personal transferable skills. In following this programme, students will have had the opportunity to develop such skills, in particular relating to and will have been encouraged to further develop and enhance the full set of skills through a variety of opportunities available outside their curriculum.

The programme requires a substantial amount of independent reading, research and study and students are expected to take personal responsibility and show initiative in developing their knowledge and understanding of the field of study. They will also need to enhance their skills in communications (both written and oral), information handling, numeracy, problem-solving, and the use of information technology. Students will work under pressure of time throughout the programme and will learn to set priorities and manage their time in order to meet strict deadlines. Career planning will be an integral part of the programme, both in the choice of programme and in its elective components.

**Programme content**

Students register for a 12 month programme comprising taught modules and either a dissertation or an applied research project.

Compulsory modules

Code	Title	Credits	Level
ECM101	Microeconomic Policy	20	7
ECM102	Macroeconomic Policy	20	7
ECM103	Research Methodology	10	7
ECM104	Quantitative Research Methods*	10	7
ECM160	Macroeconomics for Developing Countries	20	7
ECM161	Microeconomics for Developing Countries	20	7
and either			
ECM109	Applied Research Project	20	7
or			
ECM110	Dissertation	40	7

An additional 60 credits of electives (40 credits if doing the dissertation) must be taken from the list available from the Department. Alternative optional modules maybe selected with the permission of the Director of Taught Postgraduate Studies.

\*Students with substantial previous experience with econometrics, and with the permission of their Programme Director and the Director of Taught Postgraduate Studies, may instead take an alternative postgraduate econometrics module with a weight of at least 10 credits.

### **Progression requirements**

Students wishing to proceed to a higher degree by research should normally have obtained an average of at least 60% in the modules and at least 60% in the dissertation.

### **Assessment and classification**

Teaching is organised in modules. The delivery of material varies among the modules, especially in the proportion of time allocated to lectures, classes and seminars. All modules involve coursework, which takes a variety of forms reflecting the aims of the module. Final assessment of the modules involves a 2 hour examination. The University's taught postgraduate marks classification is as follows:

Mark - Interpretation

70-100% - Distinction

60-69% - Merit

50-59% - Good Standard (Pass)

Failing categories:

40-49% - Work below threshold standard

0-39% - Unsatisfactory work

### **For Master's Degree**

To qualify for Distinction, students must gain an overall average of 70 or more over 180 credits, a mark of 60 or more for the Dissertation or Applied Research Project, and must not have any mark below 40.

To qualify for Merit, students must gain an overall average of 60 or more over 180 credits, a mark of 50 or more for the Dissertation or Applied Research Project, and must not have any mark below 40.

To qualify for Passed, students must gain an overall average of 50 or more over 180 credits and a mark of 50 or more for the Dissertation or Applied Research Project. In addition, the total credit value of all modules marked below 40 must not exceed 30 credits and of all modules marked below 50 must not exceed 55 credits.

### **For PG Diploma**

To qualify for Distinction, students must gain an overall average of 70 or more over 120 credits and must not have any mark below 40.

To qualify for Merit, students must gain an overall average of 60 or more over 120 credits and must not have any mark below 40.

To qualify for Passed, students must gain an overall average of 50 or more over 120 credits. In addition, the total credit value of all modules marked below 40 must not exceed 30 credits and of all modules marked below 50 must not exceed 55 credits.

### **For PG Certificate**

To qualify for a Postgraduate Certificate, students must gain an overall average of 50 or more over 60 credits. In addition, the total credit value of all modules marked below 40 must not exceed 10 credits.

### **Admission requirements**

Entrants to this programme are normally required to have obtained an Upper Second class honours degree or equivalent in economics, or in a degree in which economics was a significant component, or have obtained an Upper Second class honours degree or equivalent in a subject other than economics and have significant work experience in international development.

**Admissions Tutor:** Programme Director

### **Support for students and their learning**

University support for students and their learning falls into two categories. Learning support is provided by a wide array of services across the University, including: the University Library, the Careers, Placement and Experience Centre (CPEC), In-session English Support Programme, the Study Advice and Mathematics Support Centre teams, IT Services and the Student Access to Independent Learning (S@il) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Personal Tutors, School Senior Tutors, the Students' Union, the Medical Practice and advisers in the Student Services Centre. The Student Services Centre is housed in the

Carrington Building and offers advice on accommodation, careers, disability, finance, and wellbeing, academic issues (eg problems with module selection) and exam related queries. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions and runs workshops and seminars on a range of topics. For more information see [www.reading.ac.uk/student](http://www.reading.ac.uk/student)

The Programme Director acts as personal tutor to the student and also meets every student before the beginning of term to offer advice on the operation of the degree programme and on the choice of options. Many of the students are from countries outside the UK and tutors are therefore careful to ensure that students settle down in their new surroundings and understand the requirements of the MSc programme. Most Autumn term modules set a test sometime during the term with the primary purpose of familiarizing students with the UK examination system and the requirements of the programme. Students who fail overall on their modules are identified and invited to discuss their problems with their tutor. In addition to lecture and class times, each module lecturer has appointed office hours during which they may be consulted without prior appointment. The Department of Economics also provides a Handbook covering the postgraduate programmes as a whole, including details of members of staff, the modules and methods of assessment.

### **Career prospects**

Most of the students come from outside the UK and return to employment in their home countries (sponsored students return to their Ministry/Central Bank). UK students enter a variety of occupations, but over the years a number have obtained highly competitive ODI Fellowships, entered the public sector (DFID, FCO, DTI) or international consultancy. A minority of students proceed to a PhD and enter academic/research or international organisations.

### **Opportunities for study abroad**

None

### **Placement opportunities**

### **Programme Outcomes**

#### **Knowledge and Understanding**

##### **A. Knowledge and understanding of:**

1. Alternative strategies of economic development in an international context.
2. The most recent empirical analysis on 1 (above).
3. The institutional environment affecting the economic development of the developing countries.
4. Alternative policies for countries at different levels of development and with different resource endowments.

##### **Teaching/learning methods and strategies**

Formal lectures, discussions, individual and group presentations, guided reading and guidance on key sources of reference material. Feedback and guidance are important elements complementing an emphasis on self-study.

##### *Assessment*

Unseen examinations and coursework comprising long essays, projects and tests as appropriate for the module.

#### **Skills and other attributes**

##### **B. Intellectual skills - able to:**

1. Structure, analyse and evaluate theoretical and policy issues and problems.
2. Think logically and analytically and to understand the difference between normative and positive statements.
3. Identify key economic relationships and to test these against the evidence.
4. Comprehend the rapidly evolving state of knowledge and institutional environment in the

##### **Teaching/learning methods and strategies**

Students are frequently challenged in all teaching situations to complete logical arguments, analyse problems and alternative policies, and justify statements. Long essays, debate and presentations provide the principal vehicles for developing intellectual skills.

##### *Assessment*

Unseen examination and coursework with 3. being

subject area.

**C. Practical skills - able to:**

1. Draw on the knowledge base in the field of study to suggest policies and strategies to achieve social and economic objectives.
2. Evaluate alternative policies.
3. Evaluate current theoretical and empirical research in the field of study.
4. Identify potential sources of information and analysis relevant to the issue and problems in the field of study.

**D. Transferable skills - able to:**

1. Communicate orally and in writing
2. Use IT, including word processing and website searches.
3. Use library and web based resources.
4. Organise extended pieces of work from planning to completion.
5. Manage time and prioritise work to achieve goals.

assessed mostly in essays and project work.

**Teaching/learning methods and strategies**

Students are required to undertake a wide amount of reading, both of specific references and through researching their own sources of information. Discussion in lectures and seminars emphasises formal economic reasoning, the use of statistical and empirical evidence and the strengths and weaknesses in alternative theories and methodologies.

*Assessment*

Long essays and unseen examinations are the principal methods of assessment.

**Teaching/learning methods and strategies**

The presentation of well-researched written work is a fundamental element of the programme and requires the application of all of the skills listed in 1-5. This is reinforced by the breadth and depth of the syllabuses for each module and the highly structured system of deadlines for assessed work, and examinations, which develop the students' skills of time management. Oral skills are developed through lecture and seminar discussions and individual and group presentations.

*Assessment*

Unseen examination and coursework with 3. being assessed mostly in essays and project work.

**Please note - This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.**