

Programme Title: BSc(Econ) Economics (L100)



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
Name of interim award(s):	N/A
Duration of study / period of registration:	3 Years
QMUL programme code / UCAS code(s):	UBCF-QMECON1 / L100
QAA Benchmark Group:	Economics
FHEQ Level of Award :	Level 6
Programme accredited by:	N/A
Date Programme Specification approved:	
Responsible School / Institute:	School of Economics and Finance

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

School of Economics and Finance

Institution(s) other than QMUL that will provide some teaching for the programme:

N/A

Programme outline

This degree offers (professional) training in economics(and finance), providing an excellent basis for employment in the private or state sector and for further academic study. The first two years cover a core of macroeconomics, microeconomics and the quantitative techniques used in economic analysis and investigation. Final-year options enable students to apply this core knowledge to a variety of more specialised areas in economics and/or finance.

Aims of the programme

To provide a challenging and friendly learning environment in which research of international standing informs and supports effective teaching;
To provide a solid foundation for a career in economics and cognate areas;
To endow students with the theoretical knowledge and practical experience required to engage in the economics analysis and

study of real world issues;

To encourage students to develop the motivation and capacity to manage their own learning, and acquire a range of transferable skills valuable to them in employment or in continued education.

What will you be expected to achieve?

Students who successfully complete this programme will be able to:

QMUL Model

The QMUL Model is an innovative teaching and learning initiative that will broaden opportunities for Queen Mary undergraduates within and beyond higher education, supporting them to plan and manage their ongoing professional development. The Model is firmly grounded in the core QMUL values of respect for, and engagement with, the local area and communities, with a distinctive focus on enabling students to make a positive societal impact through leadership in their chosen field. The Model is organised around the key themes of:

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

Students are required to study QMUL Model modules to the value of at least 10 credits at each year of undergraduate study. Model modules may be 5, 10 or 15 credits. Model modules are indicated within this programme specification.

In your first year of study, the Model module will be core or compulsory and will be situated within your home School or Institute. In subsequent years, students will be strongly encouraged to study at least one Model module beyond their home discipline(s), which could, for example, be in another School / Institute or area of QMUL or undertaken as a module outside of QMUL.

If Model module information is not provided on this programme specification for all subsequent years of study, this will be identified as your studies continue.

Where a Model module elective can be selected from an approved group of Model modules, no guarantee can be provided that your first choice of Model module will be available.

Academic Content:

A 1	Demonstrate knowledge and understanding of a core of economic principles and analysis to an appropriate level
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A2	Show some knowledge and understanding of the application of statistical methods to economic data, using econometric software where appropriate
A3	Apply economic reasoning to a range of policy issues
A4	Show knowledge and understanding of a number of specialised areas in economics.

Disciplinary Skills - able to:	
B1	Solve problems, through conceptualisation and analysis
B2	Collaborate, through working co-operatively
B3	Communicate, through oral and written presentations;
B4	Use IT skills (internet to retrieve information; email to share information; word processing and spreadsheets to store, analyse and present information);
B5	Manage time and work cooperatively within a community;
B6	Achieve objectives by the relevant deadlines.

Attributes:	
C1	Acquire and apply knowledge in a rigorous way;
C2	Connect information and ideas within their field of study;
C3	Use writing for learning and reflection;
C4	Adapt their understanding to new and unfamiliar settings;
C5	Acquire new learning in a range of ways, both individually and collaboratively;
C6	Use quantitative data confidently and competently;
C7	Acquire transferable key skills to help with career goals and continuing education;
C8	Develop effective spoken and written English;
C9	Acquire substantial bodies of new knowledge;
C10	Use information for evidence-based decision-making and creative thinking.

QMUL Model Learning Outcomes - Level 4:

D 1	(Networking) Identify and discuss what their own role in their programme and/or subject discipline might mean
D 2	(Multi/Inter-Disciplinarity) Identify and demonstrate the perspectives or problem solving techniques of different disciplines
D 3	(Multi/Inter-Disciplinarity) Demonstrate connections between different theoretical perspectives within your discipline

QMUL Model Learning Outcomes - Level 5:

E 1	(Multi/Inter-Disciplinarity) Demonstrate how discipline specific problem solving techniques or approaches may be generalised
E 2	(Multi/Inter-Disciplinarity) Evaluate perspectives from different disciplines
E 3	(Enterprising Perspectives) Demonstrate and evaluate how they have enhanced their own learning through engaging with different disciplines

QMUL Model Learning Outcomes - Level 6:

F 1	
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QMUL Model Learning Outcomes - Level 7:

G 1	
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How will you learn?

The learning outcomes for the programme are delivered by a range of modules across the programme. Students on economics programmes take a similar core in years one and two, enabling them to specialise in year three and adapt to different programmes as their interests change. Teaching and learning is mainly via lectures and seminars. Teaching and learning strategies vary from module to module. Core subject specific skills are introduced and developed via ECN113 Principles of Economics and then via ECN106 Macroeconomics 1, ECN206 Macroeconomics 2 and ECN223 Selected Topics in Macroeconomics (for the macroeconomics strand); and ECN111 Microeconomics 1, ECN214 Games and strategies and ECN211 Microeconomics 2 (for the microeconomics strand). Mathematical competence is developed via the ECN114 Mathematical Methods in Economics and Business 1 module, while statistical competence is developed via ECN121 Statistical Methods in Economics, ECN224 Econometrics 1 and ECN225 Econometrics 2. Other modules in the programme also develop and assess core skills through lectures, and, seminars.

How will you be assessed?

