## KentVision Code and title of the module

ECON8440 Development Economics

## Division and School/Department or partner institution which will be responsible for management of the module

Division of Human and Social Sciences, School of Economics

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

Level 7

## The number of credits and the ECTS value which the module represents

15 credits (7.5 ECTS)

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

Autumn

## Prerequisite and co-requisite modules and/or any module restrictions

None

## The course(s) of study to which the module contributes

***Compulsory to the following courses:***

* MSc Development Economics
* MSc Economics

***Optional to the following courses:***

* MSc Economics and Econometrics

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 economic development, industrialization, structural change and growth can account for inequality and poverty

8.2 Systematically and comprehensively understand how modern theoretical methods can be used to study institutional transformation and growth of nations

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

8.4 Comprehensively understand how to use old and new theories to understand 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 Link different and contradictory theories and identify their strengths and shortcomings describing complex socio-economic phenomena.

## A synopsis of the curriculum

As a field of study, Development Economics has both a long history and a rapidly expanding set of issues that is considered to be within its domain today. The Foundation of Development Economics will provide a long-term perspective to the field, covering topics such as the meaning of development, the measurement of poverty and inequality, economic growth, structural transformation, industrialisation, institutions and trade. Students will be exposed to classical texts to gain an understanding of how the economic approach to these topics have evolved over time; as well as rigorous mathematical models and modern economic approaches to empirical analysis for an introduction to current methods and practices in the study of Development Economics.

1. Reading list

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).

## Contact Hours

Private Study: 120

Contact Hours: 30

Total: 150

## Assessment methods

13.1 Main assessment methods

Problem sets: 10%

In Course Test (45 minutes): 10%

Examination (2 hours): 80%

13.2 Reassessment methods

Reassessment Method 100% exam

## Map of module learning outcomes (sections 8 & 9) to learning and teaching methods 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 |
| Lectures | x | x | x | x |  |  | x |
| Seminars | x | 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 |  |
| In-course test | x | x | x | x | x | x | x |
| Examination | x | x | x | x | x | x | x |

## 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:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

## Campus(es) or centre(s) where module will be delivered

Canterbury

## 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) |
| --- | --- | --- | --- | --- |
| 09.11.22 | Minor | September 2023 | 7, 14 | No |
|  |  |  |  |  |