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The information in this Course Handbook (Version 1.0) for students starting the Master of Science by Coursework in Economics for Development (MSc ED) in Michaelmas Term 2018. The information in this Handbook may be different for students starting in other years.

The Examination Regulations relating to this course are available at: https://www.admin.ox.ac.uk/examregs/. 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 let Nicola Shepard, Course Co-ordinator (nicola.shepard@qeh.ox.ac.uk) know.

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 Nicola Shepard, Course Co-ordinator (nicola.shepard@qeh.ox.ac.uk).

The information in this Handbook is accurate as at September 2018. However, it may be necessary for changes to be made in certain circumstances as explained at: 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

BSG The Blavatnik School of Government, Radcliffe Observatory Quarter, Woodstock Road, Oxford OX2 6GG (entrance on Walton Street)
CSAE Centre for the Study of African Economies (located within the Department of Economics)
HT Hilary Term (Sunday 13 January – Saturday 9 March 2019)
MRB Manor Road Building, 5 Manor Road, Oxford OX1 3UQ (contains the Department of Economics and SSL)
MSc ED Master in Science by coursework in Economics for Development (the degree you are studying for!)
MT Michaelmas Term (Sunday 7 October – Saturday 1 December 2018)
ODID Oxford Department of International Development, 3 Mansfield Road, Oxford OX1 3TB (this is where most of your teaching will take place)
QEH Queen Elizabeth House, 3 Mansfield Road, Oxford, OX1 3TB (QEH is the physical building where ODID is located, but the two are terms are sometimes used interchangeably to refer to the department)
Schools Examination Schools, 75–81 The High Street, Oxford OX1 4BG (where you have to submit your Extended Essay by 12 noon, Friday Week 5, Trinity Term and where you will sit your Final Exams in Weeks 8 and 9 of Trinity Term)
SSL Social Sciences Library (the part of Bodleian Libraries most likely to contain materials relevant to your studies)
TA Teaching Assistant
TT Trinity Term (Sunday 28 April – Saturday 22 June 2019)
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 enquiry 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 mastery 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 Extended Essay (a short dissertation 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 Extended Essay, which is due in 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 mastery 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, this problem is 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 Extended Essay before Finals (which take place towards the end of 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. Nicola Shepard, 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 in general 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.

September 2018

Delyth Gold
Professor of Development Economics
Course Director, MSc in Economics for Development 2018–19
Welcome Message from Last Year’s Cohort (2017–18)

Dear MSc in Economics for Development (2018–19) students,

Welcome to the course and congratulations on getting here! As you will soon discover, the MSc is a challenging but hugely rewarding nine months which we’re sure you’ll enjoy (most of the time anyway!). The course not only presents the opportunity to work alongside eminent academics but also exposes you to the cutting-edge research of other notable individuals in the field. Definitely get involved with as many events as you can. And this is an excellent department to have a chosen to be a part of for postgraduate study. It’s not always going to be easy, but the warm environment at QEH serves to mitigate any challenges you may face. Moreover, Doug is an incredibly approachable Course Director and Nicola’s support will see you through. We hope that many of you find, as we did, that what proves to be one of the best parts of being on the MSc is the group of strangers you’re sat in the room with right now. On the MSc, you’ll not only be inspired academically by working with those alongside you but make great friends too. Below are just a few pointers for the nine months ahead...

The course

We’re pretty sure that every year the incoming cohort are told that the course will be challenging but ultimately it will all work out in the end. From our own experience, we’re also pretty sure that a considerable proportion of the incoming cohort struggle to take that advice on board and worry that it will be different for them. It’s our hope that the class of 2018–19 takes heed of Doug’s regular reassurances that everything will be fine. For those of you intimidated by the introductory maths course, try to remember that there are only a handful of techniques that you need to grasp in order to succeed in the theory parts of the course. Moreover, the design of the course means that if essay writing is your forte as opposed to maths, you’ll have the opportunity to demonstrate this in the Development Economics modules. Many people on the MSc are also guilty of comparing themselves to others on the course. The truth is that some people will be coming straight out of their undergraduate, during which they may have studied a great deal of maths, whereas others will have worked for a few years and be rusty on the old chain rule. It’s really important on the MSc to try your best not to compare yourself to others on the course. Remember: you wouldn’t have been admitted if the admissions board didn’t think your background could enable you to flourish on the course, even if it’s different from the person who is sitting next to you.

For those of you who are new to Oxford, you’ll soon realise that time flies in an eight-week term. Michaelmas (the term leading up to Christmas) is by far the most intense and it’s very easy to feel overwhelmed by the amount of material thrown at you. But we can guarantee you won’t be the only one and you’ll grow closer with one another when you realise you’re not the only one who can’t complete every piece of work and do every reading you’ve been set. There is a really important piece of advice that relates to the intensity of MT:

- **Christmas break is really important.** Don’t worry if you’ve fallen behind with some of the content from MT, this is perfectly normal. But try to capitalise on the great opportunity that the Christmas break provides to go over the things you missed and recap to ensure you have a reasonable grasp of the material. For those of us who didn’t study over the Christmas break, this would be the thing we would have all done differently. The deadline of the Extended Essay and final exams are very close together and it would have been really helpful to have made thorough notes on micro and macro theory over the Christmas break. The syllabus is big and making revision notes right before exams comprises revision time. A lot of us really wished we could have been persuaded how helpful this would have been, so if you pay attention to one detail of this letter, make sure it’s this one!

You’ll also start to hear the term Collections thrown around a lot before too long. These are mock exams you sit just before you return for Hilary (and Trinity) Term. These are really nothing to worry about. To repeat the point above, the most important thing is to have a decent grasp of the material and have made good notes by the time you sit your Collections. If this constitutes a little revision too then that’s a bonus
but definitely don’t spend all six weeks cramming material for the exams. Try your best to sit them even if you don’t feel adequately prepared because you will probably find yourself reassured that if you’ve been properly prepared for them, you’d have known how to answer many of the questions. Much in the same way as the assignments you’ll be set over the course of the term, remember that the marks don’t count towards your final grade. If you perform well, this can be a little confidence booster. If you don’t perform particularly well then don’t get too hung up on it... many of us failed Collections and some who barely scraped a pass ended up with distinctions.

Hilary Term is the most relaxed term of the course. Many of you will find the applied Development Economics modules to be far more engaging than the theory courses of MT and whilst you’ll start chipping away at your Extended Essay at this point, there isn’t the same relentlessness of MT. There are several modules to choose from and it’s common to go to the first couple of lectures of each and then to decide which ones to proceed with. The modules are all really interesting and you’re free to attend as many as you like but there is a trade-off here between time spent at interesting lectures and time that could be spent on the Extended Essay. It’s probably worth trying to attend beyond the ones you plan to study for Finals but not every single lecture of every module. Most of us attended four modules but some ultimately only ended up studying three for the final exam (which is the amount of questions you have to answer). You may find that some modules have readings in common and this can be good a way of saving time. The approach to studying each module may also be slightly different. Some lecturers provide thorough details of readings in lecture thus you may not need to re-read them and can instead supplement your learning by skimming additional papers. For others, the core readings may not be covered in class and should be the focus of your study. One other thing to note about HT is that it’s advisable to keep yourself available to attend the CSAE conference during the break at the end of term. For those of us who attended, we found it to be a really interesting event at which we had the opportunity to network with others passionate about development from around the world and had a really enjoyable time.

In general, working very hard is an inherent part of the course but be sure to strike a balance over the year. Work together on problem sets if it helps your understanding, listen to Doug’s advice about getting enough sleep and make the most of being at Oxford. Presumably the opportunities at Oxford that exist outside of the classroom are part of the reason you decided to come here? Make sure you make the most of them too. It’s important to keep up as much as you can in MT but don’t completely compromise the other things you want to do. Immerse yourself into college life, go to formals at your friends’ colleges, play a sport, get to know the city, join the union, go to bops, celebrate special occasions with parties and potluck dinners, travel to other parts of the UK, etc. Even when the course feels particularly intense, make the time to get together for a beer or even just a slice of cake in the hall when it’s someone’s birthday. It’s likely that in Trinity Term you will find yourself spending fourteen hours in the library revising, but it needn’t be like that for the whole year.

