

**HOCHSCHULE FÜR TECHNIK UND WIRTSCHAFT BERLIN  
(UNIVERSITY OF APPLIED SCIENCES)**

**Study and Examination Regulations**  
for the Consecutive Master's programme  
**International and Development Economics**

**English Translation**

(This English-language translation is provided for information purposes only. The original German version, published in HTW Berlin Official Information Circular No. 32/15, page 649 ff., is binding.)

At Faculty 3: Business School from the 3<sup>rd</sup> of June 2015<sup>1</sup>  
taking into account the 1st Amendment Order of 2<sup>nd</sup> November 2016<sup>2</sup>  
taking into account the 2nd Amendment Order of 4<sup>th</sup> May 2022<sup>3</sup>

**unofficial reading version**

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<sup>1</sup> HTW AmtlMittBl. Nr. 32/15 S. 647 ff.

<sup>2</sup> HTW AmtlMittBl. Nr. 02/17 S. 7 ff.

<sup>3</sup> HTW AmtlMittBl. Nr. 12/22 S. 187 ff.

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## **§ 1 Application and Scope**

- (1) These Study and Examination Regulations apply for all students who are enrolled in the first programme semester of the International and Development Economics Master's programme in HTW Berlin's Faculty 3: Business School after their entry into force.
- (2) These Study and Examination Regulations also apply for all students who, after changing university or study programme, are placed on the programme at the same stage as those in (1) as a result of accreditation of prior learning and examination.
- (3) The provisional regulations in § 15 of this document only apply to students enrolled on the programme in accordance with the previous Study and Examination regulations for the International and Development Economics Master's programme from the 5<sup>th</sup> of October 2005 (FHTW Berlin Official Information Circular 06/06), last amended on the 13<sup>th</sup> of October 2010 (HTW Berlin Official Information Circular No. 11/11).

## **§ 2 Validity of the Study and Examination Regulations Framework**

This document is based on the respective valid edition of HTW Berlin's Study and Examination Framework Regulations for Bachelor's and Master's Programmes (the Rahmenstudien- und -prüfungsordnung für Bachelor- und Masterstudiengänge, hereafter abbreviated to RStPO – Ba/Ma).

## **§ 3 Allocation of Study Places**

- (1) The Master's degree in International and Development Economics is a consecutive programme.
- (2) The allocation of study places is performed according to the BerlHG, the Berlin Higher Education Admissions Act (Berliner Hochschulzulassungsgesetz) and the Berlin Higher Education Admissions Regulations (Berliner Hochschulzulassungsverordnung) in their respective valid editions as well as the Entry and Admissions Regulations of the consecutive Master's programme International and Development Economics in their respective valid editions.

## **§ 4 Service Charge**

Students enrolled on the International and Development Economics Master's programme are required to make a partial contribution to cover the additional costs of an international, consecutive Master's programme with this specific profile, in particular as these relate to increased levels of supervision, excursions, additional teaching, English-language specialised literature, the international recruitment of teaching staff, the maintaining of international contacts and alumni work.

## **§ 5 Programme Aims**

- (1) The Master's programme is offered to graduates of economics and social sciences with the aim of developing and expanding their academic and professional qualifications in the field of international economic relations and development economics.
- (2) The Master's programme pursues the following goals:
  - a) Teaching of knowledge covering the specific problems experienced by developing and emerging market economies in the fields of macroeconomics, foreign trade, development economics and public finance;
  - b) Achieving insight into the sector strategies of developing and emerging market economies, including for central sectors such as financial institutions, manufacturing, the environment, social security and state-owned enterprise;
  - c) Expanding knowledge of specialised economic policies including monetary and ex-change rate policy, fiscal policy and regional policy;
  - d) Equipping students with interdisciplinary methodological knowledge and qualifications;
  - e) Fostering of social competence and intercultural communication skills via insight into various cultures and their social, political and economic characteristics.
- (3) The programme enables students whose native language is not English to develop high-level English-language skills, as well as allowing students from outside of Germany to expand their understanding of German culture.

## **§ 6 Teaching Sessions in the English Language**

All teaching will be conducted exclusively in the English language.

## **§ 7 Regular Study Period, Programme Plan, Modules**

- (1) The Master's programme in International and Development Economics is an on-campus programme with a duration of 3 semesters (regular study period). It comprises 90 credits (ECTS). A credit corresponds to a student workload of 27 hours. The annual workload totals 1,620 hours.
- (2) The programme is structured according to the Programme Plan in Annex 1 and employs a modular format as per § 4 of the RStPO–Ba/Ma. The Programme Plan in Annex 1 contains a list of all of the modules in the International and Development Economics Master's programme including electives. For each module, it specifies module designation, level, form and type (compulsory/elective), attendance time (in weekly study hours - WSH), the basic learning time in terms of credits awarded and the compulsory and recommended prerequisites.
- (3) Learning outcomes and competences for each module are also set out in Annex 2 and form part of these regulations.

- (4) Elective modules may be offered as block sessions. EM Module W4 (supplementary module) Project Planning, Monitoring and Evaluation can be offered as a block seminar outside the regular lecture times.
- (5) The faculty council shall determine the modules to be offered in good time.
- (6) The programme recommends regular attendance in all teaching sessions. Compulsory attendance for individual modules is indicated in the module description.

## **§ 8 Programme Structure**

- (1) Studies on the consecutive Master's programme International and Development Economics commence once a year at the start of the respective summer semester.
- (2) In accordance with the Programme Plan in Annex 1, students must select and complete elective modules totalling 35 credits. In deviation from the Programme Plan, individual modules from the summer semester may also be offered during the winter semester, and vice versa.
- (3) Upon request, and subject to the permission of the examination board, one curricular elective module comprising 5 credits per semester may be replaced by another HTW Berlin module of equal value in terms of credits from a different Master's programme (if free places are available), or by a module of equal value offered by another institution.
- (4) The completion of the Master's thesis comprises 20 credits. The writing period begins one week after the start of the respective teaching period. The Master's thesis is accompanied by a seminar course which ends with the final oral examination. The module Final Oral Examination with its accompanying seminar series comprises 5 credits.
- (5) The programme is considered to have been successfully completed when all modules including the Master's thesis and the final oral examination have been successfully completed.

