

Programme Specification (UG)

Awarding body / institution:	Queen Mary University of London
Teaching institution:	Queen Mary University of London
Name of final award and programme title:	BSc (Econ)Economics and International Relations with Integrated Foundation Year (September start) BSc (Econ)Economics and International Relations with Integrated Foundation Year (January start) BSc (Econ)Economics and International Relations with Year Abroad and Integrated Foundation Year (September start) BSc (Econ)Economics and International Relations with Year Abroad and Integrated Foundation Year (January start) BSc (Econ)Economics and International Relations with Year in Industry and Integrated Foundation Year (September start) BSc (Econ)Economics and International Relations with Year in Industry and Integrated Foundation Year (January start)
Name of interim award(s):	N/A
Duration of study / period of registration:	4 or 5 academic years
QMUL programme code / UCAS code(s):	UBSF-QMPOLM1 UBSF-QMPOLM2 UBSF-QMPOLX1 UBSF-QMPOLX2
QAA Benchmark Group:	Economics / Politics and International Relations
FHEQ Level of Award :	Level 6
Programme accredited by:	N/A
Date Programme Specification approved:	
Responsible School / Institute:	School of Economics

Schools / Institutes which will also be involved in teaching part of the programme:

School of Politics and International Relations

Collaborative institution(s) / organisation(s) involved in delivering the programme:

Programme outline

This programme combines a 3 or 4 year degree in Economics and International Relations with a bespoke foundation year, providing a smooth pathway for international and EU students not currently eligible for entry to the BSc.

The programme is designed to provide students with a strong grounding in the disciplines of Economics and International

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Relations, including micro and macro economics, labour and development economics, international political economy, globalisation, international public policy, comparative politics and regional studies, international security and international relations theory. The programme is designed to provide students with a grounding in all of these central issues (especially at levels 4 and 5), but at the same time provide sufficient flexibility to specialise in particular themes, topics and areas if they so wish (especially at level 6, but also to some degree at level 5).

The programme is designed to help students develop a strong sense of intellectual integrity, acquire substantial knowledge in the broad fields of Economics and International Relations and apply these skills to wider situations.

Aims of the programme

To:

- Provide students with a coherent, wide-ranging and intellectually stimulating programme including themes and issues in labour relations, development, globalisation, international political economy, international public policy, comparative politics and regional studies, security and international relations theory.
- Introduce students to, and encourage them to employ, a range of methodological approaches.
- Enable students to develop independent critical thinking and judgment and to undertake independent research tasks.
- Develop a range of skills necessary to the effective communication of ideas and arguments.
- Provide a basis for further study in Economics, International Relations or related disciplines.

What will you be expected to achieve?

Students will have the opportunity to develop:

- Detailed understanding of key principles, concepts, theories and research methods in Economics and International Relations; and
- The ability to apply these frameworks to understand contemporary political phenomena; and
- The ability to think critically and independently, to reason, to evaluate and deploy evidence, to draw appropriate conclusions, and to make persuasive arguments, in writing and orally.

Please note that the following information is only applicable to students who commenced their Level 4 studies in 2017/18, or 2018/19

In each year of undergraduate study, students are required to study modules to the value of at least 10 credits, which align to one or more of the following themes:

- networking
- multi- and inter-disciplinarity
- international perspectives
- enterprising perspectives.

These modules will be identified through the Module Directory, and / or by your School or Institute as your studies progress.

