



# MSc in ECONOMICS FOR DEVELOPMENT

**COURSE  
HANDBOOK  
2022/23**



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This *Course Handbook* applies to students starting the **MSc by Coursework in Economics for Development (MSc ED)** in **Michaelmas Term 2022**. The information in this *Handbook* may be different for students starting in other years.

The [Examination Regulations](#) relating to this course are available online. If there is a conflict between information in this *Handbook* and the Examination Regulations then you should follow the Examination Regulations. If you have any concerns, please contact:

Calista Meinert  
MSc ED Course Coordinator  
Oxford Department of International Development  
[msced-admin@geh.ox.ac.uk](mailto:msced-admin@geh.ox.ac.uk)

These guidance notes are intended as a source of information in their own right, and as a guide to other sources of information. We hope that they will be useful both to graduate students arriving in Oxford for the first time and to those already here. Comments on, or criticisms of, these notes are welcome and should be sent to the [Course Coordinator](#).

The information in this *Handbook* is accurate as at October 2022. However, it may be necessary for changes to be made in certain circumstances, as explained at <http://www.graduate.ox.ac.uk/coursechanges>. If such changes are made the department will publish a new version of this *Handbook* together with a list of the changes and students will be informed.

### Abbreviations used

<a href="#">BSG</a>	The Blavatnik School of Government, Radcliffe Observatory Quarter, Woodstock Road, Oxford OX2 6GG (entrance on Walton Street)
<a href="#">CSAE</a>	Centre for the Study of African Economics (located within the Department of Economics)
HT	Hilary Term (Sunday 15 January – Saturday 11 March 2023)
<a href="#">MRB</a>	Manor Road Building, 5 Manor Road, Oxford OX1 3UQ (contains the Department of Economics and the Social Sciences Library)
MSc ED	Master of Science by Coursework in Economics for Development
MT	Michaelmas Term (Sunday 9 October – Saturday 3 December 2022)
<a href="#">ODID</a>	Oxford Department of International Development, 3 Mansfield Road, Oxford OX1 3TB
QEH	Queen Elizabeth House, 3 Mansfield Road, Oxford, OX1 3TB QEH is the building in which ODID is located, but the two abbreviations are sometimes used interchangeably to refer to the department
Schools	Examination Schools, 75–81 The High Street, Oxford OX1 4BG
<a href="#">SSL</a>	Social Sciences Library (located within MRB) the part of Bodleian Libraries most likely to contain materials relevant to your studies
SSO	Your Oxford username, also referred to as you Oxford Single Sign-on
TA	Teaching Assistant
TT	Trinity Term (Sunday 23 April – Saturday 17 June 2023)

### Dates of Full Term

Term	From	To
Michaelmas 2022	Sunday 9 October	Saturday 3 December
Hilary 2023	Sunday 15 January	Saturday 11 March
Trinity 2023	Sunday 23 April	Saturday 17 June

<https://www.ox.ac.uk/about/facts-and-figures/dates-of-term>

*When planning your travel between Oxford terms, please remember that teaching on the MSc ED sometimes takes place in Week 9 of Michaelmas and Hilary terms.*

### Buildings and Accessibility

Queen Elizabeth House

- [QEH Access Guide](#)
- [QEH building plan and locations of staff offices](#)

Manor Road Building

- [MRB Access Guide](#)

Social Sciences Library (within Manor Road Building)

- [SSL Access Guide](#)



# 1. INTRODUCTION AND WELCOME

## WELCOME MESSAGE FROM THE COURSE DIRECTOR

### Welcome to Oxford and to the MSc in Economics for Development!

This *Handbook* is designed to help you navigate your way through Oxford as a graduate student in development economics. The *Handbook* will provide you with key information concerning the MSc course, its content, organisation, and administration.

### Course aims and objectives

Students pursue postgraduate study in development economics for a variety of reasons. For some, the MSc is the first step towards doctoral research, while for others it provides the knowledge and training required to pursue a career in development with government agencies, international organisations, the private sector or the non-governmental sector. Others take the course out of interest in the subject before following careers not directly concerned with economic development.

To cater for this diversity, we have designed the course around two fundamental objectives. The first is to provide an overview of the field of development economics, a branch of economics that has in the last few decades moved from the margins to the centre of both academic research and policy debates. The gap between academic development economics and development policy has arguably shrunk in recent years, as governments around the world have increasingly demanded rigorous evidence to guide their development expenditures. Our second objective is to provide an environment in which students can acquire the key analytical skills needed for careers as professional economists. Our approach to teaching and learning thus embraces two elements: teaching students about how economists approach questions of economic development, and providing the opportunity to answer some of these questions using the tools and techniques learned on the course, especially in applied empirical research. In short: the course is designed to help you understand what economists do, and to do what economists do!

### Structure

The structure of the programme is described in detail later in this *Handbook*, but it is useful at this point to stress three important features of the MSc and indeed of the Oxford approach in general.

The first is that the components of the course vary considerably in style: some are more discursive, requiring analytic writing skills, while others require the application of new mathematical and statistical techniques. Getting the most from the MSc will require you to cover all areas and master the techniques of analysis used in each. The course is densely structured, but there is also some scope to pursue your own interests, according to your strengths and inclinations. We attach particular importance to the system of personal supervision and to the role of the Dissertation (a short thesis on a topic of your choice), allowing you to develop a course of study tailored as much as possible to your interests.

The second general point concerns assessment. Formally, your overall performance will be assessed entirely on the basis of end-of-year examinations in June, universally referred to as 'Finals,' as well as on the Dissertation, which is due on Monday Week 5 of Trinity Term. (That's the end of May, for those of you not yet familiar with Oxford's peculiar way of describing the calendar!) The examinations are not intended just to get you to repeat what you have been told in lecture courses, classes and seminars. Rather, they are intended to assess your understanding of the subject in general, and your ability to marshal evidence, analyse problems, and draw sensible conclusions. In this respect the correspondence between lectures and examinations is looser than at many other universities, especially non-UK universities.

Two important implications follow from this structure. One is that teaching and learning is cumulative rather than modular, stressing the overlaps and synergies across course components. The other is that we expect you

to engage in study in order to learn and understand – not just to pass exams. By gaining admission to the course you have already demonstrated your ability to perform well under exam conditions, and we confidently expect you all to pass the MSc exams. Our ambition is greater: we seek to provide an environment in which you can explore widely around the subject area, hone your skills in economic analysis and lay the foundations for careers as top-flight professional economists.

Finally, many students find the MSc much more demanding than they expected, especially in the first term. The course proceeds more rapidly and often at a more technical level than many students anticipate. In all institutions, the switch from undergraduate to graduate-level economics is marked, if not in content then certainly in approach, and Oxford is no exception. New material and analytical techniques are introduced at a rapid rate. The pressure to produce written work, complete exercises, and make presentations is high and can feel relentless. In Oxford, these challenges are compounded by the short teaching terms (8 weeks rather than the 10–12 weeks elsewhere) and by the fact that, unlike some MSc programmes, you are required to submit your Dissertation *before* Finals in June. As a consequence, you will be working at an intense pace throughout the year and you should also expect to put in almost as much work during the six-week vacations between Michaelmas and Hilary Terms and Hilary and Trinity Terms as you do in term!

These features of the programme will place heavy demands on your time management skills. The trick is to strike a balance between work and leisure, so that you get the most from the course but also take full advantage of the wider intellectual and social life Oxford has to offer. Later in this *Handbook* there is some information on support and guidance.

### The environment

Oxford University is a complex and decentralised institution whose intricacies and peculiarities can appear daunting. But it is not an unfriendly environment! As this *Handbook* will explain, there are many people to whom you can turn for advice and support if necessary. Some of them are in your college, although you should bear in mind that for graduate students the relationship between colleges and the University is different than for undergraduates. You will have a college advisor with whom you can discuss your academic progress, but the academic side of graduate education is the primary responsibility of the University and your department(s), with colleges in a secondary role. Enjoy all that your college has to offer, but remember that we are your academic anchor.

Within the course, there are many people who see it as their role to support you in your studies. Calista Meinert, as Course Co-ordinator, is a first point of contact for administrative issues. As Course Director, I have overall responsibility for the course, and I expect to get to know you all well during your time in Oxford. Your supervisor will be the person with whom you work most closely. And we are lucky to have a faculty group who are deeply committed to teaching and supervision. Together, we seek to create a supportive environment for you during your time on the MSc.

Oxford University is a dynamic community, a great resource, and for many students your time here will be an important milestone in your life. On the MSc you will meet and work with a world-class faculty and will find yourself immersed in a group of talented fellow students from around the world, each of whom brings different interests, experiences and perspectives to the course. I hope you will find the experience rewarding and I wish you an enjoyable and productive year.



**Christopher Adam**

Professor of Development Economics

Course Director, MSc in Economics for Development 2022-23

October 2022

## **WELCOME MESSAGE FROM LAST YEAR'S COHORT (2021-22)**

**Dear MSc in Economics for Development Class of 2022-23,**

Welcome to Oxford!

On behalf of last year's cohort, we want to congratulate every single one of you for getting to this point. Being offered a spot on the MSc is an achievement you can all be very proud of, and take time to relish that feeling as you embark on a challenging but hugely rewarding nine-month journey!

As last year's Student Representatives, we hope this letter will prove useful to you in a few different ways. Firstly, we want to give you an idea of what lies ahead from the perspective of a group that has just completed the course. Secondly, we hope that it will give you the chance to benefit from the things we would have liked to know when we were in your shoes 12 months ago to help you through the year. Thirdly, perhaps most importantly, we hope that it will get you excited for the year to come.

### **General Advice**

Every cohort's feelings at the start of the course are the similar – along with the excitement that comes with this great new opportunity, coming to Oxford can feel very daunting. You will hear time and time again that while the course will be challenging, it will ultimately all work out fine. We know this can be hard to believe, and it is natural to have worries. However, we also know that the staff in QEH work incredibly hard to provide the best possible learning experience and support to all students. Be assured that they have been preparing for a long time for your arrival and will do their utmost to ensure everyone thrives despite challenging circumstances.

You will have noticed that you are part of an incredibly diverse cohort of people. As such, you will be coming from different cultural and academic backgrounds, work differently, and have different strengths that got you here. That is hugely beneficial! Believe us - there is no one path to success in the next months. The course is designed to allow you to work on your weaknesses and let your strengths shine. We encourage you to learn with and from each other, and lend each other the support each of you will need at some point. To quote one of Doug Gollin's favourite mantras: *Making it through the year is a group effort!* The single best advice we can give you is to take full advantage of the fact that you are all in this together by pooling your strengths. *Don't be afraid to reach out to others.* Try and meet everyone personally at the beginning of the course, even if the prospect feels daunting. Remember that everyone is in the same boat and eager to find a new circle of friends. You will not make it through this year with your sanity intact if you do not lean on the people around you! Your classmates are one of the most important support systems on offer and you will learn so much from them – they are an amazing resource to tap into, whether for help on problem sets, chats about the big development questions, emotional support, or just to have fun and enjoy the great student life in Oxford together. A secret we can tell you from last year's cohort: the students who studied the most in groups were the ones who ended up doing best.

### **The Course**

You will soon realize that time flies in an eight-week term. Especially during Michaelmas (the first term leading up to Christmas), there will be new material thrown at you at a pace that might leave you disheartened at times. We have two pieces of good news for you: Firstly, you are not alone. As you grow closer as a cohort, you will realize that your peers share many of your same fears and that no one is ever able to complete every piece of work to perfection or do every reading. That's by design and is nothing you need to worry about because secondly, you don't need to master anything before June!

We feel like this point is especially worth stressing as the word "Collections" will be thrown around before too long during Michaelmas. Collections is Oxford's name for the mock exams you will be sitting when you return from Christmas break in mid-January and Easter break in late April. These are nothing more or less than just that: mock exams giving you an indication on where you stand with the material you covered in the last term, which count for exactly zero percent of your final grade (as, by the way, is also true for any material you are



asked to submit before you hand in your Dissertations and take Finals at the end of the academic year). So, try to take them regardless of whether you feel prepared for them or not! You will probably find yourself reassured that if you had properly prepared for them as you will do for Finals, you would have done just fine. And this applies to any material you submit before Finals: If you do well, take it as a little confidence boost, and if you don't, then don't get too hung up on it. Many of us failed or barely scraped a pass in Collections and sailed through the June exams in the end! Our advice: Think of Collections as a reason to get comfortable with the content and spend June consolidating and building beyond this knowledge base.

This leads us to our next top tip for surviving the year: Plan ahead and try to stay as organised as possible. The way the course is set up, you will have a lot of material thrown at you during term time, but you will always have a full six weeks after to digest and revise it. Use your Christmas break to go over the material again and prepare good notes. Come June, you will be eternally grateful to your Christmassy self that still spent some time making notes on the economic theory courses. That said, don't feel guilty about taking a time off and spending time with family and friends as well. Rest is so crucial for your mental health throughout the year.

Hilary term (the second term, commencing in January) is a really exciting term, and for those who find Michaelmas to be very theory heavy, it can feel like coming up for air! You will get to pick those modules that focus on the aspects of economic development that intrigue you most and explore the bigger questions. Things will come together and you will be able to see how theory becomes applied and tested empirically. Most people try out a lot of topics in the first week at least – go with your interests. You will be writing essays on three of the courses you have taken in Hilary for the Development Economics Final but will have the option to attend all of the lectures, and there is a lot to take advantage of so don't be afraid to sit in on classes that interest you even if you don't intend to prep them for the exams. Do also work together with your peers for the development economics papers. Most people set-up study and reading groups to work through the large number of required readings.

### The Dissertation

As you might already know, your Dissertation will be a 10,000-word long piece of academic work and gives you the opportunity to showcase what you have learned throughout the year. To many of us, it was a rewarding experience to produce a piece of work that symbolizes what you have achieved over the year. That said, it doesn't have to be the be all and end all – some people will enjoy the coursework more (which amounts to the other 75% of the grade).

At this point, it might sound like a daunting task. First of all, don't worry too much about your Dissertations now. You are not expected to have nailed down a topic (or even have a vague idea) until the start of Hilary. Most of the best Dissertations ideas in our cohort formed over Christmas break and weren't refined before February. Even if your initial idea falls through in March or later, there is still time to change and adapt as you go along – this kind of thing happens more often than you might think and you can still produce something great!

We would encourage you to start brainstorming ideas as you go along. No one nails their topic at first attempt, so make use of your supervisors! Let them know what questions interest you, discuss some early ideas you have with them, and listen to the advice they give you. Your supervisors know best which projects make successful Dissertations, what works and what does not, and can oftentimes introduce you to new ideas and approaches you had not come up with yourself. Don't be shy to reach out to other faculty members, who will be more than happy to help you in specific areas. So, don't get disheartened if that one specific question in that one country you know well turns out to be unsuitable for your MSc Dissertation. Be pragmatic too – this is not your life's work, so don't aim for perfection. It is worth remembering that most of economics papers you read in Development modules took 4-5 years of work and the help of 5 RAs before reaching publication, and you only have a few months. So be realistic and try and focus on something feasible, instead of reinventing the wheel. Maybe there's no data for India but your supervisor knows of a similar data source from Bangladesh. Maybe your idea has already been the subject of another paper, but you find a weakness in their approach which you would like to test. Or maybe you end up with something totally different than what you had expected at the start of the year but find that a super intriguing new field of interest for you! Crucially, keep using your peers as a

resource – test your hypotheses, inquire about relevant papers and datasets and lean on them for emotional support when things inevitably don't quite go to plan.

As Hilary term progresses, you will start gathering data and start developing your identification strategy: the heart of your Dissertation which describes the question you would like to pursue and how you intend to tackle it. Make sure you regularly check in with your supervisors (even if it's just via e-mail). They are all experienced academics and have done this many times – make use of that experience! There will be considerable differences in how different supervisors go about working with you. Some will be happy for you to attend weekly meetings, while others you might have to remind a little more to fit you into their tight schedules. Be proactive and make sure to establish early on how you want to work together as supervisor and supervisee, as they are going to be an invaluable asset to you!

You will find yourself doing most of your dissertation work during the break between Hilary and Trinity. As Trinity progresses, make sure you find the right balance between finalising your dissertation, studying for finals and taking a break. It is crucial to avoid burnout and enter the exam season feeling relatively refreshed, so don't forget to take some time off before entering the final stretch.

### Life after the Course

It may feel like ages away, but the end of the course will come around sooner than you could imagine now (trust us, we're still in disbelief as we write these lines!). We would like to encourage you of two things: First, it is important to keep in mind what comes next, especially as application deadlines for some jobs and PhDs fall this side of Christmas. Talk to your peers, your lecturers, and generally people at ODID and beyond to explore what's out there. At the same time, if the job you are searching for is not in consulting, banking or one of the structured programs which hire very early on, don't feel like you need to wrap up a job before Christmas or even until the end of the course. Oxford is an inspiring place full of inspiring people, so give yourself time to be inspired. Research Assistant positions also crop up towards the end of the year, so that can be a great option too. If you don't know what you want to do afterwards and feel stressed during the year, many people finish the course, take a bit of time off and then start looking. Some people from last year's cohort started applying only after the end of the course and ended-up choosing between several exciting job offers.

The MSc opens the door to many opportunities. You'll find that the skills you learn make you a highly desirable applicant to jobs in international organizations, development work, consulting, PhD positions, and beyond. The department and the network you build here will introduce you to an abundance of opportunities for future employment or a continuation of your academic career. No matter if you seal an offer before Christmas or leave matters for you to figure out over the summer once you have completed the course, you will all find yourselves doing something remarkable in the end.