## **§ 9 Supplementary Modules Offered (AWE)**

The supplementary modules (termed AWE modules – allgemeinwissenschaftliche Ergänzungsmodule) are taken from the selection offered by the study programme. For the modules M5 Supplementary Module 1 (AWE 1) and M6 Supplementary Module 2 (AWE 2), two modules must be completed from the following (see elective module catalogue in Annex 1):

- W1 (AWE) Norms, Institutions and Social Progress
- W2 (AWE) Germany's External Relations
- W3 (AWE) Research Methods in Social Sciences
- W4 (AWE) Project Planning, Monitoring and Evaluation.

## **§ 10 Module Examinations**

- (1) Modules are assessed by means of a differentiated grade.
- (2) Successful completion of a module is evidenced by the student passing a standardised module examination. The examination components and examination forms are set out for each module in the modules descriptions for the programme International and Development Economics – Master of Arts (M.A.).
- (3) If a module incorporates multiple examination components, the module grade is calculated via a weighted mean of the component grades, with the weighting factors for the examination components being set out in the module description. As a rule, examination components can compensate for each other according to their weighting. This does not however apply to the following modules:
  - M1 Microeconomics and Development,
  - M2 Macroeconomics and Development and
  - M3 International Economics for the 21<sup>st</sup> Century.

Here, all respective examination components must be passed individually.

- (4) Passing the module examination is a requirement for gaining credits. The number of credits gained for each respective module is listed in Annex 1.
- (5) Students may complete more elective modules (except supplementary AWE modules as per § 9) than stipulated in the curriculum. In the event that more elective modules are completed than stipulated in the curriculum, the modules with the best grades shall be included on the grade transcript unless the student specifies the inclusion of other modules with the Examination Office before permission is granted to undertake the final oral examination. If the examination for a supplementary AWE module is passed, this may not be replaced by another supplementary AWE module. However, a certificate of completion for the additional supplementary module may be provided by the module lecturer.
- (6) Admission to an examination or the submission of continuously assessed examination are subject to registration on the corresponding module in accordance with the provisions of the HTW Berlin University Regulations (Hochschulordnung - HO) in their valid version.
- (7) For the modules:
  - M7 Development Policies and Research Colloquium
  - W4 (supplementary module) Project Planning, Monitoring and Evaluation.
  - W3 (AWE) Norms, Institutions and Social Progress
  - W10 The State in Business

only one examination date is offered per semester as the module's examination solely comprises an assignment completed during the module's duration.

- (8) Apart from the Master's thesis and the final oral examination, every module examination may be repeated twice at most. If a third attempt has to be undertaken in the following se-

mester, this module examination may take the form of an oral examination performed after the seventh week of the teaching period. If a student fails the examination at the third attempt then the module is considered to have been irrevocably failed. Successful graduation from the Master's programme International and Development Economics is in this case no longer possible.

## **§ 11 Master's Thesis**

- (1) Permission to complete the Master's thesis shall be granted when all modules from both semesters totalling 60 credits (ECTS) have been successfully completed and registration with the examination office has been performed by the end of the second semester's teaching period according to the regular programme plan. A candidate may also be permitted to complete a thesis if:
- he or she has yet to successfully complete modules collectively totalling five credits and;
  - the successful completion of all modules is possible and anticipated in the semester during which the Master's thesis is being written and;
  - the type and scope of the uncompleted modules have no significant impact on the thesis's topic or writing period.

As long as it is suitable, the topic agreed between the student and the first thesis supervisor is confirmed by the examination board via the signature of the chairperson on the application form for permission to complete the Master's thesis. A topic is considered suitable if it deals with questions and problems related to the subject fields contained within the programme plan as per Annex 1.

- (2) A topic may be approved only once in a given semester. The Master's thesis cannot be completed as a piece of group work.
- (3) The beginning of the Master's thesis writing period and the submission deadline are stipulated by the examination board in writing. The thesis writing period begins as a rule one week after the start of the summer semester teaching period. The writing period is 13 weeks. Students who due to delays in their studies have to complete their Master's thesis during the winter semester must apply for permission to complete the thesis by the end of the teaching period of the third semester according to the regular programme plan. The permission to complete the thesis should as a rule be given in writing one week after the start of the winter semester.
- (4) The examination board shall appoint supervising examiners in writing.
- (5) The final thesis comprises as a rule 10,000 to 12,000 words. The examiner may deduct up to 20% from the grade if the candidate exceeds or undershoots this word limit.
- (6) The Master's thesis must be submitted to the faculty administration at the latest on the submission deadline in written and electronic form in accordance with § 23, paragraph 7 of the RStPO-Ba/Ma.

## **§ 12 Final Oral Examination**

- (1) The oral examination is carried out in the form of a module examination for the module Final Oral Examination.
- (2) Students who have successfully completed the Master's thesis and modules totalling 65 credit points are admitted to the final oral examination. Students unable to provide evidence of 210 credit points upon admission to the Master's programme may only be admitted to the final oral examination if they are able to provide evidence of a total of 295 credit points from their first degree and the Master's programme. The fulfilment of the stipulations made in the protocol of the selection committee for the acquisition of missing credit points must be proven to the examination office at HTW Berlin without the student being requested to do so. The module examination of the final examination module is based on the subject of the Master's thesis and locates this within the context of the International and Development Economics Master's programme. The student is required to provide a clear and concise overview of the Master's thesis topic and defend his/her argumentation over the course of an academic discussion in an informed and competent manner.
- (3) The grade awarded for the oral examination is determined by the extent to which the student is able to:
  - employ the knowledge and methods learned in the programme in a results-orientated and academically rigorous manner in the completion of a programme-related academic enquiry,
  - effectively present a complex programme-related topic in free speech within a given time limit and,
  - engage in academic debate on the subject-specific and methodological content of the Master's thesis.