Academic Content:

A 1	The nature of international relations, including a range of principles, concepts and terminologies associated with the study of international relations and international politics
A 2	Knowledge and application of appropriate theoretical and methodological approaches for the critical study of international politics
A 3	The nature of economics, including a range of principles, concepts and terminologies associated with the study of economics
A 4	Knowledge and application of appropriate theoretical and methodological approaches in the field of economics

Disciplinary Skills - able to:	
B 1	Demonstrate systematic and critical knowledge and understanding of a range of principles, concepts and terminologies associated with the study of international relations
B 2	Demonstrate knowledge and understanding of a range of principles, concepts and terminologies associated with the study of economics
B 3	Apply knowledge and understanding, selecting and using established techniques and a range of sources to critically evaluate texts, issues and problems in the fields of study
B 4	Select appropriate theoretical and methodological approaches to a range of issues within the fields of study

Attributes:	
C 1	Identify and critically evaluate appropriate information in specific contexts in a self-directed way, and reflect on how this might be used and adapted to different contexts
C 2	Work independently, demonstrating clarity, initiative, self-organisation and time management
C 3	Establish a skills and learning agenda through negotiation, participation and communication in group discussions
C 4	Develop a global perspective and reflect on how this might be adapted to local contexts
C 5	Develop a reasoned argument and synthesise information, and communicate this clearly and effectively
C 6	Select and use information, including from electronic sources
C 7	Exercise critical judgement and self-reflection on their own learning, and to use this to adapt to new situations in professional settings

How will you learn?

The Foundation year offers a clear route to undergraduate study. It prepares students for their degree in Finance. Students attend seminars and lectures given by a teaching team, all highly qualified and experienced members of QMUL staff. Students receive personal attention and support to achieve their full potential.

The programme is taught in accordance with the Teaching and Learning Strategies in the School of Politics and International Relations and the School of Economics and Finance. The Schools are committed to developing, maintaining and supporting good and innovative teaching practice, and to fostering independent learning and critical thinking in our students. Our strategies are informed by the overall framework set out in the QMUL Student Experience, Teaching, Learning and Assessment Strategy (SETLA) (2015-19).

Teaching takes a number of forms:

- lectures
- seminars
- workshops
- individual supervision of projects and dissertations
- individual feedback on written work

Learning is supported by:

- Coherently designed and effectively delivered modules
- Detailed module handbooks providing learning outcomes and guided readings for each module
- The provision of key materials in libraries or through electronic resources
- Appropriate assessment exercises within each module
- Use of electronic teaching materials including Power Point, QMPlus and online reading lists
- Encouraging active participation by students in seminar discussions
- Research methods training

How will you be assessed?

Assessment is by a variety of methods including formal examinations, in-class tests, coursework of various forms, presentations, independent dissertation. Most modules will have two methods of assessment to test individual module learning outcomes

How is the programme structured?

Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

All modules are existing modules. Electives are subject to availability and may change from year to year.

In Year 1 (foundation year), students must take the six modules

IFP / IFJ3000 English Language and Study Skills

IFP / IFJ3020 Independent Study Project

IFP / IFJ3011 Pure Mathematics for Economics

IFP / IFJ3012 Statistics for Economics

IFP / IFJ3013 Microeconomics

IFP / IFJ3014 Macroeconomics

For the remaining two modules (30 credits) the student will choose one pair of electives from:

IPF / IFJ3001 Twentieth Century European History I: 1900-1945

IPF / IFJ3002 Twentieth Century European History II: 1945-1991

IPF / IFJ3003 Introduction to Politics

IPF / IFJ3004 Introduction to International Politics

IPF / IFJ3005 Introduction to Human Geography

IPF / IFJ3006 The Human Geography of London

IPF / IFJ3007 Introduction to English Literature

IPF / IFJ3008 Introduction to American Literature

IPF / IFJ3009 Introduction to Film Studies

IPF / IFJ3010 European and American Art Cinema

IPF / IFJ3021 Liberal Arts I - Understanding the Modern World

IPF / IFJ3022 Liberal Arts II - Understanding Modern Britain

IPF / IFJ3015 Introduction to Business and Management

IPF / IFJ3018 Management

IFP4011 French Language and Culture I (a)

LAN4012 French Language and Culture I (b)

IFP4021 Spanish Language and Culture I (a)

LAN4022 Spanish Language and Culture I (b)