### Key Takeaways

This year is going to feel like a 100m sprint which is really a marathon. And we mean this in the best possible way: time will pass quickly, and you will be kept very busy, but you should and need to take time to look after yourself and make sure you don't wear yourselves out early on. There is more to this year than just the piece of paper with your degree on it in the end, and it would be a waste to leave all that Oxford has to offer unused. Get involved with what the societies, clubs, your college, and what the broader university has to offer! Play a (new) sport! Go to the CSAE lunchtime seminars, development discussions and join some of the world-class speaker events that Oxford offers every week! Explore Port Meadow (please don't leave Oxford without even knowing where that is), or just grab a casual pint with your peers every now and then. While friendships within the course will be extremely important, also explore friendships at your individual colleges and help unite and bring people together from the greater Oxford student body. And also take time for yourself and look after each other. Your peers will be your support in stressful times, your friends getting you through the year, and inspiring you in the future too! If you're struggling, reach out for help. For academic problems, the department has support to offer or if you are having difficulties with perfectionism, anxiety or anything else, reach out to your

college welfare team or to the student counselling services. *Your mental health and memories from the year are more important than your degree.*

Looking back, the memories most vivid in our minds aren't the countless hours we spent in the libraries (although this has left a significant mark) or the lecturer discussing the Lagrangians we had to solve – it was the conversations we had with our classmates in University Parks talking about our lives; it was the moment of epiphany when one member of the study group suddenly realized the missing piece to a problem and ecstatically shared with everyone else; it was the spontaneous adventures we shared from cooking dinners to swimming in the river that only happened as a result of us spending so much time with people in the class who we were so inspired by.

All that remains to say is that we wish you an enjoyable and rewarding time here at Oxford! Hopefully this advice has been helpful and don't hesitate to reach out to us if you have questions or need a sympathetic ear from someone who has just been in your shoes.

## CANVAS, WEB-LINKS AND MAILING LISTS

### Canvas

[Canvas](#) is the University's Virtual Learning Environment (VLE). Most course materials relating to the MSc ED will be hosted here, along with your timetable, and a variety of other useful information and announcements.

Canvas is accessed using your [Oxford Single Sign-on \(SSO\)](#).

### Other key sources of information

Key sources of information on the University and departmental websites are:

- [University of Oxford](#)
- [Oxford Department of International Development \(ODID\)](#)
- [ODID Departmental Information \[Canvas site\]](#)
- [Oxford Department of Economics](#)
- [Examination Regulations](#)
- [MSc ED Examination Conventions](#)
- [Oxford University: information for students](#)
- [University Student Handbook](#)

You should visit Canvas and the Economics and ODID web pages regularly to keep abreast of news and announcements, changes to the lecture programme and course outlines, etc.

College Handbooks are published on each College's website.

Access to the Intranet is domain-controlled. Some of the above materials can only be accessed using your Oxford SSO login and, if you are logging in remotely, using the [Oxford VPN Service](#).

### Mailing list and email communication

Your Oxford email address will be included in the class mailing list: [odid-mscde@maillist.ox.ac.uk](mailto:odid-mscde@maillist.ox.ac.uk)

This list will be used by the Course Director, teaching faculty and administrators to inform you of day-to-day developments and course news.

**All our email communication with you will be through your Oxford email address. We do not add non-Oxford University email addresses to this mailing list.** If you use another email address, please make sure your Oxford email is forwarded to your mailer.

*It is your responsibility to read your Oxford email. Anything that is emailed to you at your Oxford address will be deemed to have been read by you. Failure on your part to do so will not be accepted as an excuse for any resulting problems.*

## 2. PEOPLE

### MSc ED Academic Staff

<a href="#">Christopher Adam</a>	<b>Course Director 2022-23</b> Macroeconomic Theory (MT) Development Economics (HT)	ODID	<a href="mailto:christopher.adam@geh.ox.ac.uk">christopher.adam@geh.ox.ac.uk</a>
<a href="#">Dennis Egger</a>	Quantitative Methods (HT)	MRB	<a href="mailto:dennis.egger@economics.ox.ac.uk">dennis.egger@economics.ox.ac.uk</a>
<a href="#">Marya Hillesland</a>	Development Economics (HT)	ODID	<a href="mailto:marya.hillesland@geh.ox.ac.uk">marya.hillesland@geh.ox.ac.uk</a>
<a href="#">Douglas Gollin</a>	<b>Chair of Examiners 2022-23</b> Microeconomic Theory (MT)	MRB	<a href="mailto:douglas.gollin@economics.ox.ac.uk">douglas.gollin@economics.ox.ac.uk</a>
<a href="#">Sanjay Jain</a>	Development Economics (HT)	MRB	<a href="mailto:sanjay.jain@economics.ox.ac.uk">sanjay.jain@economics.ox.ac.uk</a>
<a href="#">Jin Ho Kim</a>	International Trade Theory (MT) Quantitative Methods (TBC)	MRB	<a href="mailto:jin.kim@economics.ox.ac.uk">jin.kim@economics.ox.ac.uk</a>
<a href="#">Nathan Lane</a>	Development Economics (HT)	MRB	<a href="mailto:nathaniel.lane@economics.ox.ac.uk">nathaniel.lane@economics.ox.ac.uk</a>
<a href="#">Lisa Martin</a>	Pre-sessional Mathematics	Keble	<a href="mailto:lisa.martin@keble.ox.ac.uk">lisa.martin@keble.ox.ac.uk</a>
<a href="#">Muhammad Meki</a>	Development Economics (HT)	OCIS	<a href="mailto:muhammad.meki@pmb.ox.ac.uk">muhammad.meki@pmb.ox.ac.uk</a>
<a href="#">Christian Meyer</a>	Development Economics (HT)	MRB	<a href="mailto:christian.meyer@economics.ox.ac.uk">christian.meyer@economics.ox.ac.uk</a>
<a href="#">Victor Pouliquen</a>	Development Economics (HT)	MRB	<a href="mailto:victor.pouliquen@economics.ox.ac.uk">victor.pouliquen@economics.ox.ac.uk</a>
<a href="#">Natalie Naïri Quinn</a>	Pre-sessional Mathematics	MRB	<a href="mailto:natalie.quinn@economics.ox.ac.uk">natalie.quinn@economics.ox.ac.uk</a>
<a href="#">Simon Quinn</a>	Microeconomic Theory (MT) Quantitative Methods (MT)	MRB	<a href="mailto:simon.quinn@economics.ox.ac.uk">simon.quinn@economics.ox.ac.uk</a>
<a href="#">Hailemariam Ayalew Tiruneh</a>	Quantitative Methods (MT) Development Economics (HT)	ODID	<a href="mailto:hailemariam.tiruneh@geh.ox.ac.uk">hailemariam.tiruneh@geh.ox.ac.uk</a>
<a href="#">Christopher Woodruff</a>	Quantitative Methods (MT)	ODID	<a href="mailto:christopher.woodruff@geh.ox.ac.uk">christopher.woodruff@geh.ox.ac.uk</a>

### MSc ED Teaching Assistants

<a href="#">Lukas Boehnert</a>	Macroeconomic Theory	MRB	<a href="mailto:lukas.boehnert@economics.ox.ac.uk">lukas.boehnert@economics.ox.ac.uk</a>
<a href="#">Shihang Hou</a>	STATA	MRB	<a href="mailto:shihang.hou@economics.ox.ac.uk">shihang.hou@economics.ox.ac.uk</a>
<a href="#">Tom Schwantje</a>	Microeconomic Theory	MRB	<a href="mailto:tom.schwantje@economics.ox.ac.uk">tom.schwantje@economics.ox.ac.uk</a>
<a href="#">Verena Wiedemann</a>	International Trade Theory	MRB	<a href="mailto:verena.wiedemann@economics.ox.ac.uk">verena.wiedemann@economics.ox.ac.uk</a>

### Social Sciences Library

<a href="#">Sarah Rhodes</a>	Subject Consultant for International Development	MRB	<a href="mailto:sarah.rhodes@bodleyan.ox.ac.uk">sarah.rhodes@bodleyan.ox.ac.uk</a>
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<a href="#">John Southall</a>	Subject Consultant for Economics	MRB	<a href="mailto:john.southall@bodleian.ox.ac.uk">john.southall@bodleian.ox.ac.uk</a>
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### MSc ED Administration

<a href="#">Calista Meinert</a>	Course Co-ordinator	ODID	<a href="mailto:msced-admin@geh.ox.ac.uk">msced-admin@geh.ox.ac.uk</a>
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### MSc ED Student Representation

A list of MSc ED Student Representatives will be available on [Canvas](#).

### Other Key Contacts

<a href="#">Diego Sánchez-Ancochea</a>	Head of Department	ODID	<a href="mailto:odid-ea@geh.ox.ac.uk">odid-ea@geh.ox.ac.uk</a> <a href="mailto:diego.sanchez-ancochea@geh.ox.ac.uk">diego.sanchez-ancochea@geh.ox.ac.uk</a>
<a href="#">Caterina Bowley</a>	Reception at QEH	ODID	<a href="mailto:reception@geh.ox.ac.uk">reception@geh.ox.ac.uk</a>
<a href="#">Shuqin Zhang,</a> <a href="#">Joanna Giannouli</a>	IT at QEH	ODID	<a href="mailto:it-support@geh.ox.ac.uk">it-support@geh.ox.ac.uk</a>
<a href="#">Dominique Attala</a>	Graduate Studies Manager	ODID	<a href="mailto:dominique.attala@geh.ox.ac.uk">dominique.attala@geh.ox.ac.uk</a>
<a href="#">Nikita Sud</a>	Director of Graduate Studies Disability Advisor	ODID	<a href="mailto:nikita.sud@geh.ox.ac.uk">nikita.sud@geh.ox.ac.uk</a>
<a href="#">Cory Rodgers</a>	Harassment Advisor	ODID	<a href="mailto:cory.rodgers@geh.ox.ac.uk">cory.rodgers@geh.ox.ac.uk</a>
	Reception at Manor Road	MRB	<a href="mailto:receptmanorrd@admin.ox.ac.uk">receptmanorrd@admin.ox.ac.uk</a>



## 3. THE DEGREE

### AIMS AND OBJECTIVES

The *Master of Science by Coursework in Economics for Development* is a nine-month course with a strong emphasis on bringing methods of modern economic analysis to economic development theory and policy. The course will prepare you for further academic research or for work as a professional development economist in international agencies, governments or the private sector.

The course seeks to cultivate the analytical and critical skills relevant to economic development, in particular those needed to assess alternative approaches to policy. It provides the rigorous quantitative training that development work now requires, helping you develop the ability to access, process and interpret a variety of data. It aims to provide the research tools and approaches needed for those who wish to proceed to doctoral research in development economics. See also **Appendix 1**.

### STRUCTURE OF THE DEGREE

Oxford University operates a three-term academic year (**Michaelmas, Hilary, and Trinity Term**). Every term officially consists of eight weeks. Introductory meetings take place in Induction Week (the week before Michaelmas Term). Most of the examinations and exam marking take place in late Trinity Term, and in the weeks immediately following Trinity Term.

The MSc in Economics for Development is a three-term, nine-month long course. The course is organised around the following components:

- Weekly lectures and classes in Economic Theory: Microeconomic Theory, Macroeconomic Theory and International Trade Theory, in Hilary Term;
- Weekly lectures and classes in Quantitative Methods (i.e. Econometrics) spread over Michaelmas and Hilary Terms;
- At least eight, four-week modules in Development Economics during Hilary Term. Modules include a mixture of lectures (given by faculty) and classes (run by faculty but often including student presentations). Students typically follow four or five of these modules.
- Tutorials with your course supervisor take place in Michaelmas and early Hilary Term. You will also have individual meetings with your Dissertation supervisor (usually the same as your course supervisor) during all three terms. Some module convenors may also choose to read sample exam essays or hold other tutorial sessions.

Your overall performance is assessed by means of four Final Exam papers – taken at the end of Trinity Term – in *Macroeconomic Theory and International Trade*, *Microeconomic Theory*, *Quantitative Methods* and *Development Economics*; and a *Dissertation* of up to 10,000 words submitted prior to the Final Exams.

The final mark for the degree is made up of five marks, weighted as follows:

- i) The final mark for the *Dissertation* (25%)
- ii) The final mark for the *Development Economics* examination (25%)
- iii) The final mark for *Quantitative Methods* examination (25%)
- iv) The final mark for the *Macroeconomic Theory and International Trade* examination paper (15%)
- v) The final mark for the *Microeconomic Theory* examination paper (10%)

This constitutes the formal programme for the MSc in Economics for Development.

A variety of other lectures and seminars complement the core programme. These are discussed later in the *Handbook*. The timetable will be published on [Canvas](#).

**FHEQ level and credit rating**

The Framework for Higher Education Qualifications (FHEQ) level for the MSc is 7. For further details, see the [University Awards Framework](#).

## COURSE OUTLINES

### Pre-Sessional Mathematics Course

Course Leader: Dr Natalie Naïri Quin

Instructor: Lisa Martin

#### Michaelmas Term Week -1 and Monday Week 0

Teaching takes place in the Oxford Department of International Development building within these time slots. *Please check the timetable on Canvas regularly – changes are possible!*

Week -1	Monday 26 – Friday 30 September	9:00 – 18:00	QEH, Seminar Room 3
	Saturday 1 October	9:00 – 15:00	QEH, Seminar Room 3
Week 0	Monday 3 October	14:30 – 17:00	QEH, Seminar Room 3

**Objective:** The objective of this short course is to provide a review of key mathematical and statistical methods used in the MSc in Economics for Development course. The course notes and examples will provide a useful reference manual throughout the MSc course.

**Structure:** This six-day course is based around daily classes and exercises.

**Topics covered are:**

- Numbers and functions in economic models
- Mathematical and economic properties of functions
- Useful techniques: transforming and approximating functions
- Equations and their solution
- Systems of equations
- Unconstrained optimisation
- Constrained optimisation
- Introduction to probability models
- Random variables, distributions and moments
- Jointly distributed random variables
- Sampling, statistics and statistical inference

Course materials will be available on [Canvas](#)

## COURSE OUTLINES

### Economic Theory: International Trade Theory for Development

Lecturer: Dr Jin Ho Kim

Teaching Assistant: Verena Wiedemann

#### Michaelmas Term Weeks 1–8

Teaching takes place in the Manor Road building and the Oxford Department of International Development building within these time slots. *Please check the timetable on Canvas regularly – changes are possible!*

<b>Lectures:</b>	Weeks 1–6	Thursdays	15:15 – 17:15	MRB, Seminar Room G
<b>Classes:</b>	Week 4	Friday	11:00 – 13:00	QEH, Seminar Room 3
	Weeks 5 & 9	Tuesdays	11:00 – 13:00	QEH, Seminar Room 3

**Requirements:** This course covers material examined in the **Macroeconomic Theory and International Trade Paper** in Finals and in the **Macroeconomic Theory and International Trade Collection** (Week 0, Hilary Term). Students are required to complete two problem sets during the course.

**Objective:** The objective of this course is to provide an introduction to international trade theory, focusing on the aspects that are most relevant for developing economies.

**Structure:** The course has six lectures and three accompanying classes.

**Topics covered are:**

- Comparative advantage and the foundation of classical trade theory
- ‘New’ trade theory: imperfect competition and heterogeneous firms
- Trade Policies

Course materials will be available on [Canvas](#).

## COURSE OUTLINES

### Economic Theory: Microeconomic Theory for Development

Lecturers: Professor Douglas Gollin (convenor) and Dr Simon Quinn

Teaching Assistant: Tom Schwantje

#### Michaelmas Term Weeks 1–8

Teaching takes place in the Oxford Department of International Development building within these time slots. *Please check the timetable on Canvas regularly – changes are possible!*

<b>Lectures:</b>	Weeks 1–8	Mondays	9:00 – 11:00	QEH, Seminar Room 1
	Weeks 1–8	Tuesdays	9:00 – 11:00	QEH, Seminar Room 3
<b>Classes:</b>	Weeks 2–8	Tuesdays	15:00 – 16:00	QEH, Seminar Room 3
<b>TA Office Hours:</b>	Weeks 2–8	Wednesdays	11:00 – 12:00	QEH, Music Room

**Requirements:** This course covers material examined in the **Microeconomic Theory Paper in Finals** and the **Microeconomic Theory Collection** (Week 0, Hilary Term). Students are required to complete **two problem sets** during the course (likely in Weeks 5 and 7).

**Objective:** The objective of this course is to provide a graduate-level introduction to the microeconomics of development and a basis for the relevant Development Economics modules.

**Structure:** The course is based on an eight-week lecture series, supported by classes. Coverage is theoretical with applications to development. This course does not attempt to be a complete review of microeconomic theory, but instead it seeks to expose you to the ways in which development economists use theory and models to address problems and improve understanding of development. As such, the course veers towards applied theory rather than pure theory. Instead of repeating the material that you have previously seen related to standard consumer and producer theory, we will teach theoretical techniques by introducing you to some canonical models in the development literature. These will include:

- Models of firm size and structure
- Models of occupational sorting and selection
- Models of economic geography
- Household models
- Uncertainty and inter-temporal decision making
- Imperfect competition and game theory
- Asymmetric information and contract theory

Course materials will be available on [Canvas](#).



## COURSE OUTLINES

### Economic Theory: Macroeconomic Theory for Development

Lecturer: Professor Christopher Adam (convenor)

Teaching Assistant: Lukas Boehnert

#### Michaelmas Term Weeks 1–8

Teaching takes place in the Oxford Department of International Development building within these time slots. *Please check the timetable on Canvas regularly – changes are possible!*

<b>Lectures:</b>	Weeks 1–8	Mondays	14:30 – 16:30	QEH, Seminar Room 3
	Weeks 1–8	Wednesdays	9:00 – 11:00	QEH, Seminar Room 3
<b>Convenor Office Hour</b>	Weeks 2-8	Tuesdays	17:00 – 18:00	QEH, Room 10.29
<b>Classes:</b>	Weeks 2–8	TBC	TBC	TBC
<b>TA Office Hours:</b>	Weeks 2–8	TBC	TBC	TBC
<b>Presentations:</b>	Week 9	Monday	11:00 – 15:30	QEH, Seminar Room 1

**Requirements:** This course covers material examined in the **Macroeconomic Theory and International Paper in Finals** and in the **Macroeconomic Theory and International Trade Collection** (Week 0, Hilary Term). Students are required to complete **two problem sets** during the course (due in Weeks 6 and 9); other short weekly assignments may also be required.

**Objective:** The objective of this course is to provide an overview of modern open-economy macroeconomics at the graduate level, to show how this body of theory can be adapted to the characteristics of open developing economies, to provide a basis for the relevant Development Economics modules, and to equip students with tools relevant for tackling macroeconomic dissertation topics if chosen.