## **§ 13 Module Grades on the Master's Grade Transcript**

- (1) The modules and module groups shall be listed in the following order on the Master's Degree Grade Transcript:
  - (a) Compulsory modules:
    - Microeconomics and Development
    - Macroeconomics and Development
    - International Economics for the 21<sup>st</sup> Century
    - Theories of Development
    - Development Policies and Research Colloquium
    - Public Finance for Development
  - (b) Elective Modules:
    - (Elective Module 1)
    - (Elective Module 2)
    - (Elective Module 3)
    - (Elective Module 4)



(Elective Module 5)

(Supplementary Module 1 (AWE))

(Supplementary Module 2 (AWE))

(2) The following module grades are listed on the Master's grade transcript, but are not included in the calculation of the overall final grade:

M1 Microeconomics and Development

M8 Public Finance for Development

M5 Supplementary Module 1 (AWE)

M6 Supplementary Module 2 (AWE)

#### § 14 Calculation of the Degree Grade

(1) The final Master's degree grade is calculated using the overall grade (X), which in turn is derived from the weighted mean of the component grades ( $X_1$ ,  $X_2$ ,  $X_3$ ) according to the formula

$$X = aX_1 + bX_2 + cX_3$$

truncated after two decimal places and rounded to one decimal place. The component grades are:

- The weighted mean of the module grades used to calculate the final grade (factor  $X_1$ ); here the grade achieved is truncated after two decimal places,
- The grade awarded the Master's thesis (factor  $X_2$ ) and,
- The grade of the final oral examination (factor  $X_3$ ).

The weighting factors are as follows:  $a = 0.50$ ;  $b = 0.40$ ,  $c = 0.10$ .

$$X_1 = \frac{\sum (F_i \cdot a_i)}{\sum a_i}$$

(2) The calculation of factor  $X_1$  for the final grade is performed via the calculation of a weighted mean from all modules included in the calculation based on their respective number of credits according to the formula

- Where:
- $F_i$ : The individual module grades.
  - $a_i$ : The weighting factors of the individual module grades.

(3) The weighting factors of the individual modules are as stated in the following table:

Module name	Weighting Factor $a_i$
Macroeconomics and Development	2
International Economics for the 21 <sup>st</sup> Century	2
Theories of Development	2
Development Policies and Research Colloquium	2
Elective Module 1	1

Elective Module 2	1
Elective Module 3	1
Elective Module 4	1
Elective Module 5	1
<b>Total</b>	<b>13</b>

### **§ 15 Graduation Documents**

- (1) Graduates shall receive the graduation documents as listed in § 28 of the RStPO-Ba/Ma in the valid edition. Only the English module designations shall be included on all graduation documents. Conferral of the academic degree "Master of Arts (M.A.)" is certified via the Master's Degree Certificate.
- (2) Specific information on the Diploma Supplement for the Master's programme International and Development Economics is included in Annex 4.

### **§ 16 Provisional Regulations**

Students whose studies have been delayed and for whom modules from the previous Study Regulations of the International and Development Economics Master's programme from the 5th of October 2005 (FHTW Berlin Official Information Circular 06/06), last amended on the 13<sup>th</sup> of October 2010 (HTW Berlin Official Information Circular No. 11/11) are no longer offered are required to complete the equivalent modules from these Study and Examination Regulations as set out in the equivalence table in Annex 5.

### **§ 17 Entry into Force, Publication**

This document comes into force on the day after its publication in the Official Information Circular of HTW Berlin with effect from the 1st of April 2016.

## Annex 1: Programme Overview

### A) Programme Overview

#### Semester 1

No.	Module Designation	Mode	Type	WSH	Cr	Lev	CP	RP
M1	Microeconomics and Development	CM	SL	4	5	2a	-	-
M2	Macroeconomics and Development	CM	SL	4	5	2a	-	-
M3	International Economics for the 21st Century	CM	SL	4	5	2a	-	-
M4	Theories of Development	CM	SL		5	2a	-	-
M5	Supplementary Module 1 (AWE)	EM	PA	2	5	2a	-	-
M6	Supplementary Module 2 (AWE)	EM	PA	2	5	2a	-	-
	<b>Total per semester</b>			<b>16/4</b>	<b>30</b>			

#### Semester 2

No.	Module Designation	Mode	Type	WSH	Cr	Lev	CP	RP
M7	Development Policies and Research Colloquium	CM	SL	4	5	2a	-	-
M8	Public Finance for Development	CM	SL	4	5	2a	-	-
M9	Elective Module 1 1)	EM	PA 2)	2	5	2a	-	-
M10	Elective Module 2 1)	EM	PA 2)	2	5	2a	-	-
M11	Elective Module 3 1)	EM	PA 2)	2	5	2a	-	-
M12	Elective Module 4 1)	EM	PA 2)	2	5	2a	-	-
	<b>Total per semester</b>			<b>8/8</b>	<b>30</b>			

### Semester 3

No.	Module Designation	Mode	Type	WSH	Cr	Lev	CP	RP
M13	Elective Module 5 <sup>1)</sup>	EM	PA <sup>2)</sup>	2	5	2a	-	-
M14	Master's Thesis	CM			20	2b	see § 11	-
M15	Final Oral Examination	CM			5	2b	see § 12	-
M15.1	Master's Thesis Seminar		PS	2				
	<b>Total per semester</b>			<b>0/4</b>	<b>30</b>			
	<b>Overall total</b>			<b>24/16</b>	<b>90</b>			

<sup>1)</sup> Prior to the start of each semester, double the number of required modules will be offered from the elective catalogue 1B to 2.

<sup>2)</sup> May also be offered as PCA module.

Legend:

#### **Form of teaching:**

PCA PC Activities

PA Practical Activities

SL Seminar-style Lecture

PS (Project) Seminar

#### **Type of module:**

CM Compulsory Module

EM Elective Module

#### **General:**

RP Recommended Prerequisite (modules for which the completion of previous modules is recommended)

CP Compulsory Prerequisite (modules for which the completion of previous modules is compulsory)

Cr Credits (ECTS)

WSH Weekly Study Hours

Lev Level (2a = no prerequisite/2b = with prerequisite)

Please note:

One credit (ECTS) corresponds to a student learning workload of 27 hours each 60-minute long.

## B) List of elective modules (elective catalogue)

1. In the first semester, supplementary AWE modules 1 and 2 (M5 and M6) must be completed. The following four modules are offered as standard.

No.	Module Designation	Type	WSH	Cr	Lev	CP	RP
W1 (AWE)	Norms, Institutions and Social Progress	PA	2	5	2a	-	-
W2 (AWE)	Germany's External Relations	PA	2	5	2a	-	-
W3 (AWE)	Research Methods in Social Sciences	PCA	2	5	2a	-	-
W4 (AWE)	Project Planning, Monitoring and Evaluation	PA	2	5	2a	-	-

2. The elective modules M9 to M13 must be completed in the second and third semesters. Additionally, the programme regularly offers a choice of 8 modules from W5 to W27 in the second semester and 2 modules from W5 to W27 in the third semester. The Faculty Council may (additionally) decide to offer further modules, taking into account the development of the respective subject areas, which are offered as one of these modules for the respective semester. Instead of the modules M9 to M13, students can also complete one or more modules as part of other degree programmes at HTW Berlin or at other universities in Germany or abroad, which can be credited towards the elective modules W5 to W27. Students must conclude a corresponding learning agreement with the examination board as regards any modules to be credited before the start of the semester.