IFP4041 Japanese Language and Culture I (a)

LAN4042 Japanese Language and Culture I (b)

YEAR 2 (Level 4):

- ECN102 World Economy (15 credits)
- ECN106 Macroeconomics 1 (15 credits)
- ECN111 Microeconomics 1 (15 credits)
- ECN115 Mathematical Methods in Economics and Finance (15 credits)
- ECN004 Personal and Career Development Plan 1 (0 credits)
- POL106 Introduction to International Relations (30 credits)
- POL113 Politics in Action (15 credits)
- POL109 Global Histories (15 credits)

YEAR 3(level 5)

- ECN206 Macroeconomics 2 (15 credits)
- ECN214 Games and Strategies (15 credits)
- POL251 International Relations Theory (30 credits)
- POL269 Political Data Research (15 Credits)
- ECN228 International Trade (15 credits)
- ECN005 Personal and Career Development Plan 2 (0 credits)

30 credits of electives from SEF or SPIR

YEAR 4: students on the "with a year abroad" route, will attend attend a university overseas. Students on the 'with year in industry' route will spend a year on a professional placement.

FINAL YEAR (Level 6):

Students in their final year must take at least 105 credits at level 6. 15 credits can be at level 5 or 6. Minimum 45 credits from SEF. Minimum 45 credits from SPIR. The remaining 30 credits can be chosen from anywhere in the University.

Electives are subject to change

Academic Year of Study FT - Year 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Introduction to International Relations	POL106	30	4	Compulsory	1	Semesters 1 & 2
Politics in Action	POL113	15	4	Compulsory	1	Semester 1
Global Histories	POL109	15	4	Compulsory	1	Semester 2
World Economy	ECN102	15	4	Compulsory	1	Semester 1
Mathematical Methods in Economics and Finance	ECN115	15	4	Compulsory	1	Semester 1
Microeconomics 1	ECN111	15	4	Compulsory	1	Semester 2
Macroeconomics 2	ECN106	15	4	Compulsory	1	Semester 2
Personal and Career Development Plan 1	ECN004	0	3	Compulsory	1	Semesters 1 & 2

Academic Year of Study FT - Year 3

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Theories of International Relations	POL251	30	5	Compulsory	2	Semesters 1 & 2
Macroeconomics 2	ECN206	15	5	Compulsory	2	Semester 1
Games and Strategies	ECN214	15	5	Compulsory	2	Semester 1
Political Data Research	POL269	15	5	Compulsory	2	Semester 2
International Trade	ECN228	15	5	Compulsory	2	Semester 2
Personal and Career Development Plan 2	ECN005	0	5	Compulsory	2	Semester 1 and 2
Level 5 Elective (30 credits from SEF or SPIR)		30	5	Elective	2	Semester 1 or 2

Academic Year of Study FT - Year 5

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Students must take a minimum of 105 credits at level 6		105	6	Elective	4 or 5	Semesters 1 & 2
Students must take a minimum of 45 credits from SEF at level 6,		45	6	Elective	4 or 5	Semesters 1 & 2
Students must take a minimum of 45 credits from SPIR at level 6		45	6	Elective	4 or 5	Semester 1 or 2
Personal and Career Development Plan 3	ECN006	0	6	Compulsory	4 or 5	Semesters 1 & 2
at most 30 credits can be taken from anywhere within the university (15 at level 5)		30	6	Elective	4 or 5	Semesters 1 & 2

Academic Year of Study FT - Year 4

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Study Abroad module (students on the "with year abroad" route only)	ECN400	120	5	Compulsory	3	Semesters 1-3
Experience in Economics and Finance (for students on "with year in industry" route)	ECN227	120	5	Compulsory	3	Semesters 1-3

What are the entry requirements?

