Module Descriptor

Title	Principles and Challenges of International Political Economy		
Session	2026/27	**Status**	
Code	**MPAL11006**	**SCQF Level**	**SCQF 11**
Credit Points	**30**	**ECTS (European Credit Transfer Scheme)**	**15**
School	**Education and Social Sciences**		
Module Co-ordinator	A. Karoutas		

Summary of Module

This module surveys International Political Economy (IPE). IPE is necessary to professionals aspiring to work in public administration or governance, as it advises and elaborates on the range of policy options and possibilities vis-à-vis the macroeconomic environment of states. It employs a decolonised curriculum, placing particular emphasis on IPE of the Global South. Students will be expected to engage critically with the relevant theories and concepts of IPE (such as global value chains, international development, economic nationalism, non-state actors' regulation, and others), while reflecting on the difficult choices that contemporary policymakers must face. Students are encouraged to adopt the decolonised focus by addressing in their projects policymaking difficulties and issues faced by states of the Global South. The module engages with the UNSDGs by exploring opportunities to accommodate or resolve sustainability and development challenges. One of the weekly topics is entirely focused on the UNSDGs, and students can submit policy papers seeking to address specific SDGs. The module promotes inclusive teaching, active learning – incorporating both practical exercises as well as interactive discussions. One of the key aspects of the module is the focus on both collaborative learning, as well as peer-to-peer feedback via collaborative learning and assessment.

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☒	☐	☐	

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

				☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☒ London ☐ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☒	Term 2	☒	Term 3	☒
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate knowledge of the range of issues and challenges surrounding international political economy, including the colonial legacies of inequality
L2	Exhibit the ability to critically analyse academic literatures and debates on international political economy
L3	Critically examine the uneven impacts of development and underdevelopment that affect the contemporary international political economy
L4	Demonstrate the ability to author coherent and concise policy briefs that reflect on and address a given challenge of international political economy
L5	Exhibit the ability to reflect upon the impact of historical processes and structures upon contemporary political and economic relations of states

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 11** Students will develop critical knowledge and understanding of key theories and concepts in international political economy; and will also gain an appreciation of issues of social justice and equality in economic development.
Practice: Applied Knowledge and Understanding	**SCQF 11** Students will apply knowledge and understanding in international political economy in class-based discussions, online forums, and in assessment practice.
Generic Cognitive skills	**SCQF 11** Students will develop a range of academic and professional skills including being able to engage with a range of issues and challenges of IPE; deal with such complex issues by making informed by applying critical thinking .
Communication, ICT and Numeracy Skills	**SCQF 11** Students will engage with a range of modes of communication, oral, literary, and in online forums in the VLE Aula.
Autonomy, Accountability and Working with Others	**SCQF 11** Students will have opportunities to work in groups and will work autonomously to discuss and debate issues. They will take personal responsibility for own work by contributing towards an individually-

	assessed group project that will test their ability to cooperate with their peers, showing empathy and humility while working together.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
In line with current learning and teaching principles, a 30-credit module includes 300 learning hours, normally including a minimum of 54 contact hours and a maximum of 72 contact hours.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	36
Tutorial / Synchronous Support Activity	18
Independent Study	246
TOTAL	300

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Escobar, A. (1995) *Encountering Development: The Making and Unmaking of the Third World*. Princeton: Princeton University Press. Gilpin, R. (2001) *Global Political Economy: Understanding the International Economic Order*. Princeton & Oxford: Princeton University Press. Gosh, P. (2024) *International Political Economy: Contexts, Issues and Challenges*. London & New York: Routledge. O'Brien, R. & Williams, M. (2022) *Global Political Economy: Evolution and Dynamics*. London & New York: Bloomsbury Press. Patnaik, U. & Patnaik, P. (2021) *Capital and Imperialism: Theory, History, and the Present*. New York: Monthly Review Press. Sachs, W. (2010) *The Development Dictionary: A Guide to Knowledge as Power*. London & New York: Zed Books. Strange, S. (1988) *States and Markets*. London: Pinter. Wallerstein, I. (1984) *The Politics of World-Economy: The States, the Movements, and the Civilizations*. Cambridge & New York, Cambridge University Press.

Indicative Journals

Review of African Political Economy, Taylor & Francis.

International Journal of Political Economy, Routledge.

Review of International Political Economy, Routledge.

New Political Economy, Routledge.

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

This module requires attendance and active student engagement. In-class activities are formative assignments geared towards accomplishing the learning outcomes. As per UKVI regulations students must attend all classes (see UWS Student Attendance and Engagement Procedure - 2026). Students not able to attend a class must contact the module lecturer and coordinator beforehand via email

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

The module additionally abides to the MPA programme EDI policy meaning that it has prioritises inclusivity in four areas: a) Designing course material b) Inclusive Teaching in class c) Assessment and d) Providing extra support to the students. The module places particular focus on decolonisation in its narrative, theories, accounts, and perspectives engaged. For this reason, a range of readings directly address IPE of the South, or offer critiques of Eurocentric forms of IPE.

Furthermore, due to its theme and focus, the module actively aspires to the creation of plural, de-hierarchised learning space(s), treating everyone with dignity and presupposing the intellectual equality of everyone.

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Social Sciences**
Overall Assessment Results	**☐ Pass / Fail ☒ Graded**
Module Eligible for Compensation	**☐ Yes ☒ No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	PG Social Sciences
Moderator	A. Petrou

External Examiner	C MacRae
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
This module offers students the opportunity to submit a formative assessment and receive feedback to develop their assessments. Specifically, students are encouraged to submit one 300-word portfolio plan two weeks in advance of the group work assessment submission date; and a 350-word essay plan at least two weeks in advance of the assessment deadline. Assessment 1 referred/deferred is an individual policy brief of 2000 words.
Assessment 1
Group-based Portfolio (3000 words equivalent) (50%)
Assessment 2
Written Assessment (3,500 words) (50%)
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Group-based portfolio	☐	☐	☒	☒	☐	50	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Written assessment	☒	☒	☐	☐	☒	50	

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	When	Who
Moved approved descriptor to new template format.	27/03/2025	A Karoutas
Amebded for ILQR	29 June 2026	A Gouglas