Nr.	Modulbezeichnung	Form	SWS	LP	NSt	NV	EV
W5	Social Protection in Low- and Middle-Income Countries	PÜ	2	5	2a	-	-
W6	Topical Issues of International and Development Economics	PÜ	2	5	2a	-	-
W7	Central Banking	PÜ	2	5	2a	-	-
W8	Financial Systems Development	PÜ	2	5	2a	-	-
W9	Regional Integration	PÜ	2	5	2a	-	-
W10	The State in Business	PÜ	2	5	2a	-	-
W11	Environmental and Resource Economics	PÜ	2	5	2a	-	-
W12	Development Cooperation	PÜ	2	5	2a	-	-
W13	Econometrics	PCÜ	4	5	2a	-	-
W14	Advanced Applied Research Methods	PCÜ	2	5	2a	-	-

W15	Current Issues in Global Development	PÜ	2	5	2a	-	-
W16	Development Cooperation in Practice	PÜ	2	5	2a	-	-
W17	Institutions and Development	PÜ	2	5	2a	-	-
W18	History of Economic Thought	PÜ	2	5	2a	-	-
W19	Regional Economic Development in Perspective	PÜ	2	5	2a	-	-
W20	National Economic Development in Historical Perspective	PÜ	2	5	2a	-	-
W21	Sector Strategies and Development	PÜ	2	5	2a	-	-
W22	Current Challenges for National and Regional Development	PÜ	2	5	2a	-	-
W23	The National Economy in the Global Context	PÜ	2	5	2a	-	-
W24	Advanced Business Topics	PÜ	2	5	2a	-	-
W25	Foundations of European Economic Policies	PA	2	5	2a	-	-
W26	European Macroeconomic Policies	PA	2	5	2a	-	-
W27	European Microeconomic Policies	PA	2	5	2a	-	-

Modules W16 to W27 can only be completed as part of a degree programme at another higher education institution

**Annex 2: Learning Outcomes and Competences for each Module**

<b>Module Designation</b>	<b>M1 Microeconomics and Development</b>
<b>Learning Outcomes/Competencies</b>	Aim of this class is to learn how deviations from standard (neo-) classical assumptions like market imperfections, external effects, information asymmetries, or bounded rationality lead to market failures that call for governmental intervention. Students are enabled to identify the underlying development issues, and learn to discuss critically the effectiveness of various development-related policies – e.g. credit subsidies for poor households or conditional cash transfers – in the context of existing theories and evidence on individual decision-making

<b>Module Designation</b>	<b>M2 Macroeconomics and Development</b>
<b>Learning Outcomes/Competencies</b>	The aim of this course is to impart a clear understanding of the differences between the principal macroeconomic paradigms, and how these relate to debates and policy recommendations on monetary, fiscal and exchange rate policies in a development context. Students can draw conclusions and conduct empirical analysis related to developing countries. They will be able to independently prepare macroeconomic analyses for different countries and develop and evaluate problem-oriented policy concepts.

<b>Module Designation</b>	<b>M3 International Economics for the 21st Century</b>
<b>Learning Outcomes/Competencies</b>	Students know the basic empirical features (direction, size and determinants) of global trade and financial flows and can evaluate their relevance for developing countries. They understand the basic models of international trade and international capital flows, can apply them to examples as well as current events and are able to critically discuss their assumptions and limitations. They are aware of recent contributions to the theory of international trade and finance and can analyse policy recommendations under different theoretical models. Moreover, they are able to read and understand academic papers in the field of international economics of moderate complexity and are able to present these papers to fellow students.

<b>Module Designation</b>	<b>M4 Theories of Development</b>
<b>Learning Outcomes/Competencies</b>	Students are aware of the main theoretical approaches to development economics and of a selection of related contemporary issues in development policy. They know major concepts, theoretical approaches, historical developments and debates in development theory and practice. By the end of the course students have a good understanding of the challenge of development in developing countries and emerging markets and of how the academic research community and development organizations have been dealing with it throughout various time periods. Students are able to analyse selected development policy approaches, policies and their respective outcomes as well as to evaluate policy options, design policies, make decisions and give policy recommendations.

<b>Module Designation</b>	<b>M7 Development Policies and Research Colloquium</b>
<b>Learning Outcomes/Competencies</b>	Students know how a number of important development policies have been derived from major economic development theories and/or have been designed in a pragmatic way in order to deal with particular development challenges. They are aware of the difficulties of policy design and implementation as well as of the diversity of policy outcomes in different contexts and of the often diverging assessment of policy outcomes by different observers. Students can evaluate development policies against the background of their theoretical foundations and their relevance for developing countries, are able to analyse and critically discuss their assumptions and limitations as well as to present the results of their analysis to fellow students. During Research Colloquia and excursions, the students learn about concrete challenges in the area of development policy as well as theoretical and methodological frameworks and practical approaches to deal with these challenges. Students are capable of discussing and evaluating policy approaches and results.

<b>Module Designation</b>	<b>M8 Public Finance for Development</b>
<b>Learning Outcomes/Competencies</b>	Students know major concepts, theoretical approaches, historical developments and debates in public finance with regard to developed as well as to developing countries and emerging markets. By the end of the course students have a good understanding of the role of the public sector in economic development, the planning and control of public spending and tax policy and its problems in emerging markets and developing countries. Students are able to analyse public finance approaches, policies and their respective outcomes. Students are able to evaluate policy options, design policies, make decisions and give policy recommendations as well as to present, discuss and defend their case in front of an audience, both individually and in task groups and teams.