**Structure:** The course is based on an eight-week lecture series, supported by Teaching Assistant-led classes to explore in depth some of the models presented in the lectures, and to work through the two problem sets. Students will also have an opportunity to acquire introductory hands-on skills in using modelling software (MATLAB).

At the end of Michaelmas Term, students will make short presentations on a piece of macroeconomic policy analysis for a chosen developing country.

The principal lecture topics are:

- Long-run growth and short-run shocks: an introduction to development macroeconomics
- The small open economy: dynamic models of the current account
- The small open economy: inter-sectoral allocation and real exchange rates
- Overlapping generations model
- Fiscal policy and public debt
- Asset markets and money in the open economy

In each case, an account of recent approaches to the analytical and empirical issues will be given, paying particular attention to the institutional characteristics of different types of developing economies that underpin macroeconomic behaviour.

*Course materials will be available on [Canvas](#).*

## COURSE OUTLINES

### Quantitative Methods

Teaching: Dr Hailemariam Ayalew Tiruneh (convenor), with Dr Dennis Egger, Dr Jin Ho Kim, Dr Simon Quinn, and Professor Christopher Woodruff.

Teaching Assistants: Manos Perdikakis, Shihang Hou

#### Michaelmas Term Weeks 1–8

Teaching takes place in the Oxford Department of International Development building within these time slots. Please check the timetable on Canvas regularly – changes are possible!

<b>Lectures:</b>	Weeks 1–8	Thursdays	9:00 – 11:00	QEH, Seminar Room 3
	Weeks 1–8	Fridays	9:00 – 11:00	QEH, Seminar Room 3

<b>Classes:</b>	Weeks 2, 4, 6-8	Tuesdays	11:00 – 13:00	QEH, Seminar Room 3
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<b>TA Office Hours:</b>	Weeks 2–8	Mondays	11:00 – 12:00	QEH, Music Room
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#### Hilary Term Weeks 1–8

Teaching is expected to take place in the Oxford Department of International Development building. The timetable will be finalised in Michaelmas term, and released on Canvas.

**Lectures:** 2 x 2 hours / week

**Classes:** 1 x 2 hours / week

**TA Office Hours:** 1 x 1 hour / week

**Requirements:** This course covers material examined in the **Quantitative Methods Paper in Finals**. Students are also required to sit the **Quantitative Methods Collections** taken in **Week 0 of Hilary Term** and in **Week 0 of Trinity Term**. There will be compulsory, regular computer-based exercises.

**Objectives:** The objective of this course is to provide an introduction to the use of econometric methods in the study of development economics. Students will be encouraged to apply techniques covered in this course in other components of the MSc, including their Dissertation.

**Structure:** The course is based around a formal lecture series, but emphasis will be placed on practical application through problem sets and computer exercises. Instruction in the use of Stata will be provided, although students may wish to use other statistical software packages.

**Topics covered** (a detailed schedule will be distributed in first lecture):

- Cross-sectional regression
- Instrumental variable estimation
- Treatment effects
- Maximum likelihood
- Limited Dependent Variable models
- RCTs
- Panel data analysis
- Dynamic panel data analysis
- Non-parametrics
- Machine learning

Course materials will be available on [Canvas](#).

## COURSE OUTLINES

### Development Economics

The Development Economics component of the course, which runs through Hilary Term, consists of modules covering specific themes in development economics. At least eight four-week modules are offered. Each module consists of 12 hours of lectures and classes. Four to six modules will be taught in Weeks 1–4 and another four to six in Weeks 5–8 of Hilary Term.

#### Hilary Term Weeks 1–4, Hilary Term Weeks 5–8

Teaching is expected to take place in the Oxford Department of International Development building. The timetable will be finalised in Michaelmas term, and released on Canvas.

**Lectures:** 1 x 2 hours / week

**Classes:** 1 x 1 hour / week

**Requirements:** The modules cover material relevant to the **Development Economics Paper in Finals**. Students will be required to answer questions on material from **three** separate modules. Most students follow four or five modules during the year. There is a **Development Economics Collection** in **Week 0 of Trinity Term**.

Students are expected to make **one class presentation during the year**. Presentation topics and sign-up details for Weeks 1–4 will be circulated by Week 9 of Michaelmas; and topics/sign-up details for Weeks 5–8 by Week 1 of Hilary. Presentation topics and the sign up list will be posted (on Canvas) before the first lecture of the modules.

Course materials will be available on [Canvas](#).

We expect to offer the modules listed below in Hilary Term 2023, although others may be added. A final list of modules on offer will be made available no later than Week 8 of Michaelmas.

#### Agriculture and Development

Lecturer: Dr Hailemariam Ayalew Tiruneh

**Description:** Smallholder agriculture continues to account for a significant proportion of income and employment in developing countries. Broad-based agricultural productivity growth is one of the main components for structural transformation and poverty reduction. For example, studies show that agricultural growth is up to 3.2 times better at reducing poverty at the one dollar-a-day level than growth in non-agricultural sectors. In this course, we will discuss the key drivers of agricultural growth and their role in rural development

#### Applications of Behavioural Economics to the Developing World

Lecturer: TBC

**Description:** The module will examine a range of behaviours that depart from standard microeconomic assumptions and explore whether the consideration of psychological and social factors help explain decision making better and enable the design of more effective policies. In particular, the focus will be on four characteristics which affect economic choices and outcomes: 1) Present bias, risk and loss aversion, 2) Social preferences, 3) Mental models (aspirations and beliefs), 4) Decision making skills (mental bandwidth and non-cognitive skills). Lectures will look at evidence from field experiments in developing countries, focusing on how to measure these characteristics and whether they are affected by poverty or scarcity.

### Firms, Workers, and Labor Markets in Developing Countries

Lecturer: Dr Christian Meyer

*Description:* More than 700 million people in the world live in extreme poverty. Firms and labor markets enable the poor to use their time and resources to lift themselves out of poverty. Studying them is thus at the heart of understanding development. Most of the world's poor work in microenterprises: How do people use labor and capital to grow these enterprises? What holds back their growth? Why do many people struggle to find wage employment? What can governments do to make labor markets more efficient and inclusive? This module will discuss empirical literature and real-world development initiatives to explore firms and labor markets as avenues to poverty reduction.

*Contents:* This module will focus on firms and labor markets in developing countries. On the firm side, we will examine credit and other constraints that may explain why microenterprises fail to grow, whether entrepreneurs are born or made, and to what extent firms are labor constrained. Looking at the broader labor market, we will discuss factors that hold back workers from finding jobs. We will study whether training can increase returns to labor, examine how job search assistance can help youths find jobs, and explore how labor mobility can increase incomes.

### Gender and Development

Lecturer: Dr Marya Hillesland

*Description:* This module surveys some of the major discussions in development microeconomics through a gender lens. The module will investigate how institutions, including gender norms, impact the way men and women participate in the formal and informal economies across different developing country contexts. It will explore the ways the household is modelled in economics and some of the implications of these different models when conducting research in development and implementing policies and programs. Additionally, it will look at issues such as livelihood strategies, asset ownership and property rights, risk sharing, asset allocation preferences, migration, poverty, and food and water security. The module will also aim to uncover the different ways gender is applied within microeconomic topics in development and discuss the normative underpinnings of these different applications.

### Industrial Development: Change, Policy, and Empirics

Lecturer: Dr Nathan Lane

*Description:* Developing nations, with rare exception, try to shape the nature of their economic activity. This is a course on industrial change. We will cover key concepts in this space: structural transformation; industry dynamics and productivity; technological change; investment and credit; industrial and trade policy; and, importantly, labour. The emphasis will be practical and empirical. Students will learn concepts through lens of policy, controversies, and the econometric evidence surrounding these interventions. Thus, students will deepen their real-world understanding of canonical themes in development economics by engaging current, data-driven research.

### Macroeconomic Policy and Stabilization in Developing Countries

Lecturer: Professor Christopher Adam

This module is concerned with short-run macroeconomic stabilization in developing countries. In Part I we will examine choices around the exchange rate regime which in turn influence the framework for monetary policy. Part II will be concerned with low-income countries' experience with stabilization, including an examination of the design of IMF programs.



The principal topics covered are principles of stabilization; exchange rate regimes and monetary frameworks; monetary policy in the small open economy; and macroeconomic models and approaches to stabilization. The lectures will draw on aspects of the macroeconomic theory course.

### Microfinance and Cash Transfers

Lecturer: Dr Muhammad Meki

*Description:* In this module, we explore a range of interventions aimed at alleviating poverty and improving economic outcomes, including microcredit, savings, cash transfers (both conditional and unconditional), and 'targeting the ultra-poor' asset transfer programs. We will survey the recent literature and focus on empirical methods that help us to understand the mechanisms through which interventions may work.

### The Political Economy of Economic Development

Lecturer: Dr Sanjay Jain

*Objectives:* Why is good economics not always good politics, specifically in the context of developing countries, where political and economic institutions, and state capacity, might be less than perfect? Virtually all economic policies have distributional implications, and create winners and losers. How do the political pressures that (potential) winners and losers bring to bear on the political process affect the adoption and implementation of economic policy?

*Content:* The module will consider a number of related issues: the role of political institutions and cultural factors in long-run development; the idea of 'political failure'; the political economy of economic policy reform; corruption: determinants and consequences, detection and prevention; politically motivated transfers and economic (in)efficiency; violent conflict, state capacity, state failure, and nation (re-)building.

### Public Finance in Developing Countries

Lecturer: Dr Victor Pouliquen

*Description:* The ability to collect taxes is essential for the functioning of any state and its ability to provide growth-promoting public goods. Developing countries typically collect between 10% and 20% of GDP in taxes while the average for high-income countries is at 40%. This module will explore why low-income countries tax so little. We will cover some of the key challenges they face such as the presence of weak institutions, the incidence of corruption, and the prevalence of the informal sector. In addition, we will also examine recent empirical evidence on what governments can do to improve their fiscal capacity and strengthen the Social Contract between citizens and the state.

## MILESTONES AND DEADLINES

Term	Lectures, Classes and Supervision	Written work and Presentations	Seminars	Dissertation	Examinations and Deadlines
Michaelmas	<p><b>Microeconomic Theory</b> 16 x 2-hour lectures 7 x 2-hour TA classes</p> <p><b>Macroeconomic Theory</b> 16 x 2-hour lectures 7 x 2-hour TA classes Macro case study presentation</p> <p><b>Quantitative Methods</b> 16 x 2-hour lectures 5 x 2-hour TA classes</p> <p><b>International Trade Theory</b> 6 x 2-hour lectures 3 x 2-hour classes</p> <p><b>Supervisors' Discussion Groups</b> 2 x 1-hour supervision (w/ essays)</p> <p><b>Supervision</b> 3 x 1-hour small-group discussions</p>	<p><b>Problem sets and computer exercises:</b> 2 x Microeconomic Theory 2 x Macroeconomic Theory 1 x International Trade Theory 5 x Quantitative Methods</p> <p><b>Supervision Essays:</b> 2 x Microeconomic Theory 2 x Macroeconomic Theory 1 x International Trade</p>	<p><b>Centre for the Study of African Economies (CSAE) Lunchtime Seminars</b> Mondays 13:00 – 14:00 and Wednesdays 12:30 – 14:00</p> <p><b>Development Discussions</b> Occasional Wednesdays 17:00 throughout term And many, many others!</p>	<p>General reading and initial discussions with supervisor</p>	<p><b>Friday Week 1</b> Submission of signed <i>Turnitin</i> form and Avoiding Plagiarism 1 course confirmation (to Course Co-ordinator)</p> <p><b>Friday Week 7</b> Approval by supervisor of Dissertation topic</p>

## MILESTONES AND DEADLINES

Term	Lectures, Classes and Supervision	Written work and Presentations	Seminars	Dissertation	Examinations and Deadlines
<b>Christmas Vacation</b>				Reading and refining research topic, exploring data availability	<b>Thursday &amp; Friday Week 0</b> <i>Hilary Term Collections:</i> Quantitative Methods Microeconomic Theory Macro / Trade Theory  (3 x written exam papers lasting 2 or 3 hours each)
<b>Hilary</b>	<b>Quantitative Methods</b> 16 x 2-hour lectures 6 x 2-hour classes  <b>Supervision</b> 1 x 1-hour supervision (w/ essays)  <b>Development Economics</b> 4-6 concurrent modules in both Weeks 1-4 and 5-8 (A module is generally 8 x 1.5-hour lectures/classes)	<b>Problem sets and computer exercises:</b> 4 x Quantitative Methods Supervision Essays:  <b>Theory Presentations:</b> 1 seminar presentation	<b>CSAE Lunchtime Seminars</b> Mondays and Wednesdays  <b>Development Discussions</b> Occasional throughout term And many, many others!	Confirm Dissertation supervisor if not already settled  Work with supervisor to develop a full outline (essay plan) and programme of work by the end of Week 6	<b>Friday Week 3</b> Approval by supervisor of Dissertation title, description of data set, brief (250-word) summary of approach  <b>Monday Week 7</b> Submission of Dissertation title and research outline form to course co-ordinator
<b>Easter Vacation</b>			CSAE Spring Conference 19-21 March 2023	Finish research and write first draft of Dissertation	<b>Thursday &amp; Friday Week 0</b> <i>Trinity Term Collections:</i> Quantitative Methods Development Economics  (2 x written exam papers lasting 2 or 3 hours each)

## MILESTONES AND DEADLINES

Term	Lectures, Classes and Supervision	Written work and Presentations	Seminars	Dissertation	Examinations and Deadlines
Trinity	<p><b>Review Sessions</b> Weeks 6 and 7</p> <p>Macroeconomic Theory Microeconomic Theory International Trade Theory Quantitative Methods Some Development Economics modules</p>	Students are encouraged to write up to 4 essays based on past exam papers; these can be shared with the supervisor for feedback		Revise, finalise and submit Dissertation	<p><b>Friday Week 1</b> Submission of dissertation final title and abstract form (to course coordinator)</p> <p><b>Friday Week 2</b> Submit penultimate draft of dissertation to Supervisor</p> <p><b>12 noon, Monday Week 5</b> Submission of Dissertation</p> <p><b>Weeks 8 and 9</b> Final examinations</p>

## SEMINARS AND EVENTS FOR DEVELOPMENT ECONOMISTS

During term, there are many seminars on economics and development, given by Oxford faculty, graduate students, or visitors from elsewhere in the UK and overseas. The most useful seminar series for MSc students are:

### Centre for the Study of African Economies Seminar ([CSAE](#)) (Mondays 13:00 and Wednesdays 12:30)

CSAE is a research centre on development economics with a focus on Africa, located in the Department of Economics. The CSAE seminars serve as the principal forum for development economics research at Oxford. Speakers include Oxford and external faculty, as well as doctoral students. Most of the presentations are of applied econometric work. Wednesday seminars tend to be given by more established researchers and will include some distinguished names; the Monday workshops are often given by graduate students and postdocs and focus on work in progress; these are normally less formal. Both are highly recommended.

### Development Discussions

We hold occasional informal development 'discussions' with interesting thinkers about development who are invited to talk about their research to the MScED students. These time slots are also used at times for conversations with the Course Director and discussions of topics of general interest on the course (e.g., opportunities for doctoral study).

### Other events

Other frequently relevant economics seminar series are those in international trade and macroeconomics; but there are many other series in which seminars will sometimes be relevant to students on this course. (see the [Department of Economics website](#)).

Consider attending some of the many development-related seminars in departments other than Economics, including:

- [Department of International Development \(ODID\)](#), whose research centres all run weekly seminar series;
- [Blavatnik School of Government](#), including the [Global Economic Governance](#) programme;
- [Oxford Martin School](#);
- [Oxford School of Global and Area Studies](#), which has centres focused on Africa, China, Japan, the Middle East, Russia and Eastern Europe, South Asia and Latin America;
- [Department of Politics and International Relations](#); and
- [Oxford Minds: Rethinking Social Science for a Changing World](#).

Information on most of these seminars is circulated to all ODID students by email or can be found on the relevant webpages.

The Department of Economics and the Department of International Development (ODID) also host occasional lectures of interest to all economists and economics students in Oxford. These include the **Olof Palme Lecture**, the **Hicks Lectures** and the **Clarendon Lectures**, which are high-profile public lectures often given by major international figures (Nobel Laureate Amartya Sen presented the 2000 Olof Palme Lecture, while recent Hicks Lecturers have included Robert Barro, Robert Lucas Jr, Paul Krugman, Thomas Schelling, Kenneth Rogoff, Esther Duflo, Nick Bloom, Amy Finkelstein and Thomas Piketty).

Your problem will not be finding enough interesting seminars to attend, but finding the time to get to them! However, it is well worth squeezing some in. The number and quality of the economics and development-related seminars is one of Oxford's most valuable bits of educational capital.

As University members, you are entitled to attend most lectures held at the University. But **classes** and **tutorials** are generally reserved to students whose attendance is required for completion of the relevant degree programme. Occasionally, special lectures may require advance permission to attend (in such cases, the



lecturer and the college which is hosting the lecture have the right to refuse admission). [Lecture lists](#) are posted on the University's website.

## 4. TEACHING, LEARNING AND SUPERVISION

### PROGRAMME OF WORK

#### Organisation of teaching and learning

Graduate education in Oxford is the primary responsibility of the departments, with colleges in a secondary role. Lectures, seminars and generally the supervisory meetings take place at the Department of International Development (ODID), 3 Mansfield Road or at the Department of Economics, Manor Road. The colleges have no formal role in graduate teaching; but all students have college advisors who can discuss both personal and academic matters.

Teaching methods are a combination of lectures and participatory seminars. The lectures are designed to introduce students to theory, methodology, key readings and ideas. In some sessions, students themselves are responsible for the presentation of basic material.

#### Expectations of study and workload

Students are responsible for their own academic progress, their successful completion of the course and must be aware that a postgraduate course requires continuous effort both during term and during vacations. Students are expected to familiarise themselves with the course requirements and regulations.