Assessment is by a variety of methods including formal examinations, in-class tests, coursework of various forms, presentations,

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independent dissertation. Most modules will have two methods of assessment. Please refer to the academic regulations of college for assessment regulations:
(http://www.arcs.qmul.ac.uk/policy_zone/index.html)

How is the programme structured?

Please specify the full time and part time programme diets (if applicable). Please also outline the QMUL Model arrangements for each year of study. The description should be sufficiently detailed to fully define the structure of the diet.

In Year 1, students must take the nine modules specified in the designated pathway below.

In Year 2, students must take the six modules specified in the designated pathway below. Of the remaining two modules (30 credits) one must be chosen from the level 5 elective modules offered by SEF, the other should be a level 5 QM model module offered by SEF.

In Year 3, students must take at least six modules from the list of Economics and Finance level 6 modules. The remaining 30 credits can be chosen from anywhere at the University and must be at level 5 or 6.

In order to obtain an "Economics" degree, a student may fail at most one core module. Students who fail more than one core module will get an "Economic Studies" degree provided the other requirements for such degree are satisfied.

Academic Year of Study FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester	QMUL Model
Career Success for Economics and Finance Students	ECN002	0	3	Compulsory	1	Semester 1	<input type="checkbox"/> No
Economics in Action	ECN125	15	4	Compulsory	1	Semester 1	<input type="checkbox"/> Yes
World Economy	ECN102	15	4	Compulsory	1	Semester 1	<input type="checkbox"/> No
Principles of Economics	ECN113	15	4	Core	1	Semester 1	<input type="checkbox"/> No
Mathematical Methods in Economics and Business 1	ECN114	15	4	Compulsory	1	Semester 1	<input type="checkbox"/> No
Macroeconomics 1	ECN106	15	4	Core	1	Semester 2	<input type="checkbox"/> No
Microeconomics 1	ECN111	15	4	Core	1	Semester 2	<input type="checkbox"/> No

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester	QMUL Model
Statistical Methods in Economics	ECN121	15	4	Core	1	Semester 2	<input type="checkbox"/> No
Mathematical Methods in Economics and Business 2	ECN124	15	4	Compulsory	1	Semester 2	<input type="checkbox"/> No

Academic Year of Study FT - Year 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester	QMUL Model
Games and Strategies	ECN214	15	5	Core	2	Semester 1	<input type="checkbox"/> No
Macroeconomics 2	ECN206	15	5	Core	2	Semester 1	<input type="checkbox"/> No
Econometrics 1	ECN224	15	5	Core	2	Semester 1	<input type="checkbox"/> No
Microeconomics 2	ECN211	15	5	Core	2	Semester 2	<input type="checkbox"/> No
Selected Topics in Macroeconomics	ECN223	15	5	Core	2	Semester 2	<input type="checkbox"/> No
Econometrics 2	ECN225	15	5	Core	2	Semester 2	<input type="checkbox"/> No
Financial Markets and Institutions	ECN222	15	5	Elective	2	Semester 1	<input type="checkbox"/> Yes
Economics of Social Issues	ECN231	15	5	Elective	2	Semester 1	<input type="checkbox"/> Yes
15 credits of QMUL model module offered by SEF		15	5		2	Semester 1	<input type="checkbox"/> Yes
15 credits of SEF elective module		15	5		2	Semester 2	<input type="checkbox"/> No

Academic Year of Study FT - Year 3

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester	QMUL Model
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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester	QMUL Model
Students must take 6 modules at level 6 from SEF		90	6	Elective	3	Semester 1 or 2	<input type="checkbox"/> No
at most 30 credit at level 5 or 6 which can be taken from anywhere within the university		30	6	Elective	3	Semester 1 or 2	<input type="checkbox"/> No

What are the entry requirements?

Our requirement for entry is AAA at A-level including grade A or above in Mathematics.

How will the quality of the programme be managed and enhanced?

Input from external examiners, students and a regular internal discussion and confrontation are the main channels through which the programme's quality will be managed and enhanced. External examiners have the opportunity to comment both on individual module's content and assessment and on the provision within a broader field such as macroeconomics or microeconomics. The School welcomes feedback from students that is usually collected through regular students-staff meetings, through module evaluations, through the NSS and through formal and informal discussions with the teaching team throughout the academic year. The monthly meetings of the Teaching and Curriculum Development committee provide an opportunity for an internal confrontation on the degree's performance and for possible improvements. Such a confrontation is supported by the work of the Teaching Review Groups. The TRGs bring together staff teaching on cognate subjects and provide the opportunity to explore programme development issues such as curriculum amendments and the introduction of new modules.

How do we listen to and act on your feedback?

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 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 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.

Every Semester, the School administers two Teaching Evaluation Questionnaires 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 TEQs 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?

Each student is allocated a personal academic adviser, who approves option choices and provides initial 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. All teaching is overseen by the Teaching Review Groups and by the Teaching and Curriculum Development committee, which includes the Programme Directors and is chaired by the Director of Taught Programmes. Both individual modules and programmes are monitored continuously and reviewed every year by the Teaching Review Groups and by the Teaching and Curriculum Development committee.

Programme-specific rules and facts

N/A

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
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- 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

Connections to the 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. The academic programme is complemented by an extracurricular set of career workshops 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.

Graduates of the programme have an excellent record in gaining employment. First destination statistics typically suggest around 65% going directly into employment within six months of graduation and another 25% going into postgraduate study. Curriculum development is informed by research active staff, some of whom also work for major employers of economics graduates (such as the Bank of England and the Treasury).

Programme Specification Approval

Person completing Programme Specification:

James Kilvington, Undergraduate Programme Manager

Person responsible for management of programme:

Dr Radoslaw Nikolowa

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

7/02/2018

**Date Programme Specification approved by Taught
Programmes Board:**