The Extended Essay

The Extended Essay, a 10,000-word dissertation, is worth 25% of your grade and is one of the most satisfying aspects of the course. Don’t worry too much about it in MT with everything else that is going on, but it’s good to keep it in mind when you’re attending seminars/reading journal articles, etc. As most people do empirical essays, the most important things to think about are data availability and identification strategy. Don’t spend a long time reading into a topic that you find really interesting if you’re unlikely to be able to find data on it. It’s important to find something you’re interested in, as you’ll spend many hours working on the topic. However, there needs to be an element of pragmatism in your approach. Perhaps you’re really interested in Bangladesh but there only exists one wave of data for that country, whilst two exist for India, thus creating the opportunity to use a better identification strategy. Your marker is interested in your econometric ability, not your passion for Bangladesh. It’s also worth making the most out of your Extended Essay supervisor. Don’t spend weeks and weeks working on an idea without running it by your supervisor first. They’ll be able to tell you pretty quickly whether the idea is feasible and perhaps even introduce you to datasets that you didn’t know about. For any of you who have produced empirical research in the past, you will know that data cleaning is the most frustrating part of the process. The nice
thing is that this can be done during the break at the end of HT when you don’t have a great deal of other commitments. There will also be a Teaching Assistant (TA) available if you get stuck with your coding. Once you reach the writing stage, there are a number of guides for writing economics papers online which can be useful if you’re struggling with structure. Be sure to be understated about the analysis you’ve undertaken. You may have found a really interesting result with a very solid identification strategy, but the real marks will come with the way in which you address problems and discuss limitations. The period before the Extended Essay deadline is another point of the course at which it is important to bear in mind that everyone works differently, and at different paces. There were several weeks between the dates at which we all submitted our first draft and those who submitted first did not necessarily get the highest grade. Time management is still very important though, given the short gap between the deadline and beginning of exams. [Note from Course Director: This will change slightly for 2018–19, but the basic message is still pertinent.] Try to plan your time pretty far ahead.

Life after the course

It may feel like a long way away, but the end of the course will soon come around so it’s important to keep in mind what comes next (especially as application deadlines for some jobs and PhDs fall this side of Christmas). You will find that the MSc opens the door to many opportunities. You’ll not only find that the skills you learn make you highly employable/a desirable PhD candidate, but also the department will introduce you to job vacancies that you probably didn’t even know existed. You’ll find there is lots of information available about PhD programmes in Oxford as well as elsewhere, and support during the application process. For those looking to work after the MSc, there is an abundance of options at your disposal. Whether it be international organisations, consulting or an ODI Fellowship, you will find yourself overwhelmed with positions to apply for. Don’t worry if you don’t have anything wrapped up by the end of the course either… you’ll all find yourselves doing something remarkable in the end.

All that leaves us to say is to enjoy yourself these next nine months – we’re sure you will. Try to take on board a little more of this letter than perhaps we did when we were sat where you are 12 months ago. And don’t hesitate to get in touch with either of us if you have questions or need a sympathetic ear from someone who knows the course but isn’t immediately connected with where you’re up to.

Sophie & Paul
## Programme for -1\textsuperscript{st} (w/c 24 September) and Induction Week (w/c 1 October) 2018

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td><strong>Mon 24\textsuperscript{th}—Weds 26\textsuperscript{th}</strong></td>
<td><strong>9am—6pm</strong></td>
<td>Maths pre-sessional course (Dr Natalie Quinn) [see separate schedule]</td>
<td>QEH, SR3</td>
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<tr>
<td><strong>Thursday 27\textsuperscript{th} (all day)</strong></td>
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<td>Orientation Session for international graduate students in the Social Sciences Division</td>
<td>Schools</td>
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<tr>
<td><strong>Friday 28\textsuperscript{th}</strong></td>
<td><strong>9am—10.45am</strong></td>
<td>Collect Course Handbook / Introduction to the MSc ED (Prof Doug Gollin)</td>
<td>QEH, SR3</td>
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<tr>
<td><strong>Friday 28\textsuperscript{th}</strong></td>
<td><strong>10.45am—6pm</strong></td>
<td>Maths pre-sessional course (Dr Natalie Quinn) [see separate schedule]</td>
<td>QEH, SR3</td>
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<tr>
<td><strong>Saturday 29\textsuperscript{th}</strong></td>
<td><strong>9.30am—5.30pm</strong></td>
<td>Maths pre-sessional course (Dr Natalie Quinn) [see separate schedule]</td>
<td>QEH, SR3</td>
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<tr>
<td><strong>Monday 1\textsuperscript{st}</strong></td>
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<td><strong>0th Week (1\textsuperscript{st}—5\textsuperscript{th} October)</strong></td>
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<td><strong>9am—1.45pm</strong></td>
<td></td>
<td>Maths pre-sessional course (Dr Natalie Quinn) [see separate schedule]</td>
<td>QEH, SR3</td>
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<tr>
<td><strong>2pm—2.30pm</strong></td>
<td></td>
<td>Introduction to the Department of Economics</td>
<td>MRB, Lecture Theatre</td>
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<tr>
<td><strong>3pm—5pm</strong></td>
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<td>Maths pre-sessional course follow-up session (Vatsal Khandelwal)</td>
<td>MRB, Seminar Room A</td>
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<td><strong>Tuesday 2\textsuperscript{nd}</strong></td>
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<td><strong>Library Induction and tour of the Social Sciences Library (Sarah Rhodes)</strong></td>
<td>MRB, Seminar Room A</td>
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<td><strong>9am—10am</strong></td>
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<tr>
<td><strong>10.30am—11am</strong></td>
<td></td>
<td>Introduction to IT (Stephen Kavanagh)</td>
<td>MRB, Seminar Room A</td>
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<tr>
<td><strong>12.30pm—1.30pm</strong></td>
<td></td>
<td>Personal meetings with the Course Director (Prof Doug Gollin) [see separate schedule]</td>
<td>QEH, Room 30.10</td>
</tr>
<tr>
<td><strong>1.30pm—2.30pm</strong></td>
<td></td>
<td>Introduction to ODID (Prof Chris Adam, Dominique Attala) [with students on the MSc Refugee and Forced Migration Studies and the MSc Migration Studies]</td>
<td>QEH, SR3</td>
</tr>
<tr>
<td><strong>2.30pm—5pm</strong></td>
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<td>Personal meetings with the Course Director (Prof Doug Gollin) [see separate schedule]</td>
<td>QEH, Room 30.10</td>
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<tr>
<td><strong>5pm on</strong></td>
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<td>Department of Economics welcome party</td>
<td>MRB, Common Room</td>
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<tr>
<td><strong>Thursday 4\textsuperscript{th}</strong></td>
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<td><strong>Personal meetings with the Course Director (Prof Doug Gollin) [see separate schedule]</strong></td>
<td>QEH, Room 30.10</td>
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<td><strong>2pm—6.15pm</strong></td>
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<tr>
<td><strong>Friday 5\textsuperscript{th}</strong></td>
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<td><strong>Stata training (Dr Margaryta Klymak)</strong></td>
<td>Isis Room, IT Services, 13 Banbury Road</td>
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<tr>
<td><strong>9am—1pm</strong></td>
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WebLearn, Web-links and Mailing Lists

1. WebLearn

WebLearn 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. You will use WebLearn to submit the soft copy of your Extended Essay in Trinity Term.

WebLearn is accessed using your Oxford Single Sign-on (SSO), at: https://weblearn.ox.ac.uk/portal/site/:socsci:qeh:mscde

For information on your SSO: https://help.it.ox.ac.uk/webauth/oxfordusername

2. Web-links to other key sources of information

Web-links to other key sources of information on the University and departmental websites can be found here:

University of Oxford: www.ox.ac.uk

Oxford Department of International Development (ODID) [external site]: www.qeh.ox.ac.uk/

ODID Intranet: internal.qeh.ox.ac.uk/

Department of Economics: www.economics.ox.ac.uk

Examination Regulations: www.admin.ox.ac.uk/examregs/

MSc ED Examination Conventions: https://weblearn.ox.ac.uk/portal/site/:socsci:qeh:mscde

Oxford students: www.ox.ac.uk/students

University Student Handbook: http://www.proctors.ox.ac.uk/handbook/handbook/

Notes:
- You should visit WebLearn and the Economics and ODID web pages regularly to keep abreast of news and announcements, changes to the lecture programme and course outlines, etc.
- Access to the Intranet is domain-controlled. You will only be able to access materials using your Oxford email and, if you are logging in remotely, using the Oxford VPN client: www.oucs.ox.ac.uk/network vpn/

3. Mailing Lists

Your Oxford email address will be included in the class mailing list.