#### Teaching and learning methods and strategies

You are expected to attend all the *Economic Theory* lectures and classes and to complete two problem sets in each of Microeconomic Theory, Macroeconomic Theory, and International Trade Theory. In addition, you should expect to write five theory essays for your supervisor during Michaelmas and Hilary Terms. For these, you will select topics in consultation with your supervisor.

You are expected to attend all the *Quantitative Methods* lectures and classes in Michaelmas Term and Hilary Term and to complete problem sets and computer exercises on a regular basis. The Teaching Assistants for both Theory and QM operate an “office hours” system (the details of which will be explained during the Introduction to the Course in Induction Week).

You should choose, again in consultation with your supervisor, four to six *Development Economics* modules to attend during Hilary Term. You should expect to participate actively in at least three modules and should make *one class presentation* in Development Economics during the term. The Course Co-ordinator keeps lists of module presentation topics and slots and you should sign up for your presentation early (details will be provided in the course outlines). Obviously, the earlier you sign up the wider the choice of presentation topics you will have.

Students develop topics for their *Dissertations* in consultation with their supervisors. It is a matter for each student and his or her supervisor to determine a suitable timetable for the Dissertation. However, you must gain your supervisor's approval of your proposed topic by Week 7 Michaelmas; of your proposed title, data set and approach by Week 3 Hilary; and submit to the Course Director (via the Course Co-ordinator) a brief outline of your research topic and proposed approach by the beginning of Week 7 of Hilary Term. You should aim to complete a first draft by the end of the Easter Vacation, as you will be asked to submit your final title and abstract by Week 1 Trinity and submit your penultimate full draft to your supervisor at the end of Week 2 Trinity. **Dissertations must be submitted online via Inspira by 12:00 noon on Monday of Week 5 of Trinity Term.** Ensure you are familiar with the online submission process in advance of the deadline. Full information is provided on the [Oxford students website](#).

## **Timetable – MSc in Economics for Development**

The termly timetable is on [Canvas](#); we aim to publish the timetable for the upcoming term by Week 8 of the preceding term.

## **SUPERVISION**

### **Core supervision**

Personal supervision is a key component of the Oxford approach and is central to the MSc. Following an initial meeting with the Course Director, you will be allocated a personal supervisor who will be your principal academic contact point throughout the year. Your supervisor will provide you with guidance, help you plan a programme of work for each of the courses, and will discuss and provide feedback on your written work and Dissertation. S/he will have overall responsibility for monitoring your progress and to record it via the Graduate Supervision Reporting (GSR) system. Supervisors are also useful people with whom to discuss future career plans.

Supervisors obviously have their own areas of specialisation. We deal with this in a number of ways. First, at the beginning of the year the Course Director seeks to match students with supervisors – although this is necessarily a loose matching at best. Second, some of the core components of the course (such as Economic Theory and Quantitative Methods) are accompanied by classes taught by faculty and Teaching Assistants. These classes are used to help students absorb core material, but should be seen as a complement to, rather than a substitute for, personal supervision. At times, your supervisor may arrange “swaps” with other supervisors to enable students to receive specialist supervision on specific topics. To ensure that this system functions effectively, however, you should not try to arrange “swaps” on your own.

In case you intend to seek advice by email or in person from members of the department who are not directly involved in your teaching, please ask your supervisor's advice first.

Details of student and general supervisor responsibilities are found on the following two pages. Both students and general supervisors are required to carefully read, and understand these responsibilities.

### **Dissertation supervision**

Although we try to match you with a course supervisor who specialises in your area of interest, that person may not turn out to be the right supervisor for your Dissertation, not least because your ideas and interests will inevitably evolve, in which case you may be assigned another faculty member or post-doctoral researcher as your Dissertation supervisor. The Course Director will arrange this. To find out the research interests of Oxford faculty you should browse the faculty lists on the websites of the [Economics Department](#) and [Department of International Development](#)

### **Course Director**

The Course Director stays in regular contact with students, and students can arrange to see him in office hours or by emailing for an appointment. The Course Director can help students who have difficulties with their core supervisor and advise on various aspects of the course.

### **The safety net**

Occasionally, relationships between student and supervisor do not run smoothly. If you have any issues with teaching or supervision, please raise these as soon as possible so that they can be addressed promptly. If this happens, or if there are issues that you feel you cannot discuss with your supervisor, you should contact the Course Director, who will seek either to resolve the problem or to advise you on appropriate next steps. (See also ‘Student Issues’ below). If you feel unable to bring these concerns to the Course Director, you should

approach the ODID Director of Graduate Studies, Dr Nikita Sud, or ask your college advisor for advice on how best to proceed.

## **GUIDANCE FOR STUDENTS AND SUPERVISORS**

*Adapted from regulations originally issued by the Education Committee*

### **Responsibilities of the student**

1. Every student has a fundamental obligation to act as a responsible member of the University's academic community.
2. The student should take ultimate responsibility for designing and pursuing a work programme and should endeavour to develop an appropriate working pattern, including an agreed and professional relationship with the supervisor(s). The student should discuss with the supervisor the type of guidance and comment that is most helpful, and agree a schedule of meetings.
3. Students should make appropriate use of the teaching and learning facilities available within the University.
4. It is the student's responsibility to seek out and follow the regulations relevant to the course, including faculty/departmental handbooks/notes of guidance. Students should seek clarification from supervisors and elsewhere if this is necessary.
5. The student should not hesitate to take the initiative in raising problems or difficulties, however elementary they may seem. Students should ensure that any problems regarding the course are drawn to the attention of the supervisor so that appropriate guidance may be offered.
6. The student should seek to maintain progress in accordance with the plan of work agreed with the supervisor, including in particular the presentation of the required written material in sufficient time for comment and discussion. Both the student and supervisor may want to keep a record of all formal, scheduled meetings. It can sometimes be useful to agree a record of what has been discussed and decided.
7. The student should recognise that a supervisor may have many competing demands on his or her time. The student should hand in work in good time to the supervisor and give adequate notice of unscheduled meetings. The need for adequate notice also applies to requests for references from the supervisor.
8. The student should be aware that the provision of constructive criticism is central to a satisfactory supervisory relationship, and should always seek a full assessment of the strengths and weaknesses of their work.
9. If the student feels that there are good grounds for contemplating a change of supervision arrangements, this should first be discussed with the supervisor or, if this seems difficult, with the Course Director or the college advisor.
10. Where problems arise, it is essential that a student gives full weight to any guidance and corrective action proposed by the supervisor.
11. The student should ensure that the standard of his or her English is sufficient for the completion of written assignments, the end of year examinations and the presentation of essays. Students whose first language is not English should take advice on this.
12. The student should make full use of the facilities for career guidance and development, and should consult their supervisor for advice and encouragement where appropriate.
13. The student should take care to allow adequate time for writing up the Dissertation, taking the advice of the supervisor. Particular attention should be paid to final proof-reading.

## GUIDANCE FOR STUDENTS AND SUPERVISORS

### Responsibilities of the supervisor

1. In considering an invitation to supervise an MSc student, the supervisor must recognise and accept the responsibilities both to the student and to the Graduate Studies Committee for the Oxford Department of International Development (ODID) implicit in the supervisory relationship.
2. Supervisors are required to make an appointment for a meeting with students in the first week of Michaelmas Term.
3. The supervisor is responsible for giving early advice about the nature of the course and the standard expected. The supervisor is also responsible for advising the student about literature and sources, attendance at classes, and requisite techniques (including helping to arrange instruction where necessary). The supervisor should identify with the student any subject-specific skills necessary for the course.
4. Where during the course a student wishes, in addition to contact with his or her supervisor(s), to have limited consultation with other academics, the supervisor should try to identify such colleagues (in conjunction with the Course Director, if necessary) and to arrange for an approach to them by the student.
5. Where a supervisor operates as a co-supervisor, it is important to clarify the responsibilities of each supervisor and to co-ordinate advice and guidance.
6. The supervisor should ensure that the student works within a planned framework and is on track at different points during the academic year. This is particularly important for meeting various deadlines related to the supervision and preparation of the student's dissertation. The dissertation supervisor (who may or may not be the general supervisor) should discuss and approve a dissertation topic and provisional title no later than Friday of Week 7 in Michaelmas Term. By the Monday of Week 7 in Hilary Term, a full dissertation outline (essay plan) and programme of work should be approved by the dissertation supervisor, for submission to the Course Director. In early Trinity Term a draft of the dissertation should be reviewed and approved by the dissertation supervisor.
7. The supervisor should meet with the student regularly. Times should be fixed early in each term so as to ensure that a busy supervisor does not inadvertently find that meetings are less frequent than the student would like, and to give sufficient time for the student to discuss the work and for the supervisor to check that certain things have been done. Informal day-to-day contact should not be seen as a substitute for formal scheduled meetings. The supervisor should also be accessible to the student at other appropriate times when advice is needed. The supervisor should also request written work as appropriate. Such work should be returned with constructive criticism and in reasonable time.
8. The supervisor should tell the student from time to time how well, in the supervisor's opinion, work is progressing, and try to ensure that the student feels properly directed and able to communicate with the supervisor. It is essential that when problems arise, corrective action is clearly identified and full guidance and assistance are given to the student. Supervisors (and college advisors) will help with advice if necessary regarding the balance between scheduled contact time and private study. Students should turn to supervisor (or college advisor) for support in relation to unusually heavy workloads.
9. The provision of constructive criticism is central to a satisfactory supervisory relationship. It is important that supervisors feel able to give their students full and honest assessments of the strengths and weaknesses of their work.
10. The supervisor is required to report in writing to the ODID Graduate Studies Committee (via GSR) on the student's work three times a year, once at the end of each term. Each report should state the nature and extent of recent contact with the student, and, if there has been none, state why this is so. The report should also make clear whether the student is making satisfactory progress and, in this regard, the

supervisor should bear in mind comments made by essay markers and special supervisors. Any student who has not satisfied his or her supervisor on at least one occasion in an academic year that he or she is making progress will be liable to have his or her name removed from the register. Supervisors are expected to communicate the contents of their reports to the students.

11. The supervisor should not be absent on leave (during term-time) unless appropriate temporary supervision has been arranged for the student.

## FEEDBACK ON LEARNING AND ASSESSMENT

### Feedback on formative assessment and other informal feedback

Although final exams do not come until the end of the academic year, students will have multiple opportunities during the year to receive other forms of feedback so that they can assess their own progress and their areas of strength and weakness. This feedback ranges from highly informal (e.g., a conversation with your supervisor about an essay) to more formal.

*Formative assessment* does not contribute to the overall outcome of your degree and has a developmental purpose designed to help you learn more effectively.

In addition to informal feedback provided during classes and other interactions with teaching staff, all students on taught masters programmes can expect to receive formal written feedback on at least one designated piece of formative assessment during their first term or very early in their second term. The purpose of this feedback is to:

- provide guidance as to the forms of assessment that will be used on the course;
- indicate areas of strength and weakness in relation to the assessment task; and
- provide students with an indication of the expectations and standards towards which they are working.

Students studying for the MSc ED will receive formative assessment on their problem sets and tutorial essays during Michaelmas and Hilary Term. Different supervisors and TAs may provide different levels of detail, but students can expect oral comments (and sometimes written comments) on their tutorial essays. Some supervisors like to give more explicit indications of how an essay would be marked; but this is at the discretion of individual supervisors. TAs may find it efficient to provide answer keys and general feedback on problem sets, rather than to write detailed individual comments, but the intent is to allow students to identify their mistakes and to understand how to solve problems correctly.

### Collections (mock exams)

There will be five informal exams (referred to as “Collections”) during the year. Quantitative Methods, Microeconomic Theory, and Macroeconomic Theory and International Trade Collections are held on the Thursday and Friday of **Week 0 of Hilary Term (12 and 13 January 2023)**; the second Quantitative Methods Collection and the Development Economics Collection on the Thursday and Friday of **Week 0 of Trinity Term (20 and 21 April 2023)**. The results of the Collections do not affect your final degree marks, but are very valuable ways for you and your supervisor to assess your progress, to give you practice in writing Oxford-style examinations, and, if necessary, to trigger supplementary supervision support.

**Make a note of the Collection dates in Week 0 of Hilary and Trinity terms.**

You will put yourself at a significant disadvantage by missing Collections!

### Feedback on summative assessment

*Summative assessment* is the term used for assessment which contributes to your degree result and is used to evaluate formally the extent to which you have succeeded in meeting the published assessment criteria for your programme of study.

For the MSc, students receive marks but not comments on final exams. On Dissertations, summative assessment consists of a critical review of the work, based on the comments of at least two assessors, along with suggestions for improvements and future development of the research topic to enable students to develop their work for doctoral study and/or publication, if appropriate. Students will receive formal written feedback on their Dissertation submitted in the final term of their course via email by the end of summer.

### Other information about assessment standards

Students are advised to read the internal and external examiners' reports for recent past cohorts (available on Canvas), which can provide valuable insights and contribute to students' preparations for examinations and other forms of assessment. All Dissertations that earn distinction marks are submitted to the Social Sciences Library, and some students find it helpful to look at these as a way of understanding expectations for high-quality work.

### Graduate Supervision Reporting (GSR) System – feedback on your work

At the end of each term, your supervisor is required to write a report on your progress. These reports are available to you, to the Course Director and to your college through the Graduate Supervision Reporting (GSR) system. Before your supervisor writes their report, the GSR will prompt you to write your own brief self-assessment. You are strongly encouraged to respond to the GSR prompts: these self-assessments will often be useful to you, by getting you to take stock of what you have learned (and still need to learn), as well as to your supervisor.

Access to GSR for students is via [Student Self Service](#), and you will receive a prompt when the student reporting window is open (between Weeks 7 and 10 each term). You should use this opportunity to:

- Review and comment on your academic progress during the current reporting period
- Measure your progress against the requirements and agreed timetable for your programme of study
- Identify skills developed and training undertaken or required (taught programmes only)
- List your engagement with the academic community
- Raise concerns or issues regarding your academic progress to your supervisor
- Outline your plans for the next term (where applicable)



## 5. STUDENT FEEDBACK AND CONSULTATION

### Student representation

Students are invited to give regular feedback on the course. Changes to the style and format of the course are planned based on student feedback and considerations of its justification and feasibility.

MSc ED students will elect their two representatives (reps) during Week 1 of Michaelmas Term. They will be responsible for acting as a liaison between the student body and the staff on the programme. Ideally, the student reps should reflect the diversity of educational, cultural and ethnic backgrounds, genders, funding etc. of the student body as a whole. You should let the Course Co-ordinator have the names of your two student reps by the end of Week 1 of Michaelmas Term.

The names of these student reps and of other student reps in the department will be listed on [Canvas](#).

### Department representation

Your student reps meet each term with the Course Director and Course Co-ordinator to hear feedback from the student body on how the course is going, both in terms of content and practicalities. Issues raised at this meeting may be added to the degree's Teaching Committee (TC) agenda.

Your student reps are also invited to take part in the first, 'unreserved' part of the termly Teaching Committee (TC) meetings. Reporting to the Graduate Studies Committees of its two parent departments, ODID and Economics, TC serves as a forum for discussing students' reactions to the course; it also deals with student issues related to the Dissertation and examinations. Student reps can put forward ideas from their fellow students and are expected to pass back any points of interest that are discussed in the meetings. Chaired by the Course Director, the MSc ED TC follows up on any major issues highlighted by the meeting. The meeting's minutes are distributed to all students by their student reps.

At the very end of Trinity Term, all MSc ED students are invited to a course debriefing session, to discuss their thoughts on the course and any course-related issues. The meetings are chaired by the Course Director, and notes are taken by the Course Co-ordinator (for consideration by the MSc ED TC). We ask that the two student reps should solicit the views of the whole class before this meeting, and come prepared to speak on behalf of those members of the cohort unable to attend.

The formal institutions through which students interact with faculty are the Graduate Joint Consultative Committees (GJCC) of both ODID and the Department of Economics. Both GJCCs meet each term: at ODID the meeting is chaired by the Head of Department and considers matters relating to all students in the department; at Economics, it includes members of the department's Graduate Studies Committee, including the MSc ED Course Director, and considers issues relating to all graduate economics courses. The student reps from the MSc ED are automatically invited to become members of each committee.

### Division and University representation

Student representatives sitting on the Divisional Board are selected through a process organised by the Oxford University Student Union (OUSU). Details can be found on the OUSU website along with information about student representation at the University level.

### Individual student feedback on the course

At the end of Michaelmas and Hilary terms, students are encouraged to provide anonymous feedback for each element of the course. They are invited to fill out an online feedback questionnaire the result of which is distributed to the Course Director, the course conveners, the MSc ED student reps and the MSc ED Teaching Committee.

### **Student Barometer**

Students at the University of Oxford are surveyed once per year on all aspects of their course (learning, living, pastoral support, college) through the [Student Barometer](#).

The MSc ED Teaching Committee and the Department of International Development's Graduate Studies Committee (GSC) – attended by the Course Directors – follows up on any major issues highlighted by the Student Barometer.

## 6. THE DISSERTATION

### BACKGROUND, CHOICE OF TOPIC AND PROCESS

The Dissertation is a core component of the MSc and is the principal opportunity for you to explore in some depth issues of interest to you, and to develop and display your capacity to undertake economic research and scholarly analysis. You should think of the Dissertation as a potential journal article. The word limit is 10,000 words, but this is a maximum, not a target – shorter essays are welcome (the average length of a journal article in economics is around 8,000 words).

There is a wide range of possibilities in terms of topics and approaches, but the Dissertation must be on a topic in the field of development economics. Your supervisor will advise on the suitability of your chosen topic, after consultation with the Course Director, if necessary. Most Dissertations in recent years have made use of statistical data, applying econometric techniques, but this is by no means obligatory. A Dissertation may also be a critical literature review (rarely) or a work based on theory. Dissertations of all these sorts have been awarded high marks by the examiners. Good past Dissertations (known until recently as the Extended Essay) are available in the Social Science Library, and you can also find lists of the topics of recent Dissertations in the appendices of the examiners' reports on the course Canvas page.