Entry requirements will be based on the current stand-alone IFP entry requirements, with some minor modifications. We will require GCSE Maths grade 6 (or equivalent). Applicants with qualifications that are in principle acceptable for direct entry onto the 3-year BSc Economics degree programmes but at a level below the published entry requirements for those degrees will be considered on a case-by-case basis, but the expectation is that applicants with these qualifications will not normally receive offers. IELTS 6.0, with minimum of 5.5 in each element.

How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

Input from external examiners, students and regular internal discussion are the main channels through which the programme's quality will be managed and enhanced.

The Teaching and Curriculum Development (TCD) committee deals with all matters relating to the delivery of taught programmes at School level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in

this Committee's work in a number of ways, such as through the SSLC, or consideration of module evaluation questionnaires.

All Schools operate an Annual Programme Review of their taught undergraduate and postgraduate provision. The process is normally organised at a School-level basis with the Head of School, or equivalent, responsible for updating the School's Taught Programmes Action Plan. Students' views are considered in this process through analysis of the National Student Survey (NSS) and module evaluations.

There are four subject based Teaching Review Groups (TRGs) (covering microeconomics, macroeconomics, quantitative and finance), membership of which includes all those who teach within that area, and these carry primary responsibility for monitoring modules, reviewing their effectiveness, and considering new developments. The TCD as a whole has responsibility for reviewing the overall structure of the UG degree programmes, ensuring their coherence and considering more general developments. It also considers any wider implications of subject specific recommendations of the TRGs. TRGs will keep learning outcomes under review, and develop the methods of assessment of these outcomes.

External examiners have the opportunity to comment both on individual module content and assessment and on the broader provision. They are asked to monitor fairness and consistency in assessment procedures and to scrutinise the effectiveness and appropriateness of the assessment.

The School welcomes feedback from students. This is usually collected through the Staff-Student Liaison Committee (SSLC), module evaluations, the National Student Survey (NSS) and UK Engagement Survey (UKES), and formal and informal discussions with the teaching team throughout the academic year.

The Staff-Student Liaison Committee (SSLC) provides a formal means of communication and discussion between a School and its students. The committee consists of student representatives from each year in the School together with appropriate representation from staff within the School. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Staff-Student Liaison Committees meet regularly throughout the year.

The School runs both a mid-term and end-of-term evaluation for each module. This allows both module convenors and the School to collect important information and feedback from students, and to make any relevant adjustments promptly if necessary. The evaluations are also discussed in the TCD committee and used to award the annual School prizes for best lecturer and class teachers.

What academic support is available?

During the foundation year, the modules FP3000 English Language and Study Skills (ELSS) and IFP3020 Independent Study Project (ISP) serve to support students in their academic modules by developing their ability to read and prepare for lectures and classes, participate in classes, and tackle written tests and assignments. Each student is allocated an academic advisor, who is also their main teacher on the ELSS and ISP modules. Students have timetabled one-to-one tutorials with their advisor every two weeks, and in these tutorials any problems can be raised, including difficulty experienced on academic modules. Extra workshops are provided to help students understand what is required of them by assignments for subject modules, and students are also advised on how to make the most of lecturer's office hours. Also during the foundation year, students can take advantage of the support of a team of peer-mentors, comprising former IFP students who have progressed to undergraduate degrees at QM. Peer-support sessions are timetabled from the third week of semester one, and students are encouraged to attend if they need help in transitioning to the demands of university life, including their IFP studies.

After the foundation year, each student is allocated an academic advisor, who approves elective choices and provides support with any problems. Personal tuition is provided primarily through tutorial classes and visits to module organisers during their office hours, which are advertised on office doors and on the web. Programme induction for new students begins during the enrolment period and extends into the first semester; it includes a series of presentations organised by the Senior Tutor. The School organises the Peer Assisted Study Support (PASS) scheme and weekly mathematics and statistics support classes.

Additionally, there is an Academic Coordinator for the year in industry programme and one for the year abroad and all study abroad related matters who are actively involved in supporting students on both schemes.