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

### Academic Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Module</th>
<th>Location</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prof Christopher Adam</strong></td>
<td>ODID Head of Department Macroeconomic Theory</td>
<td>QEH 20.18</td>
<td><a href="mailto:christopher.adam@qeh.ox.ac.uk">christopher.adam@qeh.ox.ac.uk</a></td>
</tr>
<tr>
<td><strong>Prof Douglas Gollin</strong></td>
<td>MSc ED Course Director Microeconomic Theory</td>
<td>QEH 30.10</td>
<td><a href="mailto:douglas.gollin@qeh.ox.ac.uk">douglas.gollin@qeh.ox.ac.uk</a></td>
</tr>
<tr>
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<tr>
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</table>

### Teaching Assistants (TAs)

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Module</th>
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<tbody>
<tr>
<td><strong>Lukas Hensel</strong></td>
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<tr>
<td><strong>Shihang Hou</strong></td>
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### Social Sciences Library

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<th>Name</th>
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<tbody>
<tr>
<td><strong>Sarah Rhodes</strong></td>
<td>Subject Consultant for International Development</td>
<td>MRB</td>
<td><a href="mailto:sarah.rhodes@bodleian.ox.ac.uk">sarah.rhodes@bodleian.ox.ac.uk</a></td>
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### Administration

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<th>Name</th>
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<tbody>
<tr>
<td><strong>Nicola Shepard</strong></td>
<td>Course Co-ordinator</td>
<td>QEH 20.16</td>
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A list of MSc ED Student Reps will be available on WebLearn: https://weblearn.ox.ac.uk/portal/site:socsci:qeh:mscde
## 3. The Degree

### Aims and objectives

The MSc 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, divided between Microeconomic Theory, Macroeconomic Theory and Trade Theory, in Michaelmas Term;
- Weekly lectures and classes in Quantitative Methods (i.e. Econometrics) spread over the Michaelmas and Hilary Terms;
- Eight, four-week modules in Development Economics during Hilary Term. Modules include lectures (given by faculty) and classes (run by faculty but often including student presentations). Students typically follow four or five of the eight modules.
- Tutorials with your course supervisor take place in Michaelmas Term. You will also have individual meetings with your Extended Essay 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, Microeconomic Theory, Quantitative Methods and Development Economics; and an Extended Essay of up to 10,000 words submitted prior to the Final Exams. (Trade Theory is examined within the Macroeconomic Theory and Microeconomic Theory papers.)

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

1. The final mark for the Extended Essay (25%)
2. The final mark for the Development Economics examination (25%)
3. The final mark for Quantitative Methods examination (25%)
4. The final marks for the Macroeconomic Theory examination paper (12.5%)
5. The final mark for the Microeconomic Theory examination paper (12.5%)

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 available on WebLearn:

[https://weblearn.ox.ac.uk/portal/site:socsci:geh:mscde](https://weblearn.ox.ac.uk/portal/site:socsci:geh:mscde)

### FHEQ level and credit rating

The Framework for Higher Education Qualifications (FHEQ) level for the MSc is 7. For details see the University’s website: [www.admin.ox.ac.uk/edc/policiesandguidance/awardsframework/](http://www.admin.ox.ac.uk/edc/policiesandguidance/awardsframework/)
Course Outlines

Pre-sessional Mathematics Course

Lecturer: Dr Natalie Nairi Quinn  
Teaching Assistant: Vatsal Khandelwal

Michaelsmas Term Week -1 and Monday Week 0 [see separate timetable]

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 five-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
- Random variables, distributions and moments
- Sampling and statistical inference

Economic Theory: Trade Theory for Development

Lecturer: Professor Beata Javorcik  
Teaching Assistant: Ben Kett

Michaelsmas Term Weeks 2, 5–8
Teaching takes place in the Oxford Department of International Development (QEH) within these time slots. Please check the timetable on WEBLEARN regularly – changes are possible!

Lectures:
- Week 2: Wednesday 9am–11am Seminar Room 3
- Week 5: Friday 11am–1pm Seminar Room 3
- Weeks 7, 8: Tuesdays 11am–1pm Seminar Room 1

Classes:
- Weeks 6, 8: Fridays 11am–1pm Seminar Room 3

Requirements: This module covers material examined in both the Microeconomic and Macroeconomic Theory Papers in Finals and in the Microeconomic and Macroeconomic Theory Collections (Week 0, Hilary Term). Students are required to complete one problem set during the course.

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

Structure: The module has four lectures and two accompanying classes. Topics covered are:

- The Ricardian model
- The specific factors model
- The Heckscher-Ohlin model
- Monopolistic competition
- Heterogeneous firms

Note: A fuller outline of the module, reading list and other materials will be made available on WebLearn as soon as possible: https://weblearn.ox.ac.uk/portal/site/socsci:geh:mscde
Course Outlines

Economic Theory: Microeconomic Theory for Development

Lecturers: Dr Simon Quinn (convenor) and Professor Douglas Gollin
Teaching Assistant: Ashley Pople

Michaelmas Term Weeks 1–8
Teaching takes place in the Oxford Department of International Development (QEH) within these time slots. Please check the timetable on WEBLEARN regularly – changes are possible!

Lectures:
- Weeks 1–8: Mondays, 2pm–4pm, Seminar Room 2
- Weeks 3–8: Tuesdays, 11am–1pm, Seminar Room 2

Classes:
- Week 2: Friday, 11am–1pm, Seminar Room 3
- Weeks 3–8: Wednesdays, 9am–11am, Seminar Room 3

TA’s Office Hours:
- Week 2: Friday, 1pm–2pm, Seminar Room 3
- Weeks 3–8: Mondays, 1pm–2pm, Seminar Room 3

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.

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

Note: Course materials will be uploaded on WebLearn at: https://weblearn.ox.ac.uk/portal/site:/socsci:qeh:mscde
Course Outlines

Economic Theory:
Macroeconomic Theory for Development

Lecturer: Professor Christopher Adam
Teaching Assistant: Shihang Hou

Michaelmas Term Weeks 1–8
Teaching takes place in the Oxford Department of International Development (QEH) within these time slots. Please check the timetable on WEBLEARN regularly – changes are possible!

Lectures:
- Weeks 1–8: Mondays 9am–11am, Seminar Room 2
- Week 2: Monday 11am–1pm, Seminar Room 3
- Weeks 1, 3–6: Tuesdays 9am–11am, Seminar Room 1

Classes:
- Weeks 2–8: Wednesdays 3pm–5pm, Seminar Room 3

TA’s Office Hours:
- Weeks 2–3, 5–8: Thursdays 11am–12pm, Meeting Room A
- Week 4: Friday 11am–12pm, Seminar Room 3

Data Exercise:
- Week 8: Thursday 12pm–4pm, Meeting Room A

Requirements: This course covers material examined in Macroeconomic Theory Paper in Finals and in the Macroeconomic Theory Collection (Week 0, Hilary Term). Students are required to complete two problem sets during the course; 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, and to provide a basis for the relevant Development Economics modules.

Structure: The course is based on an eight-week lecture series, supported by 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).

The Week 8 Class (Data Exercise) is devoted to group presentations of empirical material on the macroeconomic analysis of a specific 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
- Fiscal policy, debt and overlapping generations models
- 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.

Note: A complete course outline and reading list will be distributed at the first lecture of the course and will be uploaded on WebLearn at: weblearn.ox.ac.uk/portal/site/socsci/geh:mscde
Course Outlines

Quantitative Methods

Lecturers: Dr Margaryta Klymak (convenor) with Dr Simon Quinn, Prof Chris Woodruff, Dr Abi Adams and Dr Michael Koelle
Teaching Assistant: Lukas Hensel

Teaching takes place within these time slots in the Oxford Department of International Development (QEH) and, on occasion, in the Manor Road Building (MRB). Please check the timetable on WEBLEARN regularly – changes are possible!

**Michaelmas Term Weeks 1–8**

**Lectures:**
- Weeks 1–8: Thursdays 9am–11am Seminar Room 3
- Weeks 1–4, 6–8: Fridays 9am–11am Seminar Room 3
- Week 5: Tuesday 3pm–5pm MRB IT Room

**Classes:**
- Weeks 2–4, 6–8: Tuesdays 3pm–5pm Seminar Room 3
- Week 5: Friday 9am–11am Seminar Room 3

**TA’s Office Hours:**
- Week 2: Tuesday 9am–10am Seminar Room 1
- Weeks 3–8: Mondays 12pm–1pm Seminar Room 3

**Hilary Term Weeks 1–8 (provisional)**

**Lectures:**
- 2 x 1.5 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 Extended Essay.

*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
- Panel data analysis
- Maximum likelihood
- Binary choice models
- Discrete ordered and discrete multinomial choice models
- Sample selection
- Instrumental variable estimation
- Treatment effects
- Non-parametrics
- Machine learning
- Time series analysis

*Note.* Course outlines and other relevant material will be posted when available on WebLearn at [https://weblearn.ox.ac.uk/portal/site: socsci: qeh: mscde](https://weblearn.ox.ac.uk/portal/site:socsci:qeh:mscde)
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. Eight four-week modules are offered. Each module consists of 12 hours of lectures and classes.