It is a requirement that the Dissertation be submitted prior to taking your Final Examinations. Work on the Dissertation must therefore be carefully planned and integrated into your overall work programme during the year. Start discussing ideas with your supervisor, other faculty, or fellow students in the first term (and seek feedback from them at all stages). Most of the work is usually done in Hilary Term and the following vacation, with a complete first draft ideally being ready at the start of Trinity Term. Big improvements in quality are generally made between the first draft and the final version, so do not leave the first draft until too late.

If you plan to do statistical work (as is the norm), it is essential to establish early that the data you require exist and are accessible by you. In the past, many excellent Dissertation ideas have been thwarted by infeasible or over-ambitious data-collection plans. Also, you should take full advantage of the opportunities you will be offered for technical feedback from the Teaching Assistants and others involved in teaching the Quantitative Methods course, who may well be more familiar than your supervisor with recent developments in econometric methodology.

Research in the social sciences is governed by the University's **ethical code of practice**. *You must consult and follow the procedures laid out in the Code if your research directly involves human participants and personal data* (see below).

Dissertations are marked on the quality of their scientific method, not on whether or not their results support the hypothesis being tested: many attempts to test hypotheses are inconclusive or failures because of limitations of the available data. Marks are thus not deducted for insignificant results, unless these are due to bad research design or implementation, but marks are deducted for failing to recognise the limitations of the data used. 'Torturing the data until they confess', or being unwilling to admit that a hypothesis is probably false, are not good scholarship.

For guidance on format, citation styles etc. please see [Canvas](#).

## KEY DATES AND DEADLINES

**Friday Week 1 Michaelmas Term:** **Submission of signed *Turnitin* form**

**Friday Week 1 Michaelmas Term:** **Submission of online anti-plagiarism course result**

You will need to take the post test of the online course Avoiding Plagiarism 1 and forward the confirmation of your result to the Course Coordinator.

**Friday Week 7 Michaelmas Term:** **Approval by Supervisor of Topic**

Approval by supervisor of Dissertation topic and possible title.

**Friday Week 3 Hilary Term:** **Approval by Supervisor of Title and Summary Approach**

Approval by supervisor of Dissertation title, description of data set and brief (250-word) summary of approach.

**Monday Week 7 Hilary Term:** **Submission of Title and Research Outline**

The outline, of 1–2 pages, should contain: (i) the draft title of the Dissertation; (ii) a statement of its research question or main argument; and (iii) a description of the method to be applied. If the Dissertation is to be quantitative, the outline must discuss the data to be used (and their availability). Dissertation forms can be downloaded from Canvas and need to be returned to the Course Co-ordinator. Outlines will be reviewed by the Course Director and other faculty as required. The Director may discuss your proposal with you. Approval for Dissertations will be given early in Week 8 of Hilary Term.

**Friday Week 1 Trinity Term:** **Submission of Final Title and Revised Abstract**

The final title of the Dissertation, with an abstract of 100–300 words, must be submitted to the Course Co-ordinator, for use by the examiners in assigning assessors. A form can be downloaded from Canvas and you will receive details of the submission process from the Course Co-ordinator. The abstract can be modified for the final Dissertation, provided that there is *no substantial change in its topic or method* (for which permission would be needed from the Course Director).

**Friday Week 2 Trinity Term:** **Submission of Penultimate Draft to Supervisor**

Please aim to submit a penultimate draft of your dissertation to your supervisor by the end of Week 2 Trinity, to allow your supervisor adequate time to offer feedback.

**Monday Week 5 Trinity Term:** **Submission of Dissertation**

A PDF of the Dissertation must be submitted via Inspira **by noon on Monday of Week 5 of Trinity Term**. A completed and signed Declaration of Authorship form (see Appendix 3B) must be emailed to the Course Co-ordinator **by the same deadline**.

## DISSERTATION PRESENTATION

The Dissertation should be presented in a scholarly fashion, using A4 or Letter page size with 1.5 line spacing, a reasonably large font (e.g. 12 point), and good margins (for example, use the 'normal' setting in Word of 2.54 cm for all sides). It must be consolidated into a single PDF for uploading to Inspira, including the title page and any appendices within a single document. Remember to add page numbers to your Dissertation. Examiners naturally feel more positive about a well laid out and easy-to-read Dissertation, so clearly label and explain tables and graphs, make sure you don't overload them with unnecessary detail and where possible make them self-explanatory. Tables and figures should not be just raw output from an econometrics package.

## Length

*Please read this paragraph carefully: failure to understand or remember its contents has been a frequent source of problems with almost-completed Dissertations in the past.*

The Dissertation must not exceed 10,000 words in length. This limit *includes* tables and figures (which count for the number of words that would have been in the space that they occupy) as well as footnotes and appendices, but it *excludes* the list of references, a one-page table of contents and an abstract of up to 300 words. Students may include an appendix containing up to 5 figures and tables, which may include robustness checks and other details that are supportive but not central to their thesis, but should not contain any material which must be read in to interpret the arguments. Examiners are not obliged to read beyond the length limit. Details on how to calculate word length will be provided by the Chair of Examiners.

## Title page

Template front cover layout is shown in Appendix 3A and can be found on Canvas – please use **exactly** this layout.

## Anonymity

The copy of the Dissertation submitted to the examiners must be anonymous, identified only by your candidate number. You can find your candidate number (sometimes also known as your examination number) from [Student Self Service](#) under 'My Exams'.

Do not include acknowledgements for help given or any other information that would tend to identify you (such as identifiers in your appendix data). Metadata that could identify you is removed from your file by Inspira as you upload it.

For any personal copies that you wish to make (or for copies to be placed in the library), replace the candidate number by your name and college; acknowledgements can be included at that time.

## Turnitin

Do not use *Turnitin* independently to check your referencing and/or citations for your Dissertation.

On submission, Dissertations are scanned by *Turnitin*. If you have screened your work in *Turnitin* beforehand, our scan will return a very high match and we may be required to investigate you for plagiarism. Just make sure that you attribute/cite carefully, and include all works that you have referenced in your bibliography.

Please avoid using so-called 'free plagiarism checking' websites, which may store and use your essay for fraudulent purposes.

## Delivery

A PDF of the Dissertation must be submitted via Inspira **by noon on Monday of Week 5 of Trinity Term**. A completed and signed Declaration of Authorship form (see Appendix 3B) must be emailed to the Course Co-ordinator **by the same deadline**. You will receive detailed instruction about this, including a link to Inspira, in early Trinity Term.

## ETHICAL REVIEW PROCEDURES FOR RESEARCH

If you plan to write your dissertation based on your own research that involves human participants or is based on personal data, you need research ethics approval before the research can start.

### You need ethics approval if...

- Your research requires human subjects to participate directly by, for example:

- Answering questions about themselves or their opinions – whether as members of the public or in elite interviews.
- Performing tasks, or being observed – such as completing an online survey, participating in an experiment in a computer lab, reading words aloud for linguistic analysis.
- OR your research involves data (collected by you or others) about identified or identifiable people.

### Why is ethics scrutiny and approval important?

- It is part of the responsible conduct of research.
- It demonstrates that your research has been conducted according to the highest ethical standards. It is important to protect the dignity, rights and welfare of all those involved in the research (whether they are participants, researchers or third parties).
- It is a University requirement.
- It is now the expectation – and in some cases formal requirement – of funding bodies.

### What you need to do:

Under the University's policy, you must obtain ethical approval before your research project begins.

You may find details of the procedure and application forms on the **Central University Research Ethics Committee (CUREC)** website.

You will need to complete a CUREC1A checklist (and a CUREC2 form if needed); submit this to your supervisor for signature, then submit the forms to Dominique Attala, Graduate Courses Support Manager, for review by a member of the Departmental Ethic Review Committee (DREC). For research planned for the Christmas vacation, forms must be submitted by Friday Week 6 Michaelmas; and for work in the Easter vacation, by Friday Week 6 Hilary.

For further information on research ethics (CUREC), see the [Departmental Canvas site](#).

## DISSERTATION SUPPORT FUND

The Oxford Department of International Development provides for modest financial support to students enrolled on taught masters courses in the preparation of their thesis. MSc ED students are entitled to apply for funds up to a maximum of £250 to support activities relating directly to their Dissertations. While primary fieldwork is generally discouraged (given the tight timetable of the course), and there is no automatic entitlement to support from the Fund, applications for support in the following areas will be considered:

- Participation in workshops or conferences relating to the theme of the Dissertation.
- Meeting with academics or other relevant experts in institutions outside Oxford.
- Acquisition of data from sources not hosted in Oxford.

Application forms (available on Canvas) can be submitted at any time but there is a cut-off point: all applications should be submitted to the Course Co-ordinator by *the end of Week 7, Hilary Term*.

## AVOIDING PLAGIARISM

Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition. Plagiarism may be intentional or reckless, or unintentional. Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offence.

In recent years a few cases of plagiarism have come to light, with disastrous implications for the students involved.

To avoid plagiarism, it is important for you to be aware of, and to follow, good practice in the use of sources and making appropriate reference. You will need to exercise judgement in determining when reference is required, and when material may be taken to be so much a part of the 'general knowledge' of your particular subject that formal citation would not be expected. The basis on which such judgements are made is likely to vary slightly between subject areas, as may also the style and format of making references, and your supervisor or the Course Director will be in the best position to advise you on such matters; in addition, these may be covered, along with other aspects of academic writing, in during the course.

For the MSc ED, some issues that occasionally arise relate to the referencing of standard maths results and econometric specifications or textbook explanations. These should be attributed to the appropriate sources where you have relied on published materials; but you do not need to reference (for example) a standard result such as deriving a first-order condition from a Cobb-Douglas production function. When in doubt, ask your supervisor or the Course Director.

It is important to read carefully the information on [plagiarism and how to avoid it](#).

The University offers [study skills guidance](#), including information on topics such academic good practice, time management, note-taking, referencing, research and library skills and information literacy.

For guidance on format, citation styles, etc. for the MSc ED please visit [Canvas](#).

### **Turnitin declaration sheet and anti-plagiarism test (by Week 1, Michaelmas Term)**

Your Dissertation will be screened using the online plagiarism checker, *Turnitin*. You will be asked to read, sign and return the *Turnitin* declaration sheet (available on Canvas) to your Course Co-ordinator by the **Friday Week 1, Michaelmas Term**.

On starting the MSc course, you will be required to take the online course **Avoiding Plagiarism**, which is linked from Canvas. You'll need your [Single Sign-On details](#) to log in.

There is a pre-test, the course itself and then a post-test. Once you have completed the post-test successfully, the system will automatically send an email, confirming your results, to your Oxford email address. Please forward this certificate to the course Co-ordinator by **Friday Week 1, Michaelmas Term**.

## **THIRD PARTY PROOF-READERS**

Students have authorial responsibility for the written work they produce. Proof-reading represents the final stage of producing a piece of academic writing. Students are strongly encouraged to proof-read their own work, as this is an essential skill in the academic writing process. However, for longer pieces of work it is considered acceptable for students to seek the help of a third party for proof-reading. Such third parties can be professional proof-readers, fellow students, friends or family members. This policy does not apply to the supervisory relationship, nor in the case where proof-reading assistance is approved as a reasonable adjustment for disability.

The default position is that the guidance outlined below applies to all assessed written work where the *word limit is 10,000 words or greater*. However, departments and faculties may opt to specify that, for certain assessments, students should not be allowed any proof-reading assistance, if the purpose of the assessment is to determine students' abilities in linguistic areas such as grammar or syntax. In this case, the rubric for the assessment should state clearly that no proof-reading assistance is permitted.

The use of third party proof-readers is not permitted for work where the *word limit is fewer than 10,000 words*.



### What a proof-reader may and may not do

Within the context of students' written work, to proof-read is to check for, identify and suggest corrections for errors in text. In no cases should a proof-reader make material changes to a student's writing (that is, check or amend ideas, arguments or structure), since to do so is to compromise the authorship of the work.

#### A proof-reader may

- Identify typographical, spelling and punctuation errors;
- Identify formatting and layout errors and inconsistencies (e.g. page numbers, font size, line spacing, headers and footers);
- Identify grammatical and syntactical errors and anomalies or ambiguities in phrasing;
- Identify minor formatting errors in referencing (for consistency and order);
- Identify errors in the labelling of diagrams, charts or figures;
- Identify lexical repetition or omissions.

#### A proof-reader may not

- Add to content in any way;
- Check or correct facts, data calculations, formulae or equations;
- Rewrite content where meaning is ambiguous;
- Alter argument or logic where faulty;
- Re-arrange or re-order paragraphs to enhance structure or argument;
- Implement or significantly alter a referencing system;
- Re-label diagrams, charts or figures;
- Reduce content so as to comply with a specified word limit;
- Translate any part of the work into English.

#### Authorial responsibility

Students have overall authorial responsibility for their work and should choose whether they wish to accept the proof-reader's advice. A third party proof-reader should mark up the student's work with suggested changes which the student may then choose to accept or reject.

Failure to adhere to these guidelines could constitute a breach of academic integrity and contravene the [Proctors' Disciplinary Regulations for Candidates in Examination](#). It is therefore the student's responsibility to provide the proof-reader with a copy of this policy statement.

## 7. EXAMINATION

### REGULATIONS AND CONDUCT

Examination conventions are the formal record of the specific assessment standards for the course to which they apply. They set out how your examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of your award. They include information on: marking scales, marking and classification criteria, scaling of marks, progression, resits, use of *viva voce* examinations, penalties for late submission, and penalties for over-length work.

The Examination Conventions relating to this course are available on [Canvas](#). If there is a conflict between information in this *Handbook* and the Examination Conventions then you should follow the Examination Conventions. Any modifications to this document will be communicated to students via group email, not less than one whole term before the examinations takes place.

Oxford University's rules on exams are set out in the current issue of [Examination Regulations](#).

There are three examiners for this degree – two internal to the University, one of whom acts as the Chair, and one external. The external examiner for 2022-23 *will be appointed in Michaelmas 2022*. External examiners act as impartial advisors, giving informed comments on:

1. Whether the standards are appropriate to the award of the MSc, in comparison with standards in other leading academic institutions.
2. If the marking and assessment procedures are fair and otherwise appropriate.
3. If the conduct of the examination has been fair and that student performance has been judged in accordance with the regulations of the Examining Board.
4. The standards and organisation of the teaching and learning as indicated by examination performance.
5. The coherence of policies and procedures relating to their own duties.

Typically one internal examiner will be a member of the Department of Economics and one a member of ODID. Internal and external examiners are required to write separate reports for consideration by the Economics Graduate Studies Committee, the Graduate Studies Committee of ODID and the EC (Education Committee).

Previous year's examiners' reports are available on the course Canvas page.

**Students are strictly prohibited from contacting the external examiner directly. If you are unhappy with an aspect of your assessment, you may make a complaint or appeal.**

The examiners are assisted, as required, by *assessors*, who are other Oxford economists with specialised expertise on particular subjects.

The conduct of all examinations in the University is in the jurisdiction of the Proctors, and it is to the *Proctors*, *not to the examiners*, that applications for dispensation, complaints and appeals must be made, with the advice and support of the student's *College* rather than the department.

### ASSESSMENT STRATEGY OF THE MSc ED

The formal criteria for assessment are to be found in the degree's Exam Conventions (available on Canvas). The paragraphs below are designed to communicate, in a less formal way, the philosophy and strategy that underlie our assessment of student work.

Assessment on the MSc is designed to give a balanced view of a student's mastery of a range of skills and of different kinds of learning on the course. The examinations in Microeconomic Theory, Macroeconomic Theory and International Trade, and Quantitative Methods include both quantitative problems and essays. The examination in Development Economics is structured entirely around essay questions.

In the Theory and QM exams, the quantitative problems are intended to test command of the formal theoretical structures of economics, recognising the importance in the discipline of mathematical tools and logical argument. But in addition, these exams incorporate essay questions that are intended to test the student's understanding of deeper concepts underlying development economics, as well as the uses and implications of economics for real-world issues. The essay questions on the Development Economics paper serve a slightly different purpose, as these are designed to test students on their critical understanding of a body of academic literature.

Across the four exam papers, questions are generally intended not to test rote memorisation or repetition of material from lectures, nor to reproduce problems that students have already solved. Instead, the goal is to see how well students can make use of the tools, skills, and concepts that they have learned. Assessment seeks to reward clear, logical, and original thought, rather than focusing entirely on a set of "correct answers."

The same holds for assessment of the Dissertations. For these, assessment is based on a combination of intellectual ambition, thoughtfulness, rigour, and clarity of approach. Most Dissertations are based on original empirical analysis. For these essays, we do not concern ourselves excessively with whether or not the econometric results are statistically significant, so long as the question is posed sensibly and the interpretation is appropriate to the results. We look for students to have thought carefully about the challenges of distinguishing causal relationships from correlations. Not all Dissertations need to be empirical: we are open to a thoughtful piece of descriptive analysis (e.g., an insightful piece of economic history) or a piece of abstract theory. Different methodologies will be judged on their own merits. We neither reward nor penalise complexity of method for its own sake. An elaborately complicated structural model is not intrinsically better than a well-crafted OLS regression – although it might nevertheless be reasonable to take into account the "degree of difficulty" in assessing a piece of work. To sum up, we view the Dissertation as a test of the student's creativity, rigour, and intellectual sophistication in trying to answer a well-posed research question.

## ENTERING FOR UNIVERSITY EXAMINATIONS

The deadline for students on the MSc ED to apply for examination adjustments is Friday of Week 4 in Hilary Term. For more information about examination entry and [alternative examination arrangements](#) please visit the [examinations and assessments site for students](#).

## EXAMINATION TIMETABLE

Dissertations must be submitted by **noon on Monday of Week 5** of Trinity Term. The written examinations are normally held in **Weeks 8 and 9** of Trinity Term.

The [exam timetable](#) is published on the University webpage no later than 5 weeks before the first examination; a personalised exam timetable will also appear in Student Self-Service.

## SITTING YOUR EXAMINATIONS

We will keep you updated on any changes to the plans for examinations in Trinity Term 2021 detailed here, since arrangements will depend on the University and governmental guidelines in place at the time.

Final Exams usually (but not always) take place in-person in the Examination Schools and will consist of four written papers:

- Development Economics (3 hours)

- Macroeconomic Theory and International Trade (3 hours)
- Microeconomic Theory (2 hours)
- Quantitative Methods (3 hours)

[In-person exams guidance](#) is available on the University website.