<b>Module Designation</b>	<b>M14 Master's Thesis</b>
<b>Learning Outcomes/Competencies</b>	In the process of researching and reading for their master's thesis projects as well as during structuring and writing the thesis students learn how to transform research objectives, theoretical and methodological knowledge as well as empirical facts and figures into a consistent and convincing academic paper that adds to the existent knowledge in the particular field of research. They develop the capability to assess the relevant theoretical and methodological literature, to identify and access appropriate sources of empirical data and to evaluate different arguments brought forward in the discussion on the topic so far in order to relate them to the results of their own research and to come up with their own judgment on the matter, including relevant policy conclusions (when applicable). The master's thesis provides the proof that students are able to deal with problems in the area of international and development economics in an academic way, to apply the knowledge gained during the study program and to produce an academic paper on a topic related to international and development economics.

<b>Module Designation</b>	<b>M15 Final Oral Examination</b>
<b>Learning Outcomes/Competencies</b>	In the Master's thesis seminar students further develop the capacity of formulating clear and specific research objectives, research questions and hypotheses, of presenting their research project to an audience as well as of commenting and advising each other in a group and discussing preliminary results as they proceed with the work on their own thesis project. In the oral examination students present the knowledge gained during their studies and in particular during the research for their thesis project based on a structured presentation and an academic debate on their findings. Students are able to prove their knowledge in the field of international and development economics in free speech and presentation.

**Elective Modules:**

<b>Module Designation</b>	<b>W1 (AWE) Norms, Institutions and Social Progress</b>
<b>Learning Outcomes/Competencies</b>	Students know major concepts, theoretical approaches, historical developments and debates on the role of non-economic variables such as culture, religion, politics, etc. with regard to economic as well as overall socioeconomic development. Students are aware of the fact that economic processes take place within social and cultural contexts, that failure to take account of specific contexts can mean that economic outcomes will be very different from those expected and that economic policies depend on political and other institutions to be implemented. Students are able to analyse potential positive or negative impact of cultural patterns and political structures on economic development

	and to draw conclusions relevant for a whole spectrum of actors and stake holders involved in the process. They are further able to present, discuss and defend their case in front of an audience, both individually and in working groups and teams.
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<b>Module Designation</b>	<b>W2 (AWE) Germany's External Relations</b>
<b>Learning Outcomes/Competencies</b>	Students know major organisations, institutions and channels of communication relevant for Germany's political, economic, cultural and social external relations. They are aware of the multitude of avenues that different actors in external relations utilise to communicate, negotiate and implement their interests in the context of highly complex and dynamic international and global environments. Students get in touch with selected institutions and organisations representing typical actors in the field of external relations, learn about their position within the network of various actors as well as about their internal functioning. They understand the logic of their activities and can evaluate their relevance for Germany as well as for emerging markets and developing countries and are able to critically discuss their opportunities and limitations.

<b>Module Designation</b>	<b>W3 (AWE) Research Methods in Social Sciences</b>
<b>Learning Outcomes/Competencies</b>	Students learn about the process of scientific research in the social sciences and how to generate interesting and useful research questions. They master the different empirical research methods, know their limitations and can attribute their potential usefulness to concrete research questions. Students learn how to collect, describe, present, analyse and interpret data, on a qualitative as well as quantitative basis.

<b>Module Designation</b>	<b>W4 (AWE) Project Planning, Monitoring and Evaluation</b>
<b>Learning Outcomes/Competencies</b>	Students are acquainted with Project Cycle Management (PCM), i.e. approaches and methods which are widely applied in planning, monitoring and evaluation of development projects and programmes. Through demonstration and practical experience, they are familiar with the planning, monitoring and evaluation methods and tools applied on the various steps of the 16/25 PCM process and know how to apply these methods in practice. Student are aware of their assumptions, opportunities and limitations and are able to adjust their approaches, methods and tools based on an assessment of the given environmental conditions in which concrete projects are being designed, implemented and evaluated.

<b>Module Designation</b>	<b>W5 Social Protection in Low- and Middle-Income Countries</b>
<b>Learning Outcomes/Competencies</b>	<p>This course discusses what vulnerability means, where it comes from and how it can be measured, shows that people in different contexts face different risks and manage their risks in very different ways, analyses why and when social protection is needed, which actor can and should offer it, what role the state should play and how it can be financed and organised, compares different forms of social protection and their respective strengths, examines the specific challenges and weaknesses of social protection in low and middle income countries (LICs and MICs) as well as strategies to overcome them and identifies the economic, technical and political reasons for the weaknesses. Finally, different options of protection against the effects of illness, unemployment and old-age in LICs and MICs are discussed more extensively. The goals of the course include that students understand the nature and relevance of different risks, learn about the origin of risks and vulnerability and about the different linkages between vulnerability and poverty, get to know about different strategies how risks can be managed, learn to assess when and why social protection is needed, get to know different forms of organising and financing social protection and their respective strengths and weaknesses, discuss ways to extend the coverage of social protection schemes in low- and middle income countries and reflect on the requirements of an effective social protection policy.</p>

<b>Module Designation</b>	<b>W6 Topical Issues of International and Development Economics</b>
<b>Learning Outcomes/Competencies</b>	<p>Students know in how far the topic chosen for the course is of particular relevance within the area of international and development economics. They are aware of the overall importance of the chosen topic as well as of various major aspects related to the topic in terms of theory, methodology, empirical findings and policy issues. They understand the respective debates and policy activities, are able to put them into historical perspective as well as to critically discuss their assumptions and limitations and can analyse policy recommendations under different assumptions and framework conditions. Moreover, they are able to read and understand academic papers of moderate complexity in the respective field and are able to present these papers to fellow students</p>

<b>Module Designation</b>	<b>W7 Central Banking</b>
<b>Learning Outcomes/Competencies</b>	<p>Students know how money is created in the interaction between households, firms, commercial banks and central banks. They understand how different monetary policy instruments influence the creation of money and can analyse the potential impact of different monetary policy actions both on the financial sector and the economy at large. They are aware of recent academic and real-world disputes about the best approach to central banking and know the specific</p>

	difficulties for central banking in developing countries. Based on these foundations, they are able to analyse the main factors in a central bank's decision and can formulate an informed decision on the best path for monetary policy under varying macroeconomic conditions.
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<b>Module Designation</b>	<b>W8 Financial Systems Development</b>
<b>Learning Outcomes/Competencies</b>	Students understand the basic role of finance and the financial system for capital accumulation. They are aware of current and historical theoretical disputes about the role of finance for economic development. They understand the specifics of financial markets (compared to markets for goods and other services) and the logic of different types of financial regulations and financial institutions related to these specifics. They understand the arguments for and against financial deregulation. They can analyse the impact of specific regulatory measures on the development and stability of a financial system.