The exact timetable for the modules is finalised in the course of Michaelmas Term. Four modules will be taught in Weeks 1–4 (likely to be Modules 1–4) and another four in Weeks 5–8 of Hilary Term (probably Modules 5–8).

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 at least 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.

Complete course outlines and reading list for each module will be distributed at the first lecture of each module, or will be uploaded as soon as they are ready on WebLearn at: https://weblearn.ox.ac.uk/portal/site:socsci:qeh:mscde

Presentation topics and the sign up list will be posted (on WebLearn) before the first lecture of the modules.

Course details and timetable (schedule) will be found on WebLearn at: https://weblearn.ox.ac.uk/portal/site:socsci:qeh:mscde

Module 1: Firms and Labour Markets in Low-income Countries

Lecturer: Professor Christopher Woodruff

Description: Micro- and small-scale firms dominate the private sector in low-income countries. Why do these firms fail to grow? Does too much government stifle firm growth, and chase firms into the informal economy? Or is there too little government, with no credit markets or contract enforcement to draw firms into the formal sector? This module will explore these questions with a focus on labour markets and firms. We will examine evidence for misallocation of productive inputs, the causes and consequences of informality, availability of credit for microenterprises, and management of larger firms.

Module 2: Openness and Development

Lecturer: Professor Beata Javorcik

Objectives: This module builds on the Michaelmas Term Trade Theory course and explores ways in which developing countries may be affected by exposure to the world economy and considers the policy choices they need to face.

Content: Topics to be covered include: Productivity effects of trade and services liberalisation; Technology transfer through FDI; Selection into exporting and learning from exporting; Evasion of import tariffs.
Course Outlines

Development Economics

Module 3: Applications of Behavioural Economics to the Developing World

Lecturer: Dr Mahreen Mahmud

Description: The course 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 design 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.

Module 4: Microfinance, Cash Transfers and Savings

Lecturer: Dr Rossa O’Keeffe-O’Donovan

Objectives: Which interventions help the rural poor to escape poverty, and how do they work? This module will analyse the effects of a range of interventions designed to tackle poverty, including microloans, conditional and unconditional cash transfers, ‘targeting the ultra-poor’ programs, and savings. We will focus on the use of empirical methods that help us to understand the mechanisms that interventions work through, and will survey results from the recent literature.

Content: Issues covered include: the evidence for the existence of various types of poverty traps; how the design of microloan programs can affect the outcomes of its recipients; whether cash transfers achieve more sustained improvements in outcomes than loans; the role of conditionality in the effects of cash transfer programs; whether combinations of interventions can help the ‘ultra-poor’ escape poverty; and whether savings and loan products enable lumpy investments or just help individuals to smooth consumption.

Module 5: 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.
Course Outlines

Development Economics

Module 6: Risk, Disasters and Insurance

Lecturer: Professor Stefan Dercon

*Description:* In this module, we will discuss the role of risk in shaping development outcomes, and what can we do about it. We will focus how poor people manage and cope with risk, and how micro-insurance or other interventions may be used to help them to avoid serious hardship. Problems related to the diffusion of insurance and its impact will be discussed. We will also focus on larger, covariate risks: natural disasters like floods, drought, earthquakes, etc. We will discuss the evidence on how they shape lives but also how responses are often ineffective. We will discuss ways in which the international aid and humanitarian systems could be reformed using insurance and insurance principles.

Module 7: Education, Skills and Development

Lecturer: Professor Pramila Krishnan

*Objectives:* Does education matter for development? There have been significant improvements in educational attainment across developing countries but it is not evident that such improvements have actually been productive. We will examine why this is so, with a focus on issues of measurement of skills, the incentives for productive investment in skills and the constraints faced by individuals in making productive investments. The focus is largely microeconomic but we will also stray into examining whether aggregate investment matters too. We will discuss models of skill accumulation together with empirical evidence that relies on micro-econometric techniques ranging from standard instrumental variables to treatment effects, discontinuity designs and natural and randomised experiments.

Module 8: Structural Transformation and Growth

Lecturer: Professor Douglas Gollin

*Objective:* This module will focus on the structural changes that accompany economic growth and will review recent literature that attempts to analyse the growth process at the level of sectors and firms.

*Content:* Topics will include the measurement of sectoral productivity differences; theories of long-run growth and structural transformation in a historical perspective; the “food problem” and the role of agriculture in economic growth; and open economy models of transformation. We will explore how this literature fits into modern thinking about economic growth in both rich and poor countries. Readings will be drawn from recent papers as well as classic views of the structural transformation.
## Milestones and Deadlines

<table>
<thead>
<tr>
<th>Term</th>
<th>Lectures / Classes</th>
<th>Written work and Presentations</th>
<th>Seminars</th>
<th>Extended Essay (EE)</th>
<th>Examinations and Deadlines</th>
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<tr>
<td>Michaelmas</td>
<td>Microeconomic Theory  14 x 1.5-hour lectures plus 7 x 2-hour classes</td>
<td>Problem sets and computer exercises:  2 x Microeconomic Theory  2 x Macroeconomic Theory + other short exercises  1 x Trade Theory  Quantitative Methods (most weeks)</td>
<td>Centre for the Study of African Economies (CSAE) Lunchtime Seminars [Tuesdays 1pm and Wednesdays 12.30pm] Development Discussions [Occasional Wednesdays 5pm throughout the term] And many, many others!</td>
<td>General reading and initial discussions with supervisor</td>
<td>Submission of signed Turnitin form and Avoiding Plagiarism 1 course confirmation to Course Coordinator [Friday Week 1]</td>
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<td></td>
<td>Macroeconomic Theory  14 x 1.5-hour lectures plus 7 x 2-hour classes</td>
<td>Group exercises:  1 x Macro data exercise [Week 8]</td>
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<td>Approval by supervisor of EE topic/proposed title [Friday Week 7]</td>
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<td></td>
<td>Trade Theory  4 x 1.5-hour lectures plus 2 x 2-hour classes</td>
<td>Supervision Essays (5 in total):  2 x Microeconomic Theory Essays  2 x Macroeconomic Theory Essays  1 x Trade Theory Essay [You should expect to complete 4 essays during the term and one during the vacation]</td>
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<td>Reading and refining research topic, exploring data availability</td>
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<td>Quantitative Methods  16 x 1.5-hour lectures plus 7 x 2-hour classes</td>
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<td>Hilary Term Collections Microeconomic Theory Macroeconomic Theory QM [3 x written exam papers lasing 2- or 3-hours each sat in Week 0 Hilary Term]</td>
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<td>Christmas vacation</td>
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## Milestones and Deadlines

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| Hilary        | **Quantitative Methods**  
16 x 1.5-hour lectures plus 8 x 2-hour classes  
**Development Economics**  
4 concurrent modules  
[Weeks 1–4]  
4 concurrent modules  
[Weeks 5–8]  
[A module may be 4 x 1-hour lectures plus 4 x 2-hour seminar/classes; or 8 x 1.5-hour lectures/classes] | **Problem sets and computer exercises:**  
Quantitative Methods (most weeks)  
**Presentations:**  
At least 1 seminar presentation | **CSAE Lunchtime Seminars**  
[Tuesdays 1pm and Wednesdays 12.30pm]  
**Development Discussions**  
[Occasional throughout the term]  
And many, many others! | **Confirm EE 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 | **Submission of EE title and research outline form** (to Course Co-ordinator)  
[Monday Week 7] |
| Easter vacation |                                                                                     | **CSAE Spring Conference**  
[Week 10]                                                                 |                                                                            |                                                                                  | **Trinity Term Collections**  
QM Development Economics  
[2 x written exam papers lasting 2- or 3-hours each sat in Week 0 Trinity Term] |
| Trinity       | **Review Sessions**  
[Weeks 6 and 7]  
Macroeconomic Theory  
Microeconomic Theory  
Trade Theory  
Quantitative Methods  
Some Development Economics modules | **Students are encouraged to write up to 4 essays based on past exam papers; these can be shared with the supervisor for feedback** |                                                                            | **Revise and finalise EE** | **Submission EE final title and abstract form** (to Course Co-ordinator)  
[Friday Week 1]  
**Submission of EE** (to Exam Schools)  
[Friday Week 5]  
**Finals commence**  
[Week 8 or 9] |
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) (Tuesdays 1.00 pm and Wednesday, 12.30pm)
CSAE is a research centre on development economics with a focus on Africa, located in the Department of Economics. 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 Tuesday 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 (Wednesdays throughout Michaelmas and Hilary Term, 5pm)
We hold occasional informal development ‘discussions’ with leading development economists who are invited to talk about their research to the MSc students and other graduate students in development economics. 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 frequently relevant economics seminar series are those of OxCarr (a research centre on natural resource-rich economies) and the seminar series 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: http://www.economics.ox.ac.uk). There are also many other events that take place in other parts of the University, including the Blavatnik School of Government and the Oxford Martin School.