All members of the University are required to wear [academic dress](#) with *subfusc* clothing when attending any in-person University examination. Further information on academic dress is in the [University Student Handbook](#).

In early Trinity Term there will be an examination information session led by the Chair of Examiners to go through examination procedures (Chair) and to answer any particular questions or concerns that you may have concerning the exams (Course Director).

You may use a calculator for your exams but there is a limited list of permitted types. For information on these, see the guidance on [Canvas](#).

Information on (a) the standards of conduct expected in examinations; and (b) what to do if you would like examiners to be aware of any factors that may have affected your performance before or during an examination (such as illness, accident or bereavement) are available in the [in-person exams guidance](#).

## MARKING SYSTEM

Students are required to sit four written examinations: *Microeconomic Theory* (a 2-hour paper); and *Macroeconomic Theory and International Trade*; *Development Economics*; and *Quantitative Methods* (all 3-hour papers); and to submit a Dissertation.

All written papers and Dissertations are marked independently by two examiners or assessors (double-blind marked). The questions of each final examination paper carry equal weight. The final mark for each paper is calculated as the rounded average of the final marks received for the questions.

Marks for each question are returned independently by the initial examiners/assessors. The final mark for each question is calculated as the rounded average of these two marks unless:

- they differ by more than 6 marks; or
- they straddle one or more of the following thresholds: 50, 65 or 70.

In these cases, the examiners/assessors are asked to consult with each other and come to an agreement. The agreed marks are then submitted. If differences remain, the Chair of Examiners will refer these either to a third examiner or to the external examiner. In the final Examination Board all marks will be considered in depth for inconsistencies, and exceptional cases may lead to adjustment, as appropriate.

The final mark for the degree is made up of four components, weighted as follows:

- The final mark for the *Dissertation* (25%)
- The final mark for the *Development Economics* examination (25%)
- The final mark for *Quantitative Methods* examination (25%)
- The final marks for Economic Theory; the weighted average of the final mark for the *Macroeconomic Theory and International Trade* examination paper (15%) and the final mark for the *Microeconomic Theory* examination paper (10%)

To pass the examination, a mark of 50 or more must be obtained on the Dissertation, the Quantitative Methods paper, the Development Economics paper, and on the Economic Theory component. However, it is possible to compensate for a marginal fail on any one component if the marks on the other components are sufficiently

high to take the final mark above the threshold for a pass. To be awarded a merit or a distinction, a candidate must achieve an average mark of at least 65 (in the case of merit) or 70 (in the case of distinction) across the four components of the examination (calculated as above).

Full details of rubrics, marking conventions and criteria, penalties and criteria for classification are contained in the Examination Conventions, available on [Canvas](#).

## PROBLEMS COMPLETING ASSESSMENT

There are a number of University processes in place to help you if you find that illness or other personal circumstances are affecting your assessments or if you experience technical difficulties with an online submission. Full information is available on the [Oxford Students website](#).

### Extensions

It may be possible to request a short extension of time to hand in the Dissertation. Decisions on extensions are not taken by the department or examiners but by the University Proctors, but you are encouraged to discuss extensions with your Supervisor or the Course Director before making an extension request to avoid creating a conflict with other programme milestones. To request an extension, contact your college advisor who will send the application to the Proctors for consideration.

### Arrangements in cases of illness and disability

Candidates requiring special arrangements for the examinations for reasons of illness or disability must make prior application through their respective colleges to the Proctors. See Section 7.3 of the [University Student Handbook](#).

Subject to the provisions given in these notes, a candidate who fails to appear at the time and place appointed for any part of his or her examination shall be deemed to have withdrawn from the examination.

## PAST PAPERS

Copies of exam papers from previous years can be downloaded from [OXAM](#). The easiest way to find them is to input the following codes into the **Free Text Search** box:

<b>A15250W1</b>	Microeconomic Theory
<b>A16814W1</b>	Macroeconomic Theory and International Trade
<b>A11417W1</b>	Quantitative Methods
<b>A11416W1</b>	Development Economics

Then refine your search by selecting 'Master of Science in Economics for Development (by coursework)'.

Note:

- In 2020–21, some exam codes end in -9: A15250W9, A11417W9 and A16814W9
- until 2014–15, Microeconomic Theory and Macroeconomic Theory formed one paper: A11415W1 (Economic Theory);
- before 2013–14, the paper codes were: 7201 (Economic Theory); 7203 (Quantitative Methods); and 7202 (Development Economics); and
- until 2018–19, Macroeconomic Theory had the code A15249W1 and questions on international trade could be found on both the Macroeconomic and Microeconomic Theory papers.

If you **Search By Course**, the MSc ED course code is JEFD.

## RESULTS

Once the final results are released you will be sent an automated email from Examination Schools informing you that your assessment results are available to view in Student Self Service – usually by the end of Week 10 or in early Week 11 of Trinity Term.

The [final marks](#) on each written paper and the Dissertation will be communicated in the form of standardised transcripts.

The marks are used also by the Graduate Studies Committee in deciding whether students may proceed to the DPhil (see 'Next Steps' below).

Comments from the assessors on Dissertations will be provided to students after the release of exam results usually before the end of the summer.

## PRIZES

The examiners may, if work of sufficient merit is presented, award three prizes:

- the *George Webb Medley prize* for the best overall performance;
- the *Luca D'Agliano prize* for the best Dissertation; and
- the *Arthur Lewis prize* for excellence in development economics, measured primarily by performance on the Development Economics paper.

## GRADUATION

Degrees are technically not conferred at the end of the course, but either at a degree ceremony (in person) or *in absentia*. [Degree ceremonies](#) are typically arranged via your college.

## RE-TAKING EXAMINATIONS

A candidate who fails the examination may enter again, but only on one subsequent occasion and normally only within six terms of his/her initial registration. There are no in-year re-sit examinations for this degree so a candidate's next opportunity to re-take the examinations will be in the following Trinity Term.

Where a candidate has failed an assessment unit as a result of poor academic performance, the mark for the re-sit will be awarded on the merits of the work. Candidates who have initially failed any element of the examination will not normally be eligible for award of a merit or distinction outcome overall.

If a student has failed one (or more) of the written papers, only the failed paper(s) need to be re-taken. The marks for all other elements (i.e. the Dissertation and any written papers which the candidate has passed on their first attempt) are carried forward.

If a student has passed all the written papers, but failed the Dissertation, only the Dissertation needs to be resubmitted, and the marks on the written papers are carried over. The Dissertation must be resubmitted by the deadline in Trinity Term of the following year.

## COMPLAINTS AND ACADEMIC APPEALS

Complaints and academic appeals within the Department of International Development (ODID)

The University, the Social Sciences Division and ODID all hope that provision made for students at all stages of their course of study will result in no need for complaints (about that provision) or appeals (against the outcomes of any form of assessment).

Where such a need arises, an informal discussion with the person immediately responsible for the issue that you wish to complain about (and who may not be one of the individuals identified below) is often the simplest way to achieve a satisfactory resolution.

Many sources of advice are available from colleges, faculties/departments and bodies like the Counselling Service or the Oxford SU Student Advice Service, which have extensive experience in advising students. You may wish to take advice from one of these sources before pursuing your complaint.

General areas of concern about provision affecting students as a whole should be raised through Joint Consultative Committees or via student representation on the faculty/department's committees.

### Complaints

If your concern or complaint relates to teaching or other provision made by the faculty/department, then you should raise it with the ODID Director of Graduate Studies – Dr Nikita Sud – as appropriate. Complaints about departmental facilities should be made to the Head of Administration, Graham Bray. If you feel unable to approach one of those individuals, you may contact the Head of Department, Professor Diego Sánchez-Ancochea. The officer concerned will attempt to resolve your concern/complaint informally.

If you are dissatisfied with the outcome, you may take your concern further by making a formal complaint to the Proctors under the [University Student Complaints Procedure](#).

If your concern or complaint relates to teaching or other provision made by your college, you should raise it either with your college advisor or with one of the college officers (the Senior Tutor or Tutor for Graduates, as appropriate). Your college will also be able to explain how to take your complaint further if you are dissatisfied with the outcome of its consideration.

If your complaint relates to harassment that you may be experiencing, please contact one of the department's harassment advisors, who are trained to provide confidential advice about supports available through the University:

- Annelies Lawson [annelies.lawson@geh.ox.ac.uk](mailto:annelies.lawson@geh.ox.ac.uk) (currently on maternity leave)
- Sophie Scharlin-Pettee [sophie.scharlin-pettee@geh.ox.ac.uk](mailto:sophie.scharlin-pettee@geh.ox.ac.uk)
- Cory Rodgers [cory.rodgers@geh.ox.ac.uk](mailto:cory.rodgers@geh.ox.ac.uk)
- To report harassment centrally, contact [harassment.line@admin.ox.ac.uk](mailto:harassment.line@admin.ox.ac.uk)

Click here to read [guidance for students about harassment and conflict](#), or information about the University's [Equality and Diversity Unit](#).

### Academic appeals

An academic appeal is an appeal against the decision of an academic body (e.g. boards of examiners, transfer and confirmation decisions etc.), on grounds such as *procedural error* or *evidence of bias*. There is *no right of appeal against academic judgement*.

If you have any concerns about your assessment process or outcome it is advisable to discuss these first with your college advisor, Senior Tutor, Course Director, Director of Graduate Studies, supervisor or college or departmental administrator as appropriate. They will be able to explain the assessment process that was undertaken and may be able to address your concerns.

**Queries must not be raised directly with the examiners.**

If you still have concerns you can make a formal appeal to the Proctors who will consider appeals under the University [Academic Appeals Procedure](#).



## 8. STUDENT ISSUES

### SUPPORT AND GUIDANCE

The MSc programme is small, and the faculty are generally very approachable. If you need to discuss anything to do with the course or your academic progress, in the first instance you should contact your **supervisor** or the **Course Director**; you could also contact the **Course Co-ordinator** (Calista Meinert), the Director of Graduate Studies (Dr Nikita Sud) or the Head of Department (Professor Diego Sánchez-Ancochea).

If you are ill (especially for more than a few days) or otherwise unable to attend departmental classes or lectures, make sure you inform your supervisor and the Course Co-ordinator.

The [Department's Covid-19 case response protocol](#) is posted on Canvas.

For information about the University's response to coronavirus (COVID-19) in the 2021-22 academic year, please regularly check the [student pages of the COVID-19 Response site](#)

Listed below are the names and internal telephone numbers of administrative and support staff based in the department with whom you are likely to come into contact in the course of your degree studies here:

Name	Role	Phone	Email
Calista Meinert	MSc ED Course Co-ordinator	01865 (2)81815	<a href="mailto:msced-admin@geh.ox.ac.uk">msced-admin@geh.ox.ac.uk</a>
Dominique Attala	Graduate Courses Support Manager	01865 (2)81806	<a href="mailto:dominique.attala@geh.ox.ac.uk">dominique.attala@geh.ox.ac.uk</a>
Caterina Bowley	Main Reception	01865 (2)81800	<a href="mailto:reception@geh.ox.ac.uk">reception@geh.ox.ac.uk</a>
TBC	Executive Assistant to Head of Department and HoA / Departmental Safety Officer	01865 (2)81803	<a href="mailto:odid-ea@geh.ox.ac.uk">odid-ea@geh.ox.ac.uk</a>
Peter Franklin Routh	Head of Administration (HoA)	01865 (2)81804	<a href="mailto:peter.franklinrouth@geh.ox.ac.uk">peter.franklinrouth@geh.ox.ac.uk</a>
Marta Galante	HR Manager	01865 (2)81805	<a href="mailto:odid-hr@geh.ox.ac.uk">odid-hr@geh.ox.ac.uk</a>
Arne Kuehl	Finance Manager	01865 (2)81824	<a href="mailto:arne.kuehl@geh.ox.ac.uk">arne.kuehl@geh.ox.ac.uk</a>
Shuqin Zhang / Joanna Giannouli	ODID IT Team		<a href="mailto:it-support@geh.ox.ac.uk">it-support@geh.ox.ac.uk</a>
Gary Jones	Caretaker	01865 (2)81818	<a href="mailto:caretaker@geh.ox.ac.uk">caretaker@geh.ox.ac.uk</a>

### ROLE OF THE COLLEGES IN LEARNING AND SUPPORT

All students are full-time, matriculated, college placements. The colleges have no formal role in teaching, but all students have college advisors who can discuss both personal and academic matters. Every college has their own systems of support for students; please refer to your college handbook or website for more information on who to contact and what support is available.

Some colleges host a wide range of general seminar series in the field of politics and international relations, as well as other area studies programmes. They also have active cross-disciplinary, and cross-area postgraduate student discussion groups. These provide additional networks for informal learning and comparison.

## UNIVERSITY STUDENT HANDBOOK

Each student should receive a copy of the [University Student Handbook](#) from their college. It is a useful source of information not only on examinations, general conduct, but also on welfare, safety, disciplinary procedures, complaints, support services, residence requirements etc.

## OPPORTUNITIES FOR SKILLS TRAINING AND DEVELOPMENT

A wide range of information and training materials are available to help you develop your academic skills – including time management, research and library skills, referencing, revision skills and academic writing – through the Oxford Students [study skills and training](#) website.

## STUDENTS AND PAID EMPLOYMENT

ODID requires students who wish to take up paid employment to seek advice from their supervisors **before** taking up any such employment. Supervisors must be consulted on a termly basis to monitor that a proper balance is maintained between paid employment and academic course work. In the [paid work guidelines for Oxford graduate students](#), the University recommends that full-time graduate students on a taught masters course do not undertake more than 8 hours' paid work each week whilst studying. Please note that ODID recommends **no more than 6 hours' paid work a week** whilst studying.

## RESIDENCE REQUIREMENT

MSc students are required to keep statutory residence in Oxford. Anyone leaving Oxford for an extended period of time during term must seek permission from the Proctors who may authorise it in special circumstances. Further guidance can be found in the [University Student Handbook](#).

**Important Note:** Please inform your Course Co-ordinator of any change of address. Your post should *never* be delivered to your Department; instead, it should go to your College or accommodation.

## EQUALITY AND DIVERSITY AT OXFORD

*"The University of Oxford is committed to fostering an inclusive culture which promotes equality, values diversity and maintains a working, learning and social environment in which the rights and dignity of all its staff and students are respected. We recognise that the broad range of experiences that a diverse staff and student body brings strengthens our research and enhances our teaching, and that in order for Oxford to remain a world-leading institution we must continue to provide a diverse, inclusive, fair and open environment that allows everyone to grow and flourish."*

[University of Oxford Equality Policy](#)

As a member of the University you contribute towards making it an inclusive environment and we ask that you treat other members of the University community with respect, courtesy and consideration.

The [Equality and Diversity Unit](#) works with all parts of the collegiate University to develop and promote an understanding of equality and diversity and ensure that this is reflected in all its processes. The Unit also supports the University in meeting the legal requirements of the Equality Act 2010, including eliminating unlawful discrimination, promoting equality of opportunity and fostering good relations between people with and without the 'protected characteristics' of age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and/or belief and sexual orientation.

The Equality and Diversity Unit also supports a broad network of harassment advisors in departments/faculties and colleges and a central Harassment Advisory Service. For more information on the University's Harassment and Bullying policy and the support available for students, visit the [harassment advice](#) website. If you experience harassment, please contact one of the [Department's harassment advisors](#) or email [harassment.line@admin.ox.ac.uk](mailto:harassment.line@admin.ox.ac.uk).

There is range of [faith societies, belief groups, and religious centres](#) within Oxford University that are open to students.

## FREEDOM OF SPEECH

[Free speech](#) is the lifeblood of a university.

It enables the pursuit of knowledge. It helps us approach truth. It allows students, teachers and researchers to become better acquainted with the variety of beliefs, theories and opinions in the world. Recognising the vital importance of free expression for the life of the mind, a university may make rules concerning the conduct of debate but should never prevent speech that is lawful.

Inevitably, this will mean that members of the University are confronted with views that some find unsettling, extreme or offensive. The University must therefore foster freedom of expression within a framework of robust civility. Not all theories deserve equal respect. A university values expertise and intellectual achievement as well as openness. But, within the bounds set by law, all voices or views which any member of our community considers relevant should be given the chance of a hearing. Wherever possible, they should also be exposed to evidence, questioning and argument. As an integral part of this commitment to freedom of expression, we will take steps to ensure that all such exchanges happen peacefully. With appropriate regulation of the time, place and manner of events, neither speakers nor listeners should have any reasonable grounds to feel intimidated or censored.

It is this understanding of the central importance and specific roles of free speech in a university that underlies the detailed procedures of the University of Oxford.

## STUDENT WELFARE AND SUPPORT SERVICES

The [Disability Advisory Service \(DAS\)](#) can provide information, advice and guidance on the way in which a particular disability may impact on your student experience at the University and assist with organising disability-related study support.

The [Counselling Service](#) is here to help you address personal or emotional problems that get in the way of having a good experience at Oxford and realising your full academic and personal potential. They offer a free and confidential service.

A range of services led by students are available to help provide support to other students, including the [peer supporter network](#), the Oxford SU's Student Advice Service and Nightline.

Oxford SU also runs a [series of campaigns](#) to raise awareness and promote causes that matter to students.

There is a wide range of [student clubs and societies](#) to get involved in.

### Health care

Most colleges have their own college nurse and doctor. The University publishes information on [accessing medical advice](#) and guidance for staying healthy while studying at Oxford.

For urgent (non-emergency) medical advice, you can contact the NHS on 111. In an emergency, dial 999.

### Student Counselling Service

The [Counselling Service](#) is here to help you address personal or emotional problems that get in the way of having a good experience at Oxford and realising your full academic and personal potential. They offer a free and confidential service.

## SUSPENSION OF STATUS AND REINSTATEMENT

You may apply to the Graduate Studies Committee for [suspension of status](#) for a specified period. If your application is approved, you will not be required to pay fees during the period of suspension and will resume your former status at the end of the period.

Suspension of status may be for between one and three terms at any one time. In exceptional cases, additional terms may be requested, but these need the additional approval of the University Education Committee as dispensation from the *Examination Regulations* is required. It can only be granted while a student still has status available to return to.