Programme-specific rules and facts

During the foundation year, students will be covered by the Academic Regulations and programme regulations for the year in which they commence the foundation year. Students who progress to the BSc (Econ) section of the programme will be covered by the Academic Regulations and programme regulations for the year in which they begin the BSc (Econ) section of the programme; where appropriate (notably in the cases of module diet, progression, and award requirements) these latter regulations will then apply for the remainder of the programme.

Progression from foundation year to Year One of BSc degree:

1. Overall pass in the foundation year.
2. Mark on IFP/IFJ3020 Independent Study Project of at least 55.
3. Average mark on IFP/IFJ3011 Mathematics for Economists and IFP/IFJ3012 Statistics for Economists of at least 70.
4. Average mark on IFP/IFJ3013 Microeconomics and IFP/IFJ3014 Macroeconomics of at least 70.

[Note that requirements #3 and #4 above refer to the average mark between two modules, and not to the individual module marks. Hence marks of 73 in Mathematics and 69 in Statistics would meet the requirement, since $(73 + 69) / 2 = 71 > 70$.]

For the "with year abroad" route: If a student does not complete, or fails to pass, the study abroad year, then the student will automatically transfer onto the Economics and International Relations degree, albeit with the Study Abroad Year showing on their transcript.

If a student is on the year in industry programme and is unable to find a suitable placement, or if the Experience in Economics and Finance module is failed or not completed, then the student will revert to the BSc (Econ) degree without Year in Industry, provided that all other requirements are satisfied.

Students on the year in industry programme will be supported by a dedicated placement officer. The placement officer will help with finding placements, vetting organisations, and ensuring the terms and conditions of the agreement between the student and the organisation are both clear and fair. All placements are expected to be paid in accordance with best practice within the sector in general and QM in particular, at or above the National Minimum Wage where possible. Students are not encouraged to, but can take an unpaid position provided that they submit a form stating that they recognise the financial impact of their choice. It is usual that a formal employment contract will be issued by the company to the student, however, where a company/institution has not undertaken such a placement previously, the SEF placement officer will work with the company in drawing up a contract, detailing the length of placement, the amount of payment, details about termination, holidays etc.

Students will be required to produce a reflective report and give a presentation at the end of the Placement. Students will be assessed on a pass/fail basis and the placement year is a 120-credit module. This module does not count towards the degree classification.

A dedicated Placement Handbook will be published providing all relevant information related to the placement for the students.

Specific support for disabled students

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:

- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students' Allowance (DSA)
- Arranging DSA assessments of need
- Examination access arrangements
- Accessing loaned equipment (e.g., digital recorders)

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- Specialist one-to-one 'study skills' tuition
- Ensuring access to course materials in alternative formats (e.g., Braille)
- Providing educational support workers (e.g., note-takers, readers, library assistants)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum

Links with employers, placement opportunities and transferable skills

Real world examples and case studies are regularly embedded within all modules and allow students to develop analytical and critical skills highly regarded by employers. By providing a coherent and thorough overview of the disciplines of Economics and International Relations, and through the emphasis on written and oral communication along with the critical and analytical approaches to problem-solving, students are prepared for a variety of careers such as the civil service, journalism, economic and political research, social work, local government, and local, national and international NGOs. By providing a robust academic grounding in the subjects, students can also progress into higher levels of study, including MSc and research degrees, and professional qualifications in law and teaching.

The academic programme is complemented by a sequence of compulsory non-credit bearing personal and career development modules aimed at maximising the students' opportunities to secure, progressively, places on insight weeks (year 1), internships (year 2) and eventually long term employment at the end of their studies. Social networking sites such as Linked-in support the School's employability strategy as well as the support provided by an extended alumni network.

Programme Specification Approval

Person completing Programme Specification:

Sarah Riley Teaching and Learning Manager

Person responsible for management of programme:

Dr Rachel Male

Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee:

12 Dec 2022

Date Programme Specification approved by Taught Programmes Board: