1. **Kent Vision code and title of the module**

ECON8460 Advanced Topics in Development Economics

1. **Division and School/Department which will be responsible for management of the module**

School of Economics, Division of Human and Social Sciences

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

15 credits/7.5 ECTS

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Spring

1. **Prerequisite and co-requisite modules**

ECON8440 Development Economics

1. **The courses of study to which the module contributes**

Compulsory to the following courses:

MSc Development Economics

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Systematically and comprehensively understand how concepts related to institutional failure, including market failure and distortions in other institutions, can account for underdevelopment and poverty

8.2 Systematically and comprehensively understand how modern theoretical and empirical methods can be used to study responses to institutional failure by individuals, social groups, and governments

8.3 Use economic models to think about problems in development at the high level of abstraction and generality

8.4 Comprehensively understand how economists use data to test contradicting and/or controversial theoretical hypotheses and explore causal relationships in development economics

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Articulate informed opinions on advanced topics with high level of abstraction and build convincing argumentation in seminar debates on controversial matters

9.2 Solve complex analytical problems through the use of the different models studied within the curriculum

9.3 Enhance their ability to utilize modern computing resources to access and acquire data from all available sources

1. **A synopsis of the curriculum**

The module consists of topics related to common causes and consequences of institutional failure in developing countries, such as market failures and failures in political, legal and social institutions. Topics will cover ways in which individuals, social groups and governments deal with these failures, including the use of informal institutions, social networks and policy interventions. Students will be exposed to both theory and empirics, with a focus on theoretical and empirical tools appropriate for studying the behaviour and constraints of individuals, households and firms in developing country settings. Emphasis will be placed in particular on studying strategic interaction between agents in the absence of markets and identifying causal effects.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

## The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

## The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

1. **Learning and teaching methods**

Contact Hours: 30

Private Study: 120

Total Hours: 150

1. **Assessment methods**
   1. Main assessment methods

Problem sets: 20%

Examination (2 hours): 80%

13.2 Reassessment methods

100% Exam

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

**Module learning outcomes against learning and teaching methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Private Study** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| *Private Study* | **x** | **x** | **x** | **x** |  |  | **x** |
| *Lectures* | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Seminars* | **x** | **x** | **x** | **x** |  | **x** | **x** |

**Module learning outcomes against assessment methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| *Problem Sets* | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Examination* | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

1. Accessible resources and curriculum
2. Learning, teaching and assessment methods
3. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Students will be exposed to issues and research relating to developing countries across the world, which can serve as a stepping stone for professional careers in international development and/or in developing countries. As such, it is envisaged that alumni of the MSc programme can help establish and maintain links with institutions (both academic and non-academic) around the world with a focus on international development.

**DIVISIONAL USE ONLY**

**Module record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

| Date approved | New/Major/minor revision | Start date of delivery of (revised) version | Section revised  (if applicable) | Impacts PLOs (Q6&7 cover sheet) |
| --- | --- | --- | --- | --- |
| 05.05.22 | Major | Sep 22 | 13.1,14 | No |
|  |  |  |  |  |