<b>Module Designation</b>	<b>W9 Regional Integration</b>
<b>Learning Outcomes/Competencies</b>	Students know the basic types and classifications of regional integration agreements. They understand the basic models of preferential liberalisation and can apply them to analyse the impact of regional integration agreements on trade flows. They understand the logic of optimum currency area theory. They understand the different positions in the debate on South-South vs. North-South integration, both with regards to trade and monetary integration. They can apply this theoretical knowledge to critically analyse the achievements and challenges of existing regional integration agreements.

<b>Module Designation</b>	<b>W10 The State in Business</b>
<b>Learning Outcomes/Competencies</b>	Students know major concepts, theoretical approaches, historical developments and debates on state-owned enterprises, privatization and nationalization with regard to developed as well as in developing countries. Students are able to undertake a critical assessment of the arguments for establishing state owned enterprises, the problems of state owned enterprises, the arguments in favour of privatisation and nationalization as well as the problems and conflicts associated with privatisation and nationalization in practice. Students are able to analyse privatization, nationalization and other related policy approaches, policies and their respective outcomes. They are able to evaluate policy options, design policies and give policy recommendations as well as to do their own academic research and present, discuss and defend their case in front of an audience, both individually and in task groups and teams.

<b>Module Designation</b>	<b>W11 Environmental and Resource Economics</b>
<b>Learning Outcomes/Competencies</b>	Students know major concepts, theoretical approaches, historical developments and debates on environmental resources, their economic use and economic policy-measures aimed at their protection. Students are aware of current national and global issues regarding environmental and resource economics. They know and are able to use the main theoretical and statistical approaches in order for them to deal with current problems and debates in the field. Participants know the relevant software regarding simulation and analysis of issues in environment and resource economics and are familiar with the practical use of such software programmes. Students are able to evaluate policy options, design policies and give policy recommendations as well as to do their own academic research and present, discuss and defend their case in front of an audience, both individually and in task18/25 groups and teams.

<b>Module Designation</b>	<b>W12 Development Cooperation</b>
<b>Learning Outcomes/Competencies</b>	Students know the basic motivations and trends in official development aid (ODA) flows. They know the most important international institutions concerned with economic development issues and have a deeper understanding of the working of a limited number of selected international organisations. They understand the current disputes about these institutions' policies. They can form and argue soundly an opinion about current development policy issues and defend these positions against criticism.

<b>Module Designation</b>	<b>W13 Econometrics</b>
<b>Learning Outcomes/Competencies</b>	The students understand the Gauss-Markov assumptions for the OLS of the linear model and can interpret them in light of actual empirical applications. Students can identify the specificities of datasets and the associated thorny issues affecting OLS. Students can propose practical solutions to address these issues. Students are able to read critically refereed journal articles with econometric contents and possess a sound base for conducting (very) basic empirical research. For more elaborated research the lectures W5 and W14 are highly recommended.

<b>Module Designation</b>	<b>W14 Advanced Applied Research Methods</b>
<b>Learning Outcomes/Competencies</b>	Students can design, structure and conduct their own empirical research project within a clearly defined methodological area. They master the specific empirical research methodology covered in the module. They also understand the limitations of their empirical methodological knowledge and of the specific research methodology covered. They can realistically assess the amount of time and effort needed to put into conducting an empirical research project.

<b>Module Designation</b>	<b>W15 Current Issues in Global Development</b>
<b>Learning Outcomes/Competencies</b>	Students know in how far the current issue chosen for the course is of particular relevance within the area of international and development economics. They are aware of the overall importance of the issue as well as of various major aspects related to the current issue in terms of theory, methodology, empirical findings and policy issues. They understand the respective debates and policy activities, are able to put them into historical perspective as well as to critically discuss their assumptions and limitations and can analyse policy recommendations under different assumptions and framework conditions. Further they are able to read and understand academic papers in the respective field of moderate complexity and are able to present these papers to fellow students.

<b>Module Designation</b>	<b>W16 Development Cooperation in Practice</b>
<b>Learning Outcomes/Competencies</b>	The students understand the main complications of development cooperation in practice. To this end, they have gained in-depth insight either into a specific field of development policies promoted by institutions in the realm development cooperation or into a specific project of development cooperation. They are able to analyse the observed problems and link them to ap-19/25 appropriate theoretical concepts.

<b>Module Designation</b>	<b>W17 Institutions and Development</b>
<b>Learning Outcomes/Competencies</b>	The students understand the main impact of institutional characteristics and structures on the process of economic development. To this end, they have an insight into selected important theories explaining the importance of institutions. Moreover, they are able to apply these theories to empirical cases and observations.

<b>Module Designation</b>	<b>W18 History of Economic Thought</b>
<b>Learning Outcomes/Competencies</b>	The students understand the main developments in the history of economic thought. They are able to link current theoretical debate to the history of economic thought and hence evaluate the scope of economic theories and models.

<b>Module Designation</b>	<b>W19 Regional Economic Development in Perspective</b>
<b>Learning Outcomes/Competencies</b>	The students have gained insight into the economic development process of a selected region (e.g. Southeast Asia, Latin America) or a selected country. They understand how the development of this region compares to that of other regions and which approaches might explain this relative over- or underperformance. They are able to apply this knowledge when it comes to development performance of other regions or countries.

<b>Module Designation</b>	<b>W20 National Economic Development in Historical Perspective</b>
<b>Learning Outcomes/Competencies</b>	Students know the historical economic development of a specific country and/or a specific country group in general as well as with regards to a number of selected aspects. They can identify particular time periods, economic policy decisions, policies implemented and policy outcomes and have the capability to assess and evaluate their immediate economic relevance for the respective country or country group. Students further understand the mid- to long-term consequences and implications of selected events in the economic history of the concerned country or countries and can give examples or provide case studies.

<b>Module Designation</b>	<b>W21 Sector Strategies and Development</b>
<b>Learning Outcomes/Competencies</b>	Students have substantial knowledge concerning the basics of one or of a limited number of sector strategies of importance for developed industrial nations, emerging markets and/or developing countries in general as well as with regards to a number of selected aspects. They are familiar with relevant theoretical and methodological foundations, with approaches and trends in policy design and implementation over time as well as with the related policy outcomes. Students understand mid- to long-term consequences and implications of selected approaches and policies and can evaluate their implications for emerging markets and developing countries. Further they are able to read and understand academic papers in the respective field of moderate complexity and are able to present these papers to fellow students.