Consider also attending some of the numerous development-related seminars in departments other than Economics – including in the Department of International Development (ODID), whose research centres all run weekly seminar series; in the Area Studies departments (including Africa, China, South Asia and Latin America); and in the Department of Politics and International Relations (including the Global Economic Governance programme based in University College). 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 in which the lecture is taking place have the right to refuse admission). Lecture lists are posted on the University’s website: https://www.ox.ac.uk/students/academic/guidance/lectures?wssl=1
4. TEACHING, LEARNING AND SUPERVISION

Programme of Work

Organisation of teaching and learning

Graduate education in Oxford is the primary responsibility of the departments (Department of International Development, ODID), with colleges in a secondary role. All lectures, seminars and generally the supervisory meetings take place at 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 Microeconomic Theory, two in Macroeconomic Theory and one in Trade Theory. In addition, you should expect to write five theory essays for your supervisor during Michaelmas Term (although typically one spills over into Vacation or early in Hilary Term). 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 or five Development Modules to attend during Hilary Term. You should expect to participate actively in, and do written work for, at least three modules and should make at least one class presentation in Development Economics during the term. Written work for the development modules will be discussed with module convenors, although you may also discuss this work with your course supervisor. The Course Co-ordinator keeps lists of module presentation topics and slots and you should sign up for your presentation early (see the course outlines for details). Obviously, the earlier you sign up the wider the choice of presentation topics you will have.

Students develop topics for their Extended Essays in consultation with their supervisors. It is a matter for each student and his or her supervisor to determine a suitable timetable for the Extended Essay. (Some supervisors prefer students to start work early; others prefer them to take longer to develop a research topic). However, you must 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, and you should aim to complete a first draft by the end of the Easter Vacation. Extended Essays must be submitted to the Examination Schools by Friday noon of Week 5 of Trinity Term.

Timetable – MSc in Economics for Development

The termly timetable is on WebLearn: https://weblearn.ox.ac.uk/portal/site:socsci:qeh:mscde
The Hilary Term schedule will be published by Week 8 of Michaelmas Term via WebLearn.
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 Extended Essay. 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. Third, supervision for the Development Economics modules is primarily run by the module convenors. 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.

Extended Essay 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 Extended Essay, not least because your ideas and interests will inevitably evolve, in which case you may be assigned another faculty member or post-doctoral student as your Extended Essay supervisor. The Course Director will help you to arrange this. To find out the research interests of Oxford faculty you should browse the faculty lists on the Economics and International Development web pages at: http://www.economics.ox.ac.uk and http://www.qeh.ox.ac.uk

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 Corneliu Bjola, 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 Extended Essay (dissertation), taking the advice of the supervisor. Particular attention should be paid to final proof-reading.

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.
Guidance for Students and Supervisors

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 early 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, Macroeconomic Theory and Microeconomic Theory Collections are held on the Thursday and Friday of Week 0 of Hilary Term (10 and 11 January 2019); the second Quantitative Methods Collection and the Development Economics Collection on the Thursday and Friday of Week 0 of Trinity Term (25 and 26 April 2019). 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 these dates: 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 Extended Essays, 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 Extended Essay 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 WebLearn), which can provide valuable insights and contribute to students’ preparations for examinations and other forms of assessment. All Extended Essays 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 [https://www.ox.ac.uk/students/selfservice](https://www.ox.ac.uk/students/selfservice), and you will receive a prompt from the system 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) over 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 WebLearn: [https://weblearn.ox.ac.uk/portal/site:socsci:qeh:mscde](https://weblearn.ox.ac.uk/portal/site:socsci:qeh:mscde)
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 Extended Essay 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 Coordinator (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 (termly questionnaires)

At the end of each term, 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. Previous results can be viewed by students and staff at: http://www.i-graduate.org/services/student-barometer/

The MSc ED TC 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 Extended Essay

Background, Choice of Topic and Process

The Extended Essay 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. Do not think of the Extended Essay as a thesis, but rather 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 Essay 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 essays in recent years have made use of statistical data, applying econometric techniques, but this is by no means obligatory. An essay may also be a critical literature review (rarely) or a work based on theory. Essays of all these sorts have been awarded high marks by the examiners. Good past essays are available in the Social Science Library, and you can also find lists of the topics of recent essays in the appendices of the examiners’ reports on the course WebLearn page.

It is a requirement that the Extended Essay be submitted prior to taking your Final Examinations. Work on the Essay 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 Extended Essay 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).

Extended Essays 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: https://weblearn.ox.ac.uk/portal/site:socsci:qeh:mscde
Key Dates and Deadlines

- **Friday Week 1 Michaelmas Term:** Submission of signed *Turnitin* form
- **Friday Week 1 Michaelmas Term:** Online anti-plagiarism course

You will need to take the post test of the online course *Avoiding Plagiarism 1* (see below) and forward the confirmation of your result to the Course Co-ordinator.

- **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 Essay; (ii) a statement of its research question or main argument; and (iii) a description of the method to be applied. If the Essay is to be quantitative, the outline **must** discuss the data to be used (and their availability). Extended Essay forms can be downloaded from WebLearn 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 Extended Essays will be given early in Week 8 of Hilary Term.

  **Your research outline must be signed by your course supervisor and Extended Essay supervisor (often but not always the same person).**

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

  The final title of the Extended Essay, with an abstract of 100–300 words, must be submitted via WebLearn, for use by the examiners in assigning assessors. A form can be downloaded from WebLearn. The abstract can be modified for the final Essay, provided that there is no substantial change in its topic or method (for which permission would be needed from the Course Director).

- **Friday Week 5 Trinity Term** Submission of Extended Essay

  Two hard copies of the Extended Essay must be submitted to the Examination Schools **by noon on Friday of Week 5 of Trinity Term**. An identical electronic copy of your Extended Essay must be submitted by the same deadline to WebLearn.
Extended Essay Presentation

The Essay should be presented in a scholarly fashion, and printed on A4 paper with 1.5 line spacing and a 3cm margin on the left-hand side. The thesis must be securely bound in either hard or soft covers. Examiners naturally feel more positive about a well laid out and easy-to-read essay. So use a reasonably large font (e.g. 12 point), clearly label and explain tables and graphs, and don’t overload tables and graphs with unnecessary detail. Examiners also find it easier to read essays that are printed on only one side of the paper.

Length

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

The Essay 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. 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 on WebLearn – please use exactly this layout.

Anonymity

The two copies of the Extended Essay 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. 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.

Delivery

Two copies of your Essay must be delivered to the Examination Schools, Oxford in an envelope addressed to “The Chair of Examiners, MSc in Economics for Development” and bearing your candidate number.

You must also include a completed and signed copy of the *Declaration of Authorship* (see Appendix 3). Electronic copies of this form can be found on WebLearn.

An identical, electronic copy of your Extended Essay must be submitted by the same deadline to WebLearn, for checking with *Turnitin*, an online plagiarism checker. You will receive detailed instruction about this from the Course Co-ordinator 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: http://www.admin.ox.ac.uk/curec/

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 Student Administrator, 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.

More information on WebLearn: https://weblearn.ox.ac.uk/portal/site:socsci:qeh

Thesis 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 Extended Essays. 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 Extended Essay.
- Meeting with academics or other relevant experts in institutions outside Oxford.
- Acquisition of data from sources not hosted in Oxford.