Suspension of status is normally granted where you are not able actively to study. This could be for various reasons, but the most common circumstances include health-related/personal grounds, domestic crisis or unforeseeable financial difficulty.

When a student suspends, the clock stops, and the student returns from suspension at the point when they departed. Normally students do not have access to University/college facilities (including libraries) whilst suspended as it is assumed they are not studying (though email access is commonly retained to allow the student to keep in touch with his/her supervisor(s) etc.).

Applications for suspension of status must be made to the Graduate Studies Committee (through the Graduate Studies Administrator) using the form GSO.17; should be for a specified period of time; and must have the support of the supervisor(s) and the college.

### Overseas students: Tier 4 visa obligations

You have a responsibility to ensure that you comply with the conditions of your [visa](#); not complying is a criminal offence and can lead to removal from the UK and refusal of future visas for a period of 1–10 years. Your responsibility includes making sure you do not stay beyond the expiry date as stated on your visa, unless you have made a renewal application. You must also adhere to the work conditions of your visa. You should also ensure that you co-operate with the University in fulfilling its Tier 4 duties so that it maintains its status as a Highly Trusted Sponsor enabling international students to study at Oxford.

### Policies and regulations

The University has a wide range of policies and regulations that apply to students. These are easily accessible through the [A-Z of University regulations](#), codes of conduct and policies available on the Oxford Students website.

Please also see the [Departmental Canvas site](#) for further policies, including the Information Security Policy and Conflict of Interest.

## NEXT STEPS: THE FUTURE

### Careers guidance

The Oxford University Careers Service is based at 56 Banbury Road. It provides information and advice on career opportunities and organises recruitment meetings, many of which occur in the first term. Many major

corporations and institutions (such as investment banks, management consultancy firms, the IMF and World Bank) host recruitment events each year in Oxford.

You should register with the [Careers Service](#) as soon as possible.

Frequently, we are advised directly of employment opportunities – especially for jobs in research, the NGO sector, etc. Relevant information will be circulated by email; the CSAE mailing list (to which you will be added as a matter of routine) is a good source of job leads.

#### Readmission to DPhil programmes

Students who wish to apply to carry on to a research programme with no break in their study can [apply for readmission](#).

#### **Transfer to the DPhil in Economics after the MSc: additional information**

Students accepted into the doctoral programme after completing the MSc ED are admitted to Probationer Research Student (PRS) status. In considering applications, the Graduate Studies Committee will take into account the recommendations of the MSc examiners, the views of the prospective DPhil supervisor, and the student's research proposal. The standard required for admission to PRS status after the MSc is well above simply passing the examination. To proceed normally requires an overall distinction in the MSc, with a distinction-level mark on the Dissertation and the support of a prospective DPhil supervisor (who need not be the MSc supervisor). The MSc examiners will make recommendations to the Graduate Studies Committee on the suitability of each candidate to proceed to PRS status.

## 9. THE CULTURE OF DEVELOPMENT ECONOMICS AT OXFORD

Over the past few years, economists have increasingly become aware of the need to shape our professional culture in order to make it more welcoming and inclusive. The development economics group at Oxford has been actively engaged in discussions about the research climate and the ways in which to foster a healthy environment for students, researchers, lecturers, and staff. All of us have a responsibility for shaping the environment for learning and research. We encourage MSc students to join us in the effort to build a positive environment, paying particular attention to classroom and group dynamics, interactions with lecturers and teaching assistants, seminar interventions, and even less formal conversations.

Specifically, we note the recent adoption by the American Economic Association of a [Code of Professional Conduct](#) that calls on economists to create “an environment where all can freely participate and where each idea is considered on its own merits.” This Code also notes the “professional obligation to conduct civil and respectful discourse in all forums.” As this Code says, “Economists have both an individual responsibility for their own conduct, and a collective responsibility to promote professional conduct. These responsibilities include developing institutional arrangements and a professional environment that promote free expression concerning economics. These responsibilities also include supporting participation and advancement in the economics profession by individuals from all backgrounds, including particularly those that have been historically underrepresented.”

Within the development economics group at Oxford, we embrace these ideals. We ask that, as new members of this community, you play your part in shaping and building a positive culture in which learning and research may flourish.

## 10. FACILITIES

### THE BODLEIAN SOCIAL SCIENCE LIBRARY (SSL)

The extensive Development Studies and Economics collections are housed in [the Bodleian Social Science Library](#) (SSL) at Manor Road, the Social Science building, five minutes' walk from Mansfield Road.

The economics collection contains both research material in economics as well as a lending collection of items listed on graduate and undergraduate reading lists produced by the Department of Economics. Over 2,000 journals and country statistical series offer particularly good resources for the graduate student in economics. The collection on international development is the major resource for the University on Development Studies (Anthropology, Sociology, History, Politics of Developing Countries as well as Economics).

All library holdings are searchable through the online catalogue [SOLO](#). Course readings are available through Oxford Reading Lists Online (ORLO) and there is a link to this from the SOLO front page. The Library has access to a comprehensive collection of electronic journal titles via e-journals A–Z and databases (Databases A–Z) listed under useful links on SOLO. As members of the University, students can also use the main University Library, the Bodleian, and other libraries within the Bodleian Libraries system such as Law, Radcliffe Science and Anthropology.

Students will be provided with a library induction session at the beginning of Michaelmas Term, and a search skills session for online resources at the start of Hilary Term in preparation for dissertation writing. The [Libguide for International Development](#) also provides useful links for subject-specific resources:

- [Sarah Rhodes](#), Subject Consultant for International Development, is based in the SSL and available for individual research appointments on request.
- [John Southall](#) is Subject Consultant for Economics to whom data management queries can be addressed.

### COPYRIGHT GUIDELINES

The Copyright Act of 1988 states that readers may photocopy only an insubstantial amount of a work for private research or study.

**Library Association guidelines state the amount should not exceed:**

- **5% or 1 chapter of a book**
- **1 article from a journal issue**

Only one copy may be made. Contents pages and bibliographies can only be included if they fall within the 5% limit. Illustrations have separate copyright attached to them.

Please note that copyright applies to a work for 70 years after the death of the author or, for works where copyright is held by the institution, for 70 years after publication. Any work published within the last 25 years is also in copyright.

*It is your responsibility to ensure that your photocopying does not break the law. Library staff will be pleased to try to answer any queries you may have on copyright issues.*

### IT @ OXFORD

IT services provides information on the various resources available throughout the University and how to obtain access to them in its [introduction to IT at Oxford](#). The University's [IT governance, strategy and policies](#) are online, including the [IT Regulations](#) that all staff and students must follow.



## IT Services

The University's [IT Services](#) offers a wide range of services, including a large variety of courses which are open to all students. Most services are accessed via your SSO, but some require you to identify yourself by your University Card barcode number.

## Email

The main central email server at Oxford is called Nexus. Nexus is one of the systems run by the University's IT Services. All new members of the University are automatically pre-registered for a Nexus account when they arrive in Oxford. Most Oxford users have an email address relating to their college, e.g.

john.doe@sant.ox.ac.uk. Graduate students also get an email address relating to their department, e.g.

john.doe@qeh.ox.ac.uk.

## Useful information for students

The University's home page has a current students' link ([www.ox.ac.uk/students](http://www.ox.ac.uk/students)) which leads to a wide range of information including the Careers Service, Language Centre, IT, student organisations, study information, funding information and publications. If you cannot find what you are looking for, please ask Calista Meinert, the Course Co-ordinator, or your Supervisor, who will help.

## Stata

The MSc ED provides you with Stata to support your study. This will be available via a registration web portal and the link will be communicated to you during Week 0.

## Contacts

For general computing issues, you should contact your college IT officer. IT support at the Department of Economics is provided by the [Manor Road IT](#) team ([itsupport@manor-road.ox.ac.uk](mailto:itsupport@manor-road.ox.ac.uk)). IT support at ODID is provided by the IT support team ([it-support@qeh.ox.ac.uk](mailto:it-support@qeh.ox.ac.uk)).

## Printing

If you need to print, please email ([reception@qeh.ox.ac.uk](mailto:reception@qeh.ox.ac.uk)), stating clearly your name and degree. Your document will be printed and left in the alphabetical pigeon holes in the corridor immediately to the right off the main Hall at ODID. Although the department does not normally charge for printing, all print usage is monitored and the department reserves the right to make a charge where printing is regarded as excessive.

## Wireless

The department is linked to the [Oxford Wireless LAN \(OWL\)](#). Within Mansfield Road wireless access is available in all public locations.

# SAFETY AND SECURITY

## Cycling in Oxford

Oxford City Council provides a website offering comprehensive information on [cycling in Oxford](#) (e.g. regulations, safety, details of cycle lanes and routes, and free cycle training for Oxford students). There are also some useful resources on the University's [travelling by bicycle](#) page.

The University's [Personal Safety](#) website advises that Oxford is generally a safe place to study and socialise in, but nevertheless it offers some tips to minimise any risks.

The [Thames Valley Police](#) is the local police service. The contact number for non-emergency enquiries is 101, but for emergency assistance, dial 999.

## **OCCUPATIONAL HEALTH SERVICE**

The Service provides travel advice, immunisations and antimalarial prophylaxis to University staff and students travelling in the course of their work, for example, undertaking research abroad, attending conferences or going on field trips. There is a travel clinic on Monday afternoons in the University Occupational Health Service:

University Occupational Health Service  
10 Parks Road, Oxford OX1 3PR

01865 282676

[enquiries@uohs.ox.ac.uk](mailto:enquiries@uohs.ox.ac.uk)

Book well in advance so that courses of immunisation can be completed in good time (at least six weeks before your departure date). Dominique Attala is the departmental contact. This service does not extend to families or other accompanying persons. It also does not extend to travel on college business. Advice for non-University business travel should be obtained from your GP.

More information on vaccinations and preparation for travel abroad are available from the [Occupational Health](#) website.

## **LANGUAGE CENTRE**

The [University's Language Centre](#) is located at 12 Woodstock Road. It provides resources for members of the University who need foreign languages for their study or interest. There may be a charge.

# APPENDIX 1: EDUCATIONAL AIMS AND PROGRAMME OUTCOMES

## Educational aims of the MSc ED programme

The MSc, a taught degree in graduate economics, aims to prepare students for further research and for work as professional economists on development in international agencies, governments or the private sector. It seeks to develop analytical and critical skills relevant for economic development, in particular for assessing alternative approaches to policy, and to provide the rigorous quantitative training that development work now requires, with the ability to access, process and interpret a variety of data. It aims to provide the research tools and approaches needed for those who wish to proceed to a higher research degree.

The course aims to provide intensive supervision of a minimum of five (and a maximum of eight) tutorial essays and to match the supervision of the compulsory Dissertation (described below) with students' research interests.

The contents and structure of the MSc aim to reflect developments in the economics profession, with a combination of quantitative methods, economic theory and modelling, empirical analysis and review of policy options and outcomes.

The course aims to provide systematic testing of progress through the year, backed by special support for weaker students.

## Programme outcomes

### A. Students develop a knowledge and understanding of:

- Economic theory at an advanced level as applicable to problems of development
- Econometrics at an advanced level, with hands-on applications for a variety of empirical analysis, including knowledge of data sources and problems.
- Empirical knowledge of current development issues with applications to specific regions and countries, institutions and groups.
- Alternative approaches to the understanding of development analysis and of the strengths and weaknesses of particular approaches.
- Research techniques and presentation of research results in a coherent and rigorous format.
- The ability to combine deductive with inductive reasoning in the analysis of practical development problems

### Related teaching/learning methods and strategies

The MSc is taught through a combination of lectures, classes and essay writing with individual supervisors. Students usually meet with their course supervisor in groups of two every two weeks in Michaelmas Term. In Trinity Term, students meet regularly with their course supervisors as they prepare for exams. In addition, most students work one-on-one during Hilary and Trinity Terms with their Dissertation supervisors (who may or may not be their course supervisors). The tutorial system is used to build critical and analytical skills, and is particularly beneficial to students from a different background of instruction (typically these comprise over three-quarters of the MSc student population). There are weekly classes and lectures in economic theory (macro, micro and international trade) and quantitative methods, and normally there are some eight applied development module options taught by lectures, classes and student presentations. The theory course provides an understanding of formal models and theories applicable to a range of development problems. The development modules provide a combination of theory and evidence on development issues. The Quantitative Methods course combines econometric theory with 'hands on' exercises in econometric techniques and trains students in the use of appropriate software. The Dissertation provides students with the opportunity of

combining all these skills in the analysis of a topic of their choice. Approximately one third of the students progress to doctoral studies, predominantly in economics, in Oxford or elsewhere.

### **Assessment**

The tutorial system provides continuous assessment of students' work and capabilities, while classes, particularly in theory and quantitative methods, allow teachers to assess students' mastery of the relevant concepts and techniques. Both provide for additional support for weaker students and for remedial action in the case of specific problems.

There are practice examinations in economic theory, quantitative methods and development economics at two points during the course. The MSc degree result itself depends only on the final examination, made up of four papers (Macroeconomic Theory and International Trade, Microeconomic Theory, Development Economics and Quantitative Methods) and the Dissertation (submitted before the examinations).

## **B. Skills and other attributes**

### *I. Intellectual skills*

At the general level, the MSc aims to provide students with knowledge of modern economics and econometrics at an advanced level, with a specific focus on their application to issues in economic development. At the specific level, the MSc encourages the development of skills in:

- Theoretical analysis of economic problems of development
- Abstracting the essential features of the economic structures and behaviour of agents in poor countries so as to understand underlying causes and trends
- Collecting and analysing data with new quantitative techniques and software, and being aware of the limitations of the various techniques
- Understanding the main policy issues facing the developing world

### *II. Practical skills*

The ability to analyse with the tools of formal economic analysis issues of development policy and implementation

- The ability to write clearly and concisely on economics
- The ability to work with and advise governments and development institutions on development problems
- The ability to search for relevant literature, data and qualitative information
- The ability to use modelling and quantitative techniques in a development context
- The ability to use sophisticated computerised techniques of empirical analysis
- The ability to evaluate critically different approaches to development analysis and policy
- The ability to make presentations with visual aids

### *III. Transferable skills*

Most of these are described above under 'practical skills', viz. the use of computerised econometric techniques, the ability to use analytical economic tools, a broad knowledge of development problems, the ability to think critically, write clearly and concisely and to make presentations with visual aids. One important transferable skill is the ability to carry out a research project through supervised work on a Dissertation, based on an assimilation of theory and analytical techniques.

The MSc also fosters a critical and problem-solving approach to development issues. The examination system does not require the simple reproduction of book-knowledge but encourages the search for new information and application to new problems.

## APPENDIX 2: MSC ED PATTERN OF TEACHING, LEARNING AND SUPERVISION

Teaching on the MSc is delivered through a range of methods, including lectures, classes, supervision sessions, seminars, workshops, student presentations, self-directed learning and study.

- Lectures form the backbone of the instruction, and they are intended to communicate key concepts and ideas. Students are expected to attend all lectures in micro and macro theory, including international trade theory; quantitative methods; and the lectures in all the development economics modules that they seek ultimately to prepare for examination. Typically, each lecture will have an associated reading list, and students are expected to have prepared a set of readings before coming to lecture. Lecturers will typically provide at least partial notes for each lecture. Some lecturers make these notes available in advance of lecture; others prefer to supply them after the lecture.
- Classes will normally focus on specific tools and techniques, often linked to problem sets and other assignments. Classes are mostly taught by doctoral student Teaching Assistants who collaborate closely with the teaching faculty to organise and structure the class sections.
- Students on the MSc are encouraged to attend development economics seminars and workshops that are offered through the Centre for Study of African Economies and elsewhere in the University. The MSc schedule is arranged so that students are free during the time slots associated with the principal Monday CSAE research workshop and the Wednesday CSAE seminar. Attendance at these events is not required, and students are not specifically examined on the material covered in these seminars and workshops, but students who attend regularly will gain an enriched understanding of the research frontier and will also see how research is presented, discussed, and critiqued.
- Supervision sessions are described elsewhere in the Handbook, but normally students gain a great deal from the 4-5 supervision sessions that they participate in during Michaelmas Term. These sessions help students develop an ability to take part in oral discussions of key concepts in development economics. Students also learn to read critically and to write essays of the kind that they will be expected to produce on exams. Their written work for the supervision sessions is normally graded to provide feedback and to help students identify strengths and weaknesses, but this feedback does not count as formal assessment.
- Supervision sessions continue during Hilary and Trinity Terms but are largely structured around the Dissertation. Dissertation supervision during these terms is intended to help students identify research topics and develop the skills needed to produce original research. This includes matching the research question to a data set (for an empirical project), thinking through specific identification strategies and econometric approaches, and writing and revising the document. A graduate student TA is also available to help students learn specific statistical tools and software skills that they need for their theses.
- Students are expected to make one presentation during Hilary Term, as part of their development economics modules. Different modules treat these presentations differently, but the main idea is for students to gain skills in designing and delivering an oral presentation in front of a group.
- The macro theory course normally includes one group project in which students work together on a (non-assessed) assignment, often linked to a particular case. This project is designed to encourage teamwork and group collaboration.
- In addition to these other forms of teaching, students engage in a variety of self-directed learning, individual study, and peer teaching and learning, as they grapple with course material.

*Please raise any issues with teaching or supervision with the Course Director for a prompt resolution.*

## **APPENDIX 3A: DISSERTATION TITLE PAGE TEMPLATE**

### **Title of Dissertation**

*Thesis submitted in partial fulfilment of the requirements for the  
Degree of Master of Science in Economics for Development  
at the University of Oxford*

[Date]

By

**[Examination Number = Candidate number]**

Word count: [#]

## APPENDIX 3B: DECLARATION OF AUTHORSHIP

<b>Name:</b>	<b>Candidate number<sup>1</sup>:</b>
<b>College:</b>	<b>Supervisor(s):</b>
<b>Title of Dissertation:</b>	

Please check the boxes ☒ to confirm the following:

I have read and understood the University's disciplinary regulations concerning conduct in examinations and, in particular, the regulations on plagiarism ( <i>The University Student Handbook</i> available at: <a href="https://www.ox.ac.uk/students/academic/student-handbook">https://www.ox.ac.uk/students/academic/student-handbook</a> ).	<input type="checkbox"/>
I have read and understood the Education Committee's information and guidance on academic good practice and plagiarism at: <a href="https://www.ox.ac.uk/students/academic/guidance/skills?wssl=1">https://www.ox.ac.uk/students/academic/guidance/skills?wssl=1</a>	<input type="checkbox"/>
The Dissertation I am submitting is entirely my own work except where otherwise indicated.	<input type="checkbox"/>
It has not been submitted, either partially or in full, either for this Honour School or qualification or for another Honour School or qualification of this University (except where the Special Regulations for the subject permit this) <sup>2</sup> , or for a qualification at any other institution.	<input type="checkbox"/>
I have clearly indicated the presence of all material I have quoted from other sources, including any diagrams, charts, tables or graphs.	<input type="checkbox"/>
I have clearly indicated the presence of all paraphrased material with appropriate references.	<input type="checkbox"/>
I have acknowledged appropriately any assistance I have received in addition to that provided by my supervisor(s).	<input type="checkbox"/>
I have not copied from the work of any other candidate.	<input type="checkbox"/>
I have not used the services of any agency providing specimen, model or ghostwritten work in the preparation of this Dissertation. (See also section 2.4 of Statute XI on University Discipline under which members of the University are prohibited from providing material of this nature for candidates in examinations at this University or elsewhere: <a href="https://governance.admin.ox.ac.uk/legislation/statute-xi-university-discipline-0">https://governance.admin.ox.ac.uk/legislation/statute-xi-university-discipline-0</a> ).	<input type="checkbox"/>
I agree to retain an electronic copy of this work until the publication of my final examination result, except where submission in hand-written format is permitted.	<input type="checkbox"/>
I agree to make any such electronic copy available to the examiners should it be necessary to confirm my word count or to check for plagiarism.	<input type="checkbox"/>
<b>WORD COUNT:</b>	<b>Average number of words/page:</b>
	<b>Number of pages:</b>
	<b>This average page is based on page(s) of my Dissertation</b>
<b>Candidate's signature:</b>	
<b>Date:</b>	

Please type your answers, including your signature if you do not have an electronic version, then check the boxes by clicking on them. Return the completed form by email to [msced@admin.qeh.ox.ac.uk](mailto:msced@admin.qeh.ox.ac.uk) from your University email address by 12 noon, Monday week 5 Trinity term (22 May 2023).

<sup>1</sup> Your candidate number is the same as your examination number, and can be found in [Student Self-Service](#)

<sup>2</sup> Where a dissertation/thesis builds upon preparatory work previously submitted (such as a Research Design Essay or Research Proposal etc.), this is permissible



## APPENDIX 4: EDUCATIONAL RECORDINGS POLICY

<https://academic.admin.ox.ac.uk/educational-recordings-policy>

### Section 1: Scope

1. This policy covers issues related to the creation, access, distribution, use, reuse and repurposing of educational recordings provided on taught courses. This supersedes the Replay Lecture Capture Service for Departments and the Policy on the Recording of Lectures and other Formal Teaching Sessions by Students.
2. The policy applies to all types of educational recordings, whether the teaching is conducted remotely or in-person, and irrespective of the device or software used to create or distribute the recordings. Examples include:
  - recordings of lectures, tutorials, seminars, classes, practicals or any other formal teaching session
  - recordings made for the purposes of assessment e.g. presentations, performances
  - pre-recorded content created for the purpose of teaching and feedback
  - recordings of teaching made by students for the purposes of personal study
3. Recordings may be created by, and/or include contributions from lecturers, technical staff, guests and students.
4. This policy does not cover educational recordings that are created or repurposed for public release or commercial use.
5. This policy aims to support the responsible creation and use of recordings as an inclusive practice by providing clarity on a range of issues gathered through consultation with divisions.
6. The policy has been agreed by Education Committee on behalf of the University. Colleges may find the policy a useful guide for their own decision making.

### Section 2: Terminology

7. This policy uses the following key terms:
  - 'Educational recordings' or 'recordings' are the terms used throughout to refer to any audio and/or video recordings created for purposes of teaching, learning or assessment.
  - 'Lecture recordings' is used to refer to the specific instance where a presenter-led **lecture** or **part of a lecture** is being recorded. This framing allows for the types of 'lecture recordings' created to reflect disciplinary ways of teaching.
  - The 'Replay service' refers to the University supported service for educational recordings from lecture theatres or desktop computers. The service provides a platform (currently Panopto) to create, store and distribute videos through the university supported virtual learning environment (Canvas) and is managed by Educational Media Services who can be contacted on [replay@it.ox.ac.uk](mailto:replay@it.ox.ac.uk).
  - 'University-supported recording platforms' are Panopto, MS Teams, and Canvas (the University Virtual Learning Environment, VLE), all of which meet accessibility and privacy requirements. Before using other systems, users should read the latest [video conference services assessment](#) from Information

Security. It is recommended that recordings created in other systems are uploaded to the Replay (Panopto) service for secure storage and distribution to students.

### Section 3: Key principles

8. Educational recordings can support learning for students (whether or not they have a disability) by enabling them to review and revisit material where this is beneficial for subject knowledge.
9. Educational recordings, and for some subjects, lecture recordings in particular, are a significant step forward in making teaching more inclusive for disabled students, in line with existing University commitments. Where recordings are not made available, departments and faculties should be clear as to what other anticipatory approaches they are using to enable all students to engage equally with the material.
10. Educational recordings are an additional learning resource and are expected to supplement rather than replace teaching sessions, which students are still expected to attend. Departments are expected to provide teaching, with prior recordings only to be used as a replacement for unexpected staff absence in exceptional circumstances and with the creator's permission.
11. To be an effective learning resource, staff and students should be guided towards appropriate use of recordings in their teaching and study.
12. The University and its departments should ensure that staff are supported in how to optimise the recordings made during teaching. The University and departments should consider the needs and quality of recording when reviewing teaching spaces.
13. Not all teaching is suitable for recording; this may be due to the balance of staff and student contributions, the content or the mode of the session.
14. It is important that academic staff, administrative staff and students are aware of their rights (including those protected by University Statutes), roles and responsibilities in relation to the creation and use of educational recordings.

### Section 4: Recordings of lectures

15. The decision as to whether lectures should normally be recorded and made available to all students should be made by the relevant Department or Faculty Board, after consultation with students.
16. The following are acceptable reasons for not making lecture recordings available to all students:
  - a) Where the teaching approach is not suitable for recording, such as lectures with a high degree of interactivity.
  - b) Where making a recording would change the teaching approach in a way which is detrimental to the student learning experience.
  - c) Where material is deemed to be controversial, sensitive, or subject to frequent updating.
  - d) Where a lecturer has personal reasons that make it inappropriate for their lecture to be recorded.
  - e) Where facilities do not allow for a recording to be made.
17. Students should be informed that a recording is being made (see para 37).
18. Where lecture recordings are being made available to all students on a course, they should be provided to students as soon as practicable after the lecture, and for at least the remainder of the academic year.

19. Although the [Policy and Guidance on Undergraduate Teaching](#) includes a statement that staff should facilitate attendance at lectures by students on other courses if space allows, this provision is not currently extended to lecture recordings.

#### **Section 5: Recordings of other teaching sessions (tutorials, seminars, classes, practicals, assessments or any other formal teaching session)**

20. Where a session is student-led or students are the main contributors, such that their contributions could give rise to independent performance rights, the member of staff organising the session will need to ensure that each student completes a Participant Release Licence form in advance of any recording being released.
21. Where recordings are made for the purposes of assessment e.g. presentations, performances, these should be retained until they have either passed the standard retention point or until any complaint/appeal that may have been raised has been resolved, whichever is later.

#### **Section 6: Pre-recorded content**

22. Pre-recorded content or 'content capture' allows for a different approach to teaching with the ability to present, segment and pace content in different ways such as for review in advance of a teaching session or to revisit complex topics later. It can also be used to support practical or interactive teaching. However, it should not be used in lieu of live teaching sessions (see para 10).
23. Where lectures, or parts of lectures are pre-recorded, such as in a flipped learning approach<sup>[1]</sup>, the University statutes stand in that the University does not claim ownership of the copyright of lectures.
24. Where pre-recorded content is intended to be used for more than a single year as part of course materials on a taught course, then this needs to be clearly indicated to the author on the Presenter Release Licence. This will also need to be flagged to the Replay team in order to ensure that recordings are protected from archiving and deletion.
25. Where pre-recorded content has been created for other purposes such as for public release or for short courses or other commercial use, then this is out of scope of this policy (see para 4).

#### **Section 7: Student made recordings**

26. There are a number of reasons why students might wish to make their own educational recordings in order to support their learning.
27. Students can be given permission to make educational recordings as a reasonable adjustment recorded in their Student Support Plan. If they have this provision they do not need to ask permission from individual academics, but should inform them as a matter of courtesy.
28. Other students who wish to make an educational recording must seek permission in writing prior to the teaching session or set of sessions from the academic(s) delivering the session. For students without the provision in their Student Support Plan, the decision whether or not to allow recording by students is at the discretion of the academic responsible, and would not normally be given if recordings are routinely made available by the department or faculty. Where a student has been given permission to record non-lecture teaching sessions the session leader should then check prior to the teaching session that there are no objections from others present to a recording being made.
29. Student-made educational recordings are only for the personal use of the student making them. They must not be shared with other students or individuals (unless for the purposes of transcription) and they must not be published or shared via any medium. Student-made recordings must be destroyed after completion of the relevant assessment.

30. Breach of this policy may constitute a breach of the [Code of Discipline under Statute XI](#). If a potential breach is identified then this should be referred to the Proctors for investigation.

### Section 8: Permissions – staff

31. Under the [University Statute XVI](#) (section 7) the University does not claim ownership of the copyright in lectures and the audio or visual aids to the giving of lectures. These rights are retained by the member(s) of staff making the recording and contributing content. All staff making educational recordings therefore need to give their permission for the University to store and distribute their recordings by agreeing to a Presenter Release Licence (Annex A). This applies to all staff employed by the University whether or not the recordings are created as part of their core duties or stint of work.
32. Records of permissions must be kept within a department or faculty and an annual process of updating permissions must be undertaken prior to the start of a new academic year to cover recordings made in that academic year. For joint degrees, this should be the responsibility of the organising department or faculty of the course concerned. If this is unclear, the departments and faculties involved in delivery of the degree course are to agree responsibilities between themselves at the start of each academic year.
33. The Presenter Release Licence is still valid according to its terms even if the member of staff subsequently leaves the University, which allows the University to distribute the recordings to the intended cohort of students.
34. The personal data of staff contained within and related to educational recordings does not require permission to be processed. The primary legal basis for processing staff data in educational recordings is 'public task' as the activity is core to the University's purposes of teaching and research. The University can rely on that legal basis for the duration that recordings are retained in accordance with this policy.

### Section 9: Permissions – external contributors

35. Individuals who are not staff of the University that are producing or contributing to educational recordings for taught courses will need to either
- a) have an appropriate contract in place (covering at minimum copyright, intellectual property and data protection), or
  - b) complete the External Presenter Release Licence.

### Section 10: Permissions – students

36. The University relies on 'public task' as the basis for processing students' personal data when making a recording which incidentally includes their contribution, as the activity is core to the University's purposes of teaching and research. The University can rely on that legal basis for the duration that recordings are retained in accordance with this policy.
37. Students should always be informed that a recording is being made. The 'Notice of recording' poster and slide (available on the [Replay website](#)) should be used when recording is taking place. Steps should be taken to inform students how they can avoid their contributions being recorded e.g. by where they sit or if they can request the pausing of recording, or how they can have their contribution removed from the recording before publication.
38. Staff should be mindful when recording sessions that may elicit disclosure of '[special category data](#)' from students as this would normally require additional conditions for processing. It is recommended that sessions including this information not be recorded, or if they are recorded that they are not scheduled for automatic release to allow the recording to be edited to remove student contributions of this type.
39. See also para 20 for situations where students are likely to have performance rights.

40. For further information, the [Student privacy policy](#) covers the collection and use of personal data arising from recordings of teaching and learning or research activities in which students are a participant.

### Section 11: Permissions - in-copyright materials

41. It is imperative that staff, students and external presenters ensure they are not infringing copyright when they are making educational recordings. Copyright refers to a fixed form of intellectual expression. There are many types of 'work' covered by copyright. Those most likely to be used for educational purposes are:
- literary (any written work which is not dramatic or musical)
  - dramatic
  - musical
  - artistic (such as drawings, diagrams, paintings, photographs or sculptures)
42. Copyright protected materials may be used legally in teaching materials either with a) permission of the copyright owner via a licence, or b) under 'fair dealing' exceptions as stated in the legislation.
43. Under the 'fair dealing' legal exceptions for education ([Copyright, Designs and Patents Act 1988](#)), presenters can use a 'fair' amount i.e. an amount that is reasonable and appropriate and only using as much as is necessary, from most types of 'work' for teaching without permission from the rights owner e.g. in lecture slides, lecture notes or to display to students in class provided:
- a) You acknowledge the source, creator and/or copyright owner AND
  - b) You only make the material available to your students and staff teaching/preparing the course.
44. Teaching content may be subject to multiple Intellectual Property Rights (IPR), of which copyright is only one, other IPRs include Trademarks and Patents.
45. More information is available from the Bodleian Libraries [Guide to Copyright](#).

### Section 12: Use of recordings for other purposes

46. Educational recordings will not be used by the University to substitute teaching that has been withheld as part of legitimate industrial action or for staff performance management. However, individual members of staff may use the recording of their teaching for self-reflection and enhancement of their own teaching.
47. Educational recordings may be accessed in response to a legitimate student complaint or supplied in evidence to support a legitimate student complaint.
48. Staff may use the content for which they own the intellectual property (see para 19), and which has been captured in educational recordings, in live teaching at other universities.

### Section 13 – Conditions of use

49. Student use of recordings is subject to the conditions of the [IT Regulations](#) and additional conditions of the End User License, which specify:
- Use is limited to private study or personal non-commercial research
  - Copies may not be downloaded for personal use.
50. Students must not copy an educational recording, give or lend a recording to another person, distribute a recording by any means (including filesharing or social media), edit or make an adaptation of an education recording. Any use of information, data or other academic content from an educational recording must be acknowledged in accordance with academic custom and any rules or guidance issued by the University.

51. Any breach of these conditions may result in action under the [University's Code of Discipline under Statute XI](#) or prompt legal proceedings (which may still be an option after a student has left the University). If a potential breach is identified then this should be referred to the Proctors for investigation.

#### **Section 14 – Retention as part of University records**

52. The Replay service has a default policy to automatically archive recordings after 13 months since last view. Recordings in the archive not viewed in two years will be automatically flagged and, unless a department requests the recording(s) are retained, will then be automatically actioned for archiving or deletion after a short period of time. Other systems in use should attempt to mirror this retention schedule so that recordings are permanently erased once they have served their purpose.
53. If it is necessary and justifiable to keep educational recordings beyond this schedule, then departments can request this by contacting the Replay team.
54. Creators of educational recordings may manually and permanently delete recordings after they are no longer available to students. If removal or deletion is required earlier than this, then a request should be made to the Replay team, supported by the Head of Department or Chair of Faculty Board.

#### **Section 15 – Re-use**

55. Noting the key principle that recordings are an additional resource and are not intended to replace teaching (para 14), there are occasions where it will be appropriate for recordings to be reused between cohorts of students.
56. Re-use always requires the permission of the creator(s) and can be facilitated by staff re-signing the Presenter Release Licence for the upcoming year.
57. All student contributions must be removed from recordings before re-use.
58. Recordings intended for re-use should be checked against the most up to date accessibility requirements prior to re-use.

#### **Section 16: Accessibility of recordings**

59. Where recordings are made available, they must be easily accessible to as many people as possible. This means making sure that people can use and get the full benefit from recordings regardless of any disability or impairment. Accessibility needs to be considered when creating material and when considering re-use.
60. Universities and other public bodies are required to ensure that digital content meets their obligations under the Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations<sup>[2]</sup> which build on existing obligations under the Equality Act 2010.
61. The University supported recording platform has a range of accessibility features which are set out in the [Oxford University Panopto Accessibility Statement](#). Guidance is available about how to create accessible content, see for example the Centre for Teaching and Learning's [Guide to Creating Accessible Videos](#).
62. Captions (for video) or transcripts (for audio) should be added to recordings before making them available to students. Staff are not required to manually edit captions/transcripts that are automatically created and access to video content should not be restricted where it has not been possible to eliminate all errors. In terms of video production, good quality audio is the single most important factor in facilitating comprehension and attention. It also improves the accuracy of automated captions. Adding speaker notes/scripts and PowerPoint slides may be more helpful for improving the accessibility of the recording than fully accurate captions.

63. Automated captions are currently deemed sufficient to meet legal accessibility obligations, unless there are widespread caption errors which have a disproportionate impact on meaning and intelligibility. If this is the case, then manual captioning or transcription is likely to be a reasonable adjustment to mitigate disadvantage for individual disabled students. Departments are encouraged to contact the Disability Advisory Service for advice and support. The Replay team can also advise on third-party captioning services.
64. Students who require manually edited captions for increased accuracy, or text description of visual content as a reasonable adjustment, should contact the University Disability Advisory Service via [disability@ox.ac.uk](mailto:disability@ox.ac.uk).
65. Departments or faculties should have clear guidance for staff provided in each teaching room on what technology is available to optimise accessibility of recordings.

**Section 17: Public Sector Equality Duty**

66. Educational recordings can make a positive impact on equality, by making teaching more readily accessible to disabled students. They can therefore assist the University in meeting commitments it has made to inclusive practices in its 2018-24 Strategic Plan and in the [Policy and Guidance on Undergraduate Teaching](#) and to maintaining an anticipatory approach for disabled students as set out in the [Common Framework for supporting disabled students](#). These commitments are consistent with the requirements of the Equality Act 2010.

**Section 18: Review**

67. This policy is for the 2022-23 academic year.