Programme Title: BSc Economics, Statistics, and Mathematics

Programme Specification

Awarding Body/Institution	Queen Mary, University of London
Teaching Institution	Queen Mary, University of London
Name of Final Award and Programme Title	BSc Economics, Statistics, and Mathematics
Name of Interim Award(s)	N/A
Duration of Study / Period of Registration	3 years
QM Programme Code / UCAS Code(s)	LG11
QAA Benchmark Group	Economics/Mathematics
FHEQ Level of Award	Level 6
Programme Accredited by	N/A
Date Programme Specification Approved	17 Feb 2014
Responsible School / Institute	School of Economics and Finance

Schools which will also be involved in teaching part of the programme
School of Mathematical Sciences

Institution(s) other than Queen Mary that will provide some teaching for the programme
n/a

Programme Outline

This programme is designed to provide a solid foundation for a career in economics and cognate areas and will follow a joint programme that includes a combination of economics and mathematics/statistics in approximately equal proportions.
The programme contains a basic core of general economics, mathematics and statistics. This leads on to more specialised modules in economics and relevant mathematics and statistics modules. It combines training in statistical theory and related areas of mathematics with economic theory. It provides hands-on experience of using statistical packages and presentation of reports. Graduates of this programme obtain jobs requiring mathematical and statistical reasoning in both the private and the public sector. They may also be suited to further training in economics and statistics.

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 economic theory, quantitative economics, finance, and cognate areas;
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.

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What Will You Be Expected to Achieve?

Students who successfully complete this programme will be able to:

Academic Content:	
A1	Demonstrate knowledge and understanding of a core of economic principles and analysis to an appropriate level;
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;

C 5	acquire new learning in a range of ways, both individually and collaboratively;
C 6	use quantitative data confidently and competently;
C 7	acquire transferable key skills to help with career goals and continuing education;
C 8	develop effective spoken and written English;
C 9	acquire substantial bodies of new knowledge;
C 10	use information for evidence-based decision-making and creative thinking.

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 Economic Principles and then via ECN106 Macroeconomics 1, and ECN206 Macroeconomics 2 (for the macroeconomics strand); and ECN111 Microeconomics 1, ECN214 Games and strategies [and ECN211 Microeconomics 2, a compulsory module], (for the microeconomics strand). Mathematical competence is developed via the ECN114 and ECN124 Mathematical Methods in Economics and Business modules, and the MTH4110 Mathematical Structures and MTH5112 Linear Algebra I modules. Statistical competence is developed via ECN225 Econometrics 2, MTH4107 Introduction to Probability, MTH4106 Introduction to Statistics, MTH5122 Statistical Methods, MTH5120 Statistical Modelling I, and MTH6136 Statistical Theory. 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, 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?

Students must take all modules listed in the LG11 designated pathway. Among these compulsory modules, there is a subset of core modules (marked with *). Core modules must be passed in order to obtain a LG11 Economics, Statistics and Mathematics degree. Students who fail a core module will get an "Economic studies, Statistics and Mathematics" degree provided the other requirements for such degree are satisfied.

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

In Year 2 students take seven modules as specified in the designated pathway below, and choose one more level 5 module from the School of Economics and Finance.

In Year 3, students must take at least six modules at Level 6. Students must take Statistical Theories (MTH6136) and choose at least one of the following four modules offered by the School of Mathematical Sciences: Statistical Modelling II

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(MTH6134); Time Series (MTH6139); Design of Experiments (MTH6116); and Random Processes (MTH6141). Students must also take a minimum of two modules offered by the School of Economics and Finance, at least one of which must be at level 6.

Academic Year of Study 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Economic Principles	ECN113	15	4	Core	1	Semester 1
Mathematical Methods in Economics and Business 1	ECN114	15	4	Compulsory	1	Semester 1
Macroeconomics I	ECN106	15	4	Core	1	Semester 2
Mathematical Methods in Economics and Business 2	ECN124	15	4	Compulsory	1	Semester 2
Microeconomics I	ECN111	15	4	Core	1	Semester 2
Mathematical Structures	MTH4110	15	4	Compulsory	1	Semester 1
Introduction to Probability	MTH4107	15	4	Compulsory	1	Semester 1
Introduction to Statistics	MTH4106	15	4	Compulsory	1	Semester 2
Studying Economics and Finance	ECN001	0	3	Compulsory	1	Semester 1
Career Success for Economics and Finance Students	ECN002	0	3	Compulsory	1	Semester 2

Academic Year of Study 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Macroeconomics 2	ECN206	15	5	Core	2	Semester 1
Games and Strategies	ECN214	15	5	Core	2	Semester 1
Econometrics 2	ECN225	15	5	Core	2	Semester 2

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Microeconomics II	ECN211	15	5	Compulsory	2	Semester 2
Linear Algebra I	MTH5112	15	5	Compulsory	2	Semester 1
Statistical Methods	MTH5122	15	5	Compulsory	2	Semester 1
Statistical Modelling I	MTH5120	15	5	Compulsory	2	Semester 2

Academic Year of Study 3

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Statistical Theory	MTH6136	15	6	Compulsory	3	Semester 2
Statistical Modelling II	MTH6134	15	6	Elective	3	Semester 1
Time Series	MTH6139	15	6	Elective	3	Semester 1
Design of Experiments	MTH6116	15	6	Elective	3	Semester 2
Random Processes	MTH6141	15	6	Elective	3	Semester 2

What Are the Entry Requirements?

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

How Do We Listen 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.

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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.

Academic Support

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. Employability skills are also developed by embedding a CV and career workshop in the first year ECN114 module in order to prompt year 1 students into focusing on developing employability skills throughout their stay at University. 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	Dr Giulio Fella, Director of Undergraduate Studies
Person responsible for management of programme	Dr Giulio Fella, Director of Undergraduate Studies
Date Programme Specification produced/amended by School Learning and Teaching Committee	12 Feb 2014
Date Programme Specification approved by Taught Programmes Board	17 Feb 2014