Application forms (available on WebLearn) 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 available here: www.ox.ac.uk/students/academic/guidance/skills/plagiarism

For specific guidance on academic good practice and topics such as time management, note-taking, referencing, research and library skills and information literacy please see: www.ox.ac.uk/students/academic/guidance/skills

For guidance on format, citation styles, etc. for the MSc ED please see: https://weblearn.ox.ac.uk/portal/site:socsci:qeh:mscde

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

An electronic copy of your Extended Essay will be screened using the online plagiarism checker, Turnitin. You will be asked to read, sign and return the Turnitin declaration sheet (handed out during the introduction to the MSc ED and also on WebLearn) 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 1, which can be found here:

https://weblearn.ox.ac.uk/portal/hierarchy/skills/plag

You’ll need your Single Sign-On details (https://help.it.ox.ac.uk/webauth/oxfordusername) to get into that part of WebLearn. Once you are in, click on the button marked ‘Take plagiarism tutorial’.

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:

http://www.admin.ox.ac.uk/statutes/regulations/288-072.shtml. 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 WebLearn: [https://weblearn.ox.ac.uk/portal/site/socsci:geh:mscde](https://weblearn.ox.ac.uk/portal/site/socsci:geh:mscde). 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*. Links to, and a summary of these is provided here: [www.admin.ox.ac.uk/examregs/](http://www.admin.ox.ac.uk/examregs/)

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 2018–19 is Professor Markus Eberhardt from the University of Nottingham. 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 WebLearn 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 (see below).**

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 spelled out elsewhere in this Handbook. 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 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 Extended Essays. For these, assessment is based on a combination of intellectual ambition, thoughtfulness, rigour, and clarity of approach. Most Extended Essays 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 Extended Essays 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 Extended Essay 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

For examination entry and alternative examination arrangements please see: www.ox.ac.uk/students/academic/exams

Examination timetable

Extended Essays must be submitted by noon on Friday 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, http://www.ox.ac.uk/students/exams/timetables/ no later than 5 weeks before the first examination.
Sitting your examinations

In early Trinity Term there will be an examination information session led by the Chair of Examiners.

Final examinations usually (but not always) take place in the Examination Schools and will consist of four written papers.

You may use a calculator for your exams but there is a limited list of permitted types. For information on these, see the course WebLearn site: https://weblearn.ox.ac.uk/portal/site:socsci:geh:mscde

All members of the University are required to wear academic dress with subfusc clothing when attending any University examination. For information on academic dress, see:
https://www.ox.ac.uk/students/academic/dress?wssl=1
http://www.proctors.ox.ac.uk/handbook/handbook/6academicdress/

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 from:
www.ox.ac.uk/students/academic/exams/guidance

Marking system

Students are required to sit four written examinations: Macroeconomic Theory and Microeconomic Theory (both 2-hour papers) and Development Economics and Quantitative Methods (both 3-hour papers) and to submit an Extended Essay.

All written papers and Extended Essays 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:

i) they differ by more than 6 marks; or
ii) 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 five marks, weighted as follows:

i) The final mark for the Extended Essay (25%)
ii) The final mark for the Development Economics examination (25%)
iii) The final mark for Quantitative Methods examination (25%)
iv) The final marks for the Macroeconomic Theory examination paper (12.5%)
v) The final mark for the Microeconomic Theory examination paper (12.5%)

To pass the examination, a mark of 50 or more must be obtained on the Extended Essay, the Quantitative Methods paper, the Development Economics paper, and on the average of the Microeconomic and Macroeconomic Theory papers; except that it is possible to compensate for a marginal fail on one paper if the other marks are sufficiently high. 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 five components of the examination (calculated as above).
Marking scale

All examined elements are marked to the following criteria:

**Distinction level**

| 80–100 | Distinction | Superb work showing fine command of intellectual debates and making a creative contribution to them |
| 75–79  | Distinction | Excellent work, intellectually stimulating argument |
| 70–74  | Distinction | Fine work showing powerful analysis, a distinctive argument, and full awareness of the secondary literature and critical engagement with it |

**Merit level**

| 65–69 | Merit | Merit: strong and well-developed analysis with some indication of distinction potential; no significant errors of fact or interpretation |

**Pass level**

| 55–64 | Pass | Good pass: sound analytical standard with most points developed rather than stated |
| 50–54 | Pass | Pass: basic analytical skills apparent from identification of intellectual problems and some structured discussion of them |

**Fail**

| 45–49 | Fail | Marginal fail: inadequate development of points made |
| 0–44  | Fail | Outright fail: inadequate coverage and inadequate analysis |

**Extensions**

In very exceptional circumstances (usually because of illness) it may be possible to request a short extension of time to hand in the Extended Essay. Decisions on extensions are not taken by the department or examiners but by the University Proctors. 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. The Proctors’ rules are detailed in the Examination Regulations (Grey Book) and in the University Student Handbook:

[www.admin.ox.ac.uk/examregs/](http://www.admin.ox.ac.uk/examregs/)
[http://www.proctors.ox.ac.uk/handbook/handbook/](http://www.proctors.ox.ac.uk/handbook/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:

- A15250W1: Microeconomic Theory
- A15249W1: Macroeconomic Theory
- A11417W1: Quantitative Methods
- A11416W1: Development Economics

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

Note that until 2014–15, Microeconomic Theory and Macroeconomic Theory formed one paper: A11415W1 (Economic Theory); and before 2013–14, the paper codes were: 7201 (Economic Theory); 7203 (Quantitative Methods); and 7202 (Development Economics). 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 Extended Essay will be communicated in the form of standardised transcripts: http://www.ox.ac.uk/students/academic/exams/results

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 Extended Essays 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 Extended Essay; 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. For more information, see: http://www.ox.ac.uk/students/graduation/

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 Extended Essay 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 Extended Essay, only the Extended Essay needs to be resubmitted, and the marks on the written papers are carried over. The Essay 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 Corneliu Bjola – as appropriate. Complaints about departmental facilities should be made to the Departmental Administrator (Graham Bray). The department’s harassment advisor is Professor Doug Gollin. If you feel unable to approach one of those individuals, you may contact the Head of Department (Professor Christopher Adam). 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: https://www.ox.ac.uk/students/academic/complaints

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.

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: https://www.ox.ac.uk/students/academic/complaints
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 (Nicola Shepard), the Director of Graduate Studies (Dr Corneliu Bjola) or the Head of Department (Professor Chris Adam).

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.

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:

<table>
<thead>
<tr>
<th>Points of Contact in ODID</th>
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<tbody>
<tr>
<td>Nicola Shepard</td>
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<tr>
<td>Dominique Attala</td>
</tr>
<tr>
<td>Graham Bray</td>
</tr>
<tr>
<td>Victoria Hudson</td>
</tr>
<tr>
<td>Sue Garrett</td>
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<tr>
<td>Hamayun Minhas</td>
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<tr>
<td>Wendy Grist</td>
</tr>
<tr>
<td>Penny Rogers</td>
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<tr>
<td>Gary Jones</td>
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</tbody>
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Role of the colleges in teaching 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 and it can also be found on the website: http://www.proctors.ox.ac.uk/handbook/handbook/. 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 website: http://www.ox.ac.uk/students/academic/guidance/skills

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. 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: www.admin.ox.ac.uk/edc/policiesandguidance/policyonpaidwork

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: https://www.proctors.ox.ac.uk/handbook/handbook/5residence/

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.” Equality Policy (2013)

Oxford is a diverse community with staff and students from over 140 countries, all with different cultures, beliefs and backgrounds. 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. Visit our website for further details or contact us directly for advice: www.admin.ox.ac.uk/eop or equality@admin.ox.ac.uk

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: www.admin.ox.ac.uk/eop/harassmentadvice

There is range of faith societies, belief groups, and religious centres within Oxford University that are open to students. For more information visit: www.admin.ox.ac.uk/eop/religionandbelief/faithsocietiesgroupsorreligiouscentres
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. For more information visit: [www.ox.ac.uk/students/shw/das](http://www.ox.ac.uk/students/shw/das)

For issues involving facilities at ODID please see: [Graham Bray (📞 (2) 81804)](mailto:graham.bray@oii.ox.ac.uk).

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. For more information visit: [www.ox.ac.uk/students/shw/peer](http://www.ox.ac.uk/students/shw/peer)

Oxford SU also runs a series of campaigns to raise awareness and promote causes that matter to students. For full details, visit: [www.oxfordsu.org/communities/campaigns/](http://www.oxfordsu.org/communities/campaigns/)

There is a wide range of student clubs and societies to get involved in – for more details visit: [www.ox.ac.uk/students/life/clubs](http://www.ox.ac.uk/students/life/clubs)

Health care

Most colleges have their own college nurse and doctor. For more information on accessing medical advice and guidance for staying healthy while studying at the University please see: [http://www.ox.ac.uk/students/welfare/health](http://www.ox.ac.uk/students/welfare/health)

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 confidential service: [www.ox.ac.uk/students/welfare/counselling](http://www.ox.ac.uk/students/welfare/counselling)

The Service is available free to all matriculated undergraduate and graduate members of the University.

The Student Counselling Service is not designed to be an emergency service. Anyone who feels in a state of crisis should contact a doctor. College doctors can be contacted outside surgery hours as they have on-call arrangements.

To request an appointment please contact the Counselling Service in person, by phone or email. After you have made this initial contact, you will be sent a pre-appointment form to complete.

The service aims to see you as soon as possible after you have returned your completed pre-appointment form. Waiting times can be longer in busy periods and we would therefore encourage you to request an appointment as soon as you know you are likely to want one.

Student Welfare & Support Services, University Counselling Service
3 Worcester Street
Oxford OX1 2BX
📞: 01865 270300  Email: counselling@admin.ox.ac.uk
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.

For more information please see: www.ox.ac.uk/students/academic/guidance/graduate/status

Overseas students: Tier 4 visa obligations

See also: www.ox.ac.uk/students/international_students/visaduring/legal/

You have a responsibility to ensure that you comply with the conditions of your Tier 4 student 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: www.ox.ac.uk/students/academic/regulations/a-z

Information Security Policy: please see WebLearn: https://weblearn.ox.ac.uk/portal/site:/socsci:qeh:mscde

Policy and Procedure - Conflict of Interest: please see WebLearn: https://weblearn.ox.ac.uk/portal/site:/socsci:qeh:mscde
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. Full details are available on their web pages: http://www.careers.ox.ac.uk/

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. For more information: https://www.ox.ac.uk/students/academic/guidance/graduate/research/status/Masters_DPhil

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 Extended Essay 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. 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 Bodleian Social Science Library website can be found at: www.bodleian.ox.ac.uk/ssl

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 course readings are also available through the online catalogue SOLO: http://solo.bodleian.ox.ac.uk. Many course readings are also available through the SSL e-readings link via WebLearn. 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: http://libguides.bodleian.ox.ac.uk/development

Sarah Rhodes, Subject Consultant for International Development, is based in the SSL and available for individual research appointments on request (sarah.rhodes@bodleian.ox.ac.uk).

John Southall is Subject Consultant for Economics (john.southall@bodleian.ox.ac.uk), 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

You will find a useful introduction to IT at Oxford at http://welcometoit.ox.ac.uk/. This site provides information on the various resources available throughout the University, and how to obtain access to them. The University’s Computer Usage Rules and Etiquette can be found at http://www.ict.ox.ac.uk/oxford/rules/. A copy of the University’s Rules for Computer Use can be found on the University’s Virtual Learning Environment WebLearn (induction materials): https://weblearn.ox.ac.uk/portal/site/socsci/geh:mscde.
IT Services
The University’s IT Services is located 15 minutes’ walk from ODID in Banbury Road. It offers a wide range of services, including a large variety of courses which are open to all students. Further details may be found at http://www.it.ox.ac.uk/or via the department’s Noticeboard page, in various information leaflets available from IT Services and displayed on ODID foyer notice boards. In order to use these services you will be required to identify yourself by your University Card, giving the Card’s barcode number where necessary.

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

Useful information for students
Oxford Students www.ox.ac.uk/students leads to a wide range of information including Careers Service, Language Centre, IT, student organisations, study information, funding information and publications.

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 by Manor Road IT on behalf of ODID 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: itteam@manor-road.ox.ac.uk. The ODID IT Officer is Hamayun Minhas: hamayun.minhas@qeh.ox.ac.uk

Computing areas at ODID
There are two hot-desking areas at Mansfield Road:
- Room 10.09 (ground floor, Frances Stewart Wing): a quiet study area with 12/2 network printers.
- Outside the lower ground floor seminar rooms (in the new extension): 8 computers/2 network printers.
Both areas are open between 9am and 5.15pm, although it is possible to stay later. Internal doors lock at 8 pm; however, exit is always possible using the green button (but you may not be able to get back in).

Logging into the hot-desk computers
Your username and password to log into the computers at QEH are as follows:
Username: Oxford Single Sign On (SSO) Password: ODID=studentcardnumber
username (e.g. abcd2345) (e.g. ODID=123456789)
At first login, you will be prompted to change your password: it should be at least 10 characters long, use a mixture of upper and lower case letters and contain at least one number and/or a special character. If you have any problems, send an email to: it-support@qeh.ox.ac.uk

Printing
Please note that the printers in the computer rooms have notices behind them giving their name. 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). Full details of OWL and how to connect to it are available at http://www.oucs.ox.ac.uk/network/wireless/. Within Mansfield Road wireless access is available in all public locations.
Information about Departmental Facilities

Introduction
Welcome to the Oxford Department of International Development, Queen Elizabeth House. We hope you have an enjoyable and successful time in the department. These notes are to provide you with information on how the department works. If after reading them you still have queries about aspects of departmental functions, please do not hesitate to ask questions of the members of staff listed above.

The Oxford Department of International Development comprises over 100 staff – academics, researchers and support staff – and some 200 students. In addition to the MSc in Economics for Development, the department’s student body consists of those undertaking the MPhil in Development Studies, the MSc in Refugee and Forced Migration, the MSc in Global Governance and Diplomacy, the MSc in Migration Studies, and those working for a research degree. As well as academics working on individual research, the department hosts five research groups: the Refugee Studies Centre (RSC), the Oxford Poverty and Human Development Initiative (OPHI), Young Lives, Technology and Management Centre for Development (TMCD) and the International Growth Centre (IGC). Visiting research fellows also work here under a variety of schemes to undertake reading and research into aspects of development. At any one time the department has up to ten fellows associated with it. The department is located at 3 Mansfield Road. Development studies and forced migration library holdings are housed in the Social Science Library in Manor Road, which is five minutes’ walk away. Further information about the department can be found on http://www.qeh.ox.ac.uk

Administrative offices
The core administrative staff are based on the first floor of the old building adjacent to the graduate student administrative office (20.24). Office hours are Monday to Friday 9am to 5pm. A message can be left on general enquiries voice mail [(2)81800] out of office hours. The MSc in Economics for Development Course Co-ordinator’s office is room (20.16) on the first floor at Mansfield Road.

Opening hours
The main Mansfield Road building is open and reception staffed from Monday to Friday 9am to 5.15pm. Access is unavailable after this time.

Teaching rooms
The main seminar rooms in the department are Seminar Room 1 (ground floor, old building), Seminar Room 2 (first floor, old building), and Seminar Room 3 (lower ground floor, new extension). There are also two additional seminar/meeting rooms, the Music Room on the ground floor in the Frances Stewart Wing, and Meeting Room A on the lower ground floor of the new extension.

Details of the day’s programme of lectures and seminars for all courses will be available at Mansfield Road reception. If you are unsure where a lecture is being held, please check in reception.

Smoking is not allowed anywhere in the department
Please ensure that mobile phones are switched off during lectures and seminars

Some lectures may also be held at Manor Road (please see the Manor Road Building website http://www.manor-road.ox.ac.uk for details of opening times and location).

General facilities
There are notice boards in reception which cover information about University seminars and courses, health and safety and general what’s-on-in-Oxford.
Telephones in the public areas of the department can be used for calls within the University and colleges at no cost. Emergency calls (999) can also be made on these phones.

Students are not able to use the photocopier in Reception. Students who have work to present at a formal seminar which requires multiple copying should ask their Course Co-ordinator who will make the copies. Please ensure that you give enough time for this and do not leave it to the last minute! All users must be aware of copyright legislation covering the use of photocopiers. Please read the notices by the machines. A notice regarding copyright legislation is also provided in this Handbook.

**Common room and catering**

The department’s common room (hall) for students and staff is located on the ground floor. The room is available during working hours for relaxation and there is a selection of papers to read.

The department has a kitchen run by Will Pouget, who operates the Vaults and Alpha Bar in the Covered Market, supplying mainly organic snacks and light lunches from 12pm to 1.30pm, Monday – Friday in term time. A fair trade coffee machine is also available in the kitchen area. The main seating area for consumers is in the area adjoining the kitchen, but people are welcome to use the common room and courtyard.