<b>Module Designation</b>	<b>W22 Current Challenges for National and Regional Development</b>
<b>Learning Outcomes/Competencies</b>	Students know the major challenges for national and regional development of a country in a particular region and/or that region as a whole. They are familiar with theoretical and methodological foundations and with sources of empirical data appropriate to analyse and discuss the nature of the respective challenges for national and regional development as well as for the design of strategies, policies or programmes to deal with these challenges. Students understand mid- to long-

	term consequences and implications of selected approaches and policies to deal with these challenges and can evaluate their implications for emerging markets and developing countries. Further they are able to read and understand academic papers in the respective field of moderate complexity and are able to present these papers to fellow students.
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<b>Module Designation</b>	<b>W23 The National Economy in the Global Context</b>
<b>Learning Outcomes/Competencies</b>	Students have a basic understanding of the global context within which national economic development takes place as well as of major processes and trends linked to the phenomenon of globalization. They are aware of the global context's impact on the social, economic and political situation in specific countries and its respective mid- to long-term consequences. Based on theoretical debates and/or empirical experience, students are able to discuss the various challenges faced by societies and national economies in coping with the global context, to analyse selected policy approaches to deal with these challenges and to evaluate their implications. Further they are able to read and understand academic papers on the topic and are able to present these papers to fellow students.

<b>Module Designation</b>	<b>W24 Advanced Business Topics</b>
<b>Learning Outcomes/Competencies</b>	The students have gained insight into one or more advanced topics of business administration. They can apply these insights to current problems and events in the business sector.

<b>Module Designation</b>	<b>W25 Foundations of European Economic Policies</b>
<b>Learning Outcomes/Competencies</b>	Students have gained basic insights into the economic policy structures of the European Union. They will be able to identify the most important current discussions regarding economic policy at EU level and adopt a professionally sound stance.

<b>Module Designation</b>	<b>W26 European Macroeconomic Policies</b>
<b>Learning Outcomes/Competencies</b>	Students have gained an in-depth insight into one or more areas of EU economic policy with a focus on the macroeconomic management of the EU and the euro zone in particular. Here, possible subject areas include questions of EU economic governance, economic policy coordination or the interaction of monetary policy with other policy areas. Students will be able to identify the most important current discussions in the subject areas addressed and take a professionally well-founded position.



<b>Module Designation</b>	<b>W27 European Microeconomic Policies</b>
<b>Learning Outcomes/Competencies</b>	Students have gained an in-depth insight into one or more areas of EU economic policy with a focus on microeconomic market regulation. Here, possible subject areas include the question of EU internal market regulation, EU energy policy and the EU's digital strategy. Students will be able to identify the most important current discussions in the subject areas addressed and adopt a professionally sound stance.

### **Annex 3: Diploma Supplement Details**

#### Diploma Supplement Details

The specifics of the Diploma Supplement for the consecutive Master's programme International and Development Economics are shown below.

HTW Berlin

Diploma Supplement

- Master's programme International and Development Economics-

<b>1.</b>	<b>INFORMATION ON THE HOLDER OF THE QUALIFICATION</b>
1.1/1.2	Surname(s) / first name(s)
1.3	Date of birth (dd/mm/yyyy)
1.4	Matriculation number or student identification code (if available)
<b>2.</b>	<b>Information Regarding the Qualification</b>
2.1	Title of qualification and (if applicable) degree awarded (in the original language) Master of Arts, M.A.
2.2	Main fields of study for the qualification International and Development Economics
2.3	Name and status (type/body/organisation) of the institution that awarded the qualification (in original language) Hochschule für Technik und Wirtschaft Berlin (HTW Berlin) (University (of Applied Sciences)/state)
2.4	Name and status (type/funding body) of the institution (if not identical to 2.3) which implemented the programme (in the original language) ditto
2.5	Language(s) of instruction/examination English
<b>3.</b>	<b>Information on the Level and Duration of the Qualification</b>
3.1	Level of qualification

Postgraduate professional university degree with a strongly practice-orientated profile following completion of a Bachelor's or German *Diplom* programme (see sections 8.1 and 8.4.2) including a Master's thesis

3.2 Official length of studies (regular study period) in credits and/or years

Regular study period:	3 semesters (1.5 years)
Workload:	2430 hours
Credits (ECTS):	90 Cr
of which the Master's thesis comprises:	20 Cr

3.3 Admission requirement(s)

The admission requirement for the Master's programme International and Development Economics is a successfully completed university degree.

**4. Information on the Content of the Study Programme and Desired Learning Outcomes**

4.1 Form of study

Full-time, on-campus programme

4.2 Learning outcomes of the study programme

After completing the degree programme, graduates are able...

**4.2.1. Knowledge – what graduates know**

(i) to define, explain and describe, in a nuanced manner, the research and policy areas pertaining to international and development economics with regard to its historical development as well as its current form, including key academic traditions and problem areas or sub-disciplines as well as content-related and methodological references to other social science research disciplines

(ii) to analyse, discuss and critically present and evaluate the close connection between development theories and practical political action in the field of economic development cooperation, both historically and in relation to current debates and policies

(iii) to present the different interests of actors relevant to the research and policy areas as these pertain to international and development economics at local, regional, national and international (i.e. supranational and global) levels, classifying the consequences for processes of socio-economic development as these result from concurrences and conflicts within the respective incentives to act, from both theoretical and practical perspectives

(iv) to classify essential theoretical approaches and academic debates on specific problem areas of developing and emerging countries in the fields of micro- and macroeconomics, foreign trade, development theory and development policy as well as financial sciences in a multi-paradigmatic manner, comprehending their explanatory power and limitations and elucidating their connections to historical and current political concepts

(vi) to present key elements of sectoral strategies of particular importance to developing and emerging economies in the areas of financial institutions, industry, public enterprises, social protection and environment/resources, as well as specific economic policies, such as monetary and exchange rate, financial and regional policy

(vii) to identify the most appropriate methods and instruments to address the analytical question at hand, based on a comprehensive foundation of interdisciplinary methodological knowledge and skills (such as quantitative and qualitative research methods and econometrics)

#### **4.2.2. Skills – what graduates understand**

##### **Ability to develop an appropriate analytical framework to analyse economic and development policy problems independently**