Manor Road also has a catering facility and a common room which is available to students during the building’s open hours. Please check the Manor Road Building website (http://www.manor-road.ox.ac.uk/) for opening times.

**Parking**

Car parking is for permit holding University staff only and are patrolled by the University’s Security Service staff who have the authority to clamp parked cars not displaying a permit.

There are public bicycle racks in Mansfield Road and Jowett Walk. You are strongly advised to secure your bike with a strong lock. Please do not leave your bike in the racks over long holiday periods.

**Cycling in Oxford**

Oxfordshire County Council provides a website offering comprehensive information on cycling in Oxford (e.g. regulations, safety, details of cycle lanes/routes). The website is at: http://www.oxfordshire.gov.uk/cms/public-site/cycling. There are also some useful resources on the University’s travel page at http://www.admin.ox.ac.uk/estates/ourservices/travel/bike/.

**Safety and security**

The departmental guidance note **Safety for Staff, Students and Visitors** can be found in the Departmental Policies and Health and Safety Information section on WebLearn at: https://weblearn.ox.ac.uk/portal/hierarchy/socsci/qeh/staffinfo. Please read it carefully and if you have any queries please refer to the Departmental Administrator. A fire drill will be held in Michaelmas Term. Please ensure that you understand the procedures by reading the blue notices posted around the building. If the drill is not carried out satisfactorily we are obliged to repeat it.

The University’s Personal Safety website can be found at: https://www.ox.ac.uk/students/life/community/personal?wssl=1

The Thames Valley Police website can be found at: https://www.thamesvalley.police.uk/
The contact number for non-emergency enquiries is 101.

All students, whether or not they use a computer in the department, should read the DSE (Display Screen Equipment) notes carefully (see https://weblearn.ox.ac.uk/portal/hierarchy/socsci/qeh/staffinfo for departmental notes on DSE use and http://www.admin.ox.ac.uk/safety/policy-statements/s8-09/ for the University’s policy statement on the use of DSE). The department has staff who can advise on workstation layout. Please refer to the IT Officer if you would like advice.
The department’s insurance cannot accept liability for loss of personal possessions. It is important that belongings are not left unattended in seminar and lecture rooms. If your class leaves a room for a short break, do not leave any valuables in the room, particularly cash or cards. CCTV is in operation in various parts of the department.

**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  Email: 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). Bring a completed travel appointment request form (see your Course Co-ordinator for more information on this form). 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 at: [http://www.admin.ox.ac.uk/uohs/at-work/travel/](http://www.admin.ox.ac.uk/uohs/at-work/travel/)

**Harassment**

The University’s policy relating to harassment is available at: [http://www.admin.ox.ac.uk/eop/harassmentadvice/](http://www.admin.ox.ac.uk/eop/harassmentadvice/)

The department’s harassment advisor is Professor Doug Gollin (doug.gollin@qeh.ox.ac.uk).

**Disability**

If you have any concerns or need advice please refer to your supervisor or the MSc Course Co-ordinator, Nicola Shepard. The University’s Disability Office website is at: [http://www.admin.ox.ac.uk/eop/disab/](http://www.admin.ox.ac.uk/eop/disab/).

**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. For more information see the website: [http://www.lang.ox.ac.uk/](http://www.lang.ox.ac.uk/)

**IMPORTANT NOTE: Students’ Addresses**

It is important that Dominique Attala (Graduate Student Administrator at ODID) and the Social Sciences Division Graduate Studies Assistant (2)14861 based at Hayes House, 74 George Street are kept informed of any change of address.

*We all wish you a pleasant and successful time in the department!*
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 Extended Essay (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 Hilary Term, essay supervision takes place in conjunction with the modules. 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 Extended Essay 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 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 Extended Essay 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, Microeconomic Theory, Development Economics and Quantitative Methods) and the Extended Essay (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 an Extended Essay, 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 trade theory; quantitative methods, and the lectures in all the development 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 Tuesday 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 Extended Essay. Extended Essay 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 do at least one presentation during Hilary Term, as part of their development 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.

If you have any issues with teaching or supervision please raise these as soon as possible with the Course Director so that they can be addressed promptly.
Appendix 3: DECLARATION OF AUTHORSHIP

<table>
<thead>
<tr>
<th>Name:</th>
<th>Candidate number¹:</th>
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</thead>
<tbody>
<tr>
<td>College:</td>
<td>Supervisor(s):</td>
</tr>
<tr>
<td>Title of Extended Essay:</td>
<td></td>
</tr>
</tbody>
</table>

[Please type or complete in BLOCK CAPITALS]

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 (The University Student Handbook Section 8.7; available at: https://www.ox.ac.uk/students/academic/student-handbook).

☐ I have read and understood the Education Committee’s information and guidance on academic good practice and plagiarism at: http://www.admin.ox.ac.uk/edc/goodpractice/

The Extended Essay I am submitting is entirely my own work except where otherwise indicated.

☐ 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), or for a qualification at any other institution.

☐ I have clearly indicated the presence of all material I have quoted from other sources, including any diagrams, charts, tables or graphs.

☐ I have clearly indicated the presence of all paraphrased material with appropriate references.

☐ I have acknowledged appropriately any assistance I have received in addition to that provided by my supervisor(s).

☐ I have not copied from the work of any other candidate.

☐ I have not used the services of any agency providing specimen, model or ghostwritten work in the preparation of this thesis/dissertation/extended essay/assignment/project/other submitted work. (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: http://www.admin.ox.ac.uk/statutes/352-051a.shtml).

☐ I confirm that the hard copies I am submitting are identical to the electronic copy submitted to Turnitin for screening.

☐ 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.

☐ 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.

**WORD COUNT:**

<table>
<thead>
<tr>
<th>Average number of words/page:</th>
<th>Number of pages:</th>
<th>This average page is based on page(s) of my essay</th>
</tr>
</thead>
</table>

Candidate’s signature:    Date:

¹ Your candidate number is the same as your examination number

² 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: POLICY ON THE RECORDING OF LECTURES AND OTHER FORMAL TEACHING SESSIONS BY STUDENTS

Introduction
1) The University recognises that there are a number of reasons why students might wish to record lectures or other formal teaching sessions (such as seminars and classes) in order to support their learning. The University also recognises that in most cases copyright in lectures resides with the University or with the academic responsible for the lecture or formal teaching session, and that academics and students may have concerns about privacy and data protection. This policy sets out the circumstances in which such recordings may take place; the respective roles and responsibilities of those involved in such recordings; and the implications of breaches of this policy.

2) For the purposes of this policy, the term ‘recording’ refers to any audio or visual recording of a lecture or other formal teaching session, made with any type of audio or visual recorder.

Permission to record a lecture or other formal teaching session
3) Students who have been given permission to record lectures or other formal teaching sessions as a reasonable adjustment on disability-related grounds do not need to ask for permission to record from individual academics. Students who believe they have disability-related grounds for recording should contact the University’s Disability Advisory Service (http://www.ox.ac.uk/students/welfare/disability/study or disability@admin.ox.ac.uk) for further information on the process for obtaining such permission.

4) Students may request permission to record any lectures or other formal teaching sessions. All such requests should be made in writing (including by email) prior to the lecture course or equivalent, to the academic responsible. Subject to paragraph 3 above, the decision on whether to grant permission is at the discretion of the academic. Students may only record lectures where the academic responsible for the session has given their consent prior to the start of the lecture in writing (e.g. by email), and recordings of lectures may not be made by students unless this consent has been given. Retrospective requests are not permissible under this policy and covert recording of lectures will be treated as a disciplinary offence.

5) Students granted permission in writing to record a formal teaching session other than a lecture should ask the session leader to check at the start of the session that there are no objections from others present to a recording being made.

6) Where recordings are made available routinely by departments and faculties, students may not make personal recordings unless they have been given permission to record as a reasonable adjustment.

Use of recordings
7) Recordings of lectures or other formal teaching sessions may only be made for the personal and private use of the student.

8) Students may not:
   a) pass such recordings to any other person (except for the purposes of transcription, in which case they can be passed to one person only);
   b) publish such recordings in any form (this includes, but is not limited to, the internet and hard copy publication).

9) Students may store recordings of lectures for the duration of their programme of study. Once they have completed the programme of study, students should destroy all recordings of lectures or other formal teaching sessions.

Implementation
10) Where a student breaches this policy, the University will regard this as a disciplinary offence. All such breaches will be dealt with in accordance with Statute XI (http://www.admin.ox.ac.uk/statutes/352-051a.shtml).