(viii) to make structured use of an interdisciplinary tool kit consisting of scientific theories, methods and analytical instruments in order to develop an analytical framework appropriate to the respective problem independently, applying suitable scientific methods for academic as well as practical and action-oriented analyses in the field of international and development economics or in multi- and interdisciplinary cooperation

(ix) to apply interdisciplinary and multi-paradigmatic approaches to topics in the field of international and development economics in an independent manner

(x) to identify and prioritise urgent problems and required actions in relevant policy fields for specific developing and emerging countries and, on this basis, critically evaluate past or current policies, programmes and projects and identify options for economic and development policy action

(xi) to analyse national approaches against the background of different structures as well as resources and limitations from a comparative and actor-centred perspective

##### **Ability to apply scientific methods in order to derive sustainable economic and development policy strategies from the same**

(xii) to address scientific-academic and political-practical issues with the aid of independent analyses, subsequently formulating corresponding conclusions and recommendations for action as well as presenting and discussing these in the context of academic and political debates

(xiii) to produce scientifically sound strategies, concepts and scenarios for economic and development policy practice

(xiv) to ascertain possible implications of future trends and develop corresponding economic and development policy strategies and concepts for potential solutions

(xv) to select and use appropriate data sources, forms of text-based analysis and visualisation as well as digital and social media effectively in order to develop an analytical

approach, conducting the analyses and presenting and communicating the results of the same

**Ability to make practical contributions to development policies, programmes and projects**

(xvi) to implement, monitor and evaluate academically substantiated policies and strategies at the programme/project level

(xvii) to work cooperatively in multi- or interdisciplinary and multicultural contexts in order to achieve set goals, both as independent constructive and creative problem-solving contributors and as effective team players

**4.2.3. Competencies – what graduates are able to do**

**Identifying the interests of different stakeholders in economic and development policy and communicating strategies for solving problems and conflicts**

(xviii) to think critically and act responsibly in governmental, supranational and societal contexts on the basis of interdisciplinary qualifications

(xix) to act in a goal- and team-oriented manner even in complex and stressful situations and to address conflicts in an objective and respectful manner

(xx) to effectively apply project management knowledge and competencies for the establishment and further development of complex project and cooperation structures in (supra-)institutional and supranational contexts

**Ability to understand the structure of international networks and use them to advise on economic policy**

(xxi) to reflect, communicate and evaluate actor constellations, specific situations and one's own and others' roles on the basis of social competence and intercultural communication skills, as well as initiating and helping to shape theoretical academic and practical and action-oriented discourses

(xxii) to embark on work in interdisciplinary and multicultural contexts in order to achieve set goals by presenting, explaining and justifying results and decisions convincingly to different function holders and target groups

(xxiii) to moderate and coordinate cooperations between interdisciplinary experts in a range of environments, including those in an international setting, such as meetings, sessions, workshops, project meetings and conferences, this in a targeted manner

**Ability to engage in the independent pursuit and creation of personal development through lifelong learning**

(xxiv) to consciously reflect on and independently create one's own lifelong professional and personal learning and development process.

Programme components:

Compulsory modules: 30 Cr

Elective modules: 35 Cr

Master's thesis and final oral examination: 25 Cr

4.3 Details of the degree programme, individually acquired credits and grades achieved

See "Final grade transcript" for details of the modules to be completed and the topic of the Master's thesis including grades.

4.4 Grading system and notes on grading

4.5 Overall grade (in original language)

- Final grade (not rounded off) -

50 % module grades

40 % Master's Thesis

10 % Final Oral Examination

## 5. Entitlement of Qualification

5.1 Access to further study

This degree entitles the holder to take up doctoral studies; additional requirements may be stipulated by doctoral admissions regulations. (see section 8)

5.2 Access to regulated professions (if applicable)

The Master's degree allows entry to higher grade public service professions in Germany.

## 6. Additional Information

6.1 Additional information

On the 31st of May 2021, HTW Berlin was awarded system re-accreditation by the accreditation commission of the agency AQAS. This means that all HTW Berlin programmes which were and are subject to internal quality assurance in accordance with the stipulations of the accrediting system are accredited. This also applies to this programme (see: [www.akkreditierungsrat.de](http://www.akkreditierungsrat.de)).

6.2 Further information

HTW Berlin: <http://www.htw-berlin.de>

Degree programme: <http://mide.htw-berlin.de/>

Annex 4 of the Study and Examination Regulations for the International and Development Economics  
Master's programme

**Annex 4: Equivalence Table**

<b>No.</b>	<b>Module designation according to Programme Regulations from the 5<sup>th</sup> of October 2005 (FHTW Berlin Official Information Circular 06/06), last amended on the 13<sup>th</sup> of October 2010 HTW Berlin No. 11/11)</b>	<b>Cr</b>	<b>No.</b>	<b>Module name according to these Study and Examination Regulations</b>	<b>Cr</b>
M1	Development Studies I	5	M4	Theories of Development	5
M2	International Economics	5	M3	International Economics for the 21 <sup>st</sup> Century	5
M3	Macroeconomics of LDCs	5	M2	Macroeconomics and Development	5
M4	Development Studies II	5	M7	Development Policies and Research Colloquium	5
M5	Public Finance in LDCs	5	M8	Public Finance for Development	5
M20	Quantitative Methods of Economics	5	W13	Econometrics	5
M17	Project Planning & Evaluation	5	W4	Project Planning, Monitoring and Evaluation	5
M18	Humanities Programme	5	W2	Germany's External Relations	5
M19U1	Project Seminar ! Thesis Preparation	4	M15	Final Oral Examination	5
M19U2	Thesis	21	M14	Master's Thesis	20
M6	Central Banking in LDCs	5	W7	Central Banking	5
M7	Financial System Development in LDCs	5	W8	Financial Systems Development	5
M8	State-Owned Enterprises ! Privatisation	5	W10	The State in Business	5
M9	Environmental and Resource Economics	5	W11	Environmental and Resource Economics	5
M10	Regional Integration	5	W9	Regional Integration	5
M11	Regional Policies in LDCs	5	W3	Research Methods in Social Sciences	5
M12	Agricultural Economics in LDCs	5	W6	Topical Issues of International and Development Economics	5

M13	Social Security Systems	5	W5	Social Protection in Low- and Middle-Income Countries	5
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