

Programme Title: BSc(Econ) Economics and Politics with integrated foundation year



Programme Specification (UG)

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| 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 Politics |
| Name of interim award(s): | Foundation Certificate |
| Duration of study / period of registration: | 4 years |
| QMUL programme code / UCAS code(s): | UBCF-QMECOM1 / LL2F / LL2G |
| 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

School of Politics and International Relations

School of Languages, Linguistics & Film

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

N/A

Programme outline

BSc Economics and Politics with integrated foundation year (4 years) combines a three-year degree in Economics and Politics with a bespoke foundation year, providing a smooth pathway for international and EU students not currently eligible for entry to a three-year degree programme. The programme contains a basic core of general economics, politics, and quantitative techniques. This leads on to more specialised modules in economics and politics. It provides hands-on experience in dealing with real world cases and in the critical analysis of economic policy both in its formation and implementation. Graduates of this programme obtain jobs requiring economic and political reasoning in both the public and the private sector. This degree programme is especially suited to those with an interest in public policy and governmental decision making. Students may also be suited to further training in economics and political science.

The subject content and teaching methodology employed in the foundation year (year one) builds a skills set and provides a

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platform for successful participation over the remainder of the programme: the second and third years cover a core of macroeconomics, microeconomics and the quantitative techniques used in economic and political analysis and investigation, and quantitative techniques. In their fourth year students get to experience life and study at a university in a different country. 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?

The foundation year will endow you with the knowledge and skills set required to study economics at degree level. In turn, the BSc Econ degree will provide you with a thorough training in theoretical and applied economics. You will be confronted with the latest development in the field and will develop an ability to provide critical and analytical interpretation of past and current economic events. You will be able to engage in policy analysis and you will be able to support it through a competent, informative and critical use of economic data, statistics and quantitative tools. Your ability to engage in economic and policy analysis will be supported by the development of communication, team-building, reflective and project management skills.

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: | |
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| A 1 | Demonstrate knowledge and understanding of a core of economic principles and analysis to an appropriate level |
| A 2 | Show some knowledge and understanding of the application of statistical methods to economic data, using econometric software where appropriate |
| A 3 | Apply economic reasoning to a range of policy issues |
| A 4 | Show knowledge and understanding of a number of specialised areas in economics. |

| Disciplinary Skills - able to: | |
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| B 1 | Solve problems, through conceptualisation and analysis |
| B 2 | Collaborate, through working co-operatively |

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| B 3 | Communicate, through oral and written presentations; |
| B 4 | Use IT skills (internet to retrieve information; email to share information; word processing and spreadsheets to store, analyse and present information); |
| B 5 | Manage time and work cooperatively within a community; |
| B 6 | Achieve objectives by the relevant deadlines. |

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| Attributes: | |
| C 1 | acquire and apply knowledge in a rigorous way; |
| C 2 | connect information and ideas within their field of study; |
| C 3 | use writing for learning and reflection; |
| C 4 | 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. |

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| QMUL Model Learning Outcomes - Level 4: | |
| D 1 | Identify and discuss what their own role in their programme and/or subject discipline might mean to them for future e |
| D 2 | Identify and demonstrate the perspectives or problem solving techniques of different disciplines |
| D 3 | Demonstrate connections between different theoretical perspectives within your discipline |

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| QMUL Model Learning Outcomes - Level 5: | |
| E 1 | Demonstrate how discipline specific problem solving techniques or approaches may be generalised or applied in a br |

QMUL Model Learning Outcomes - Level 6:

E 1

QMUL Model Learning Outcomes - Level 7:

G 1

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 (years two and three for this programme), enabling them to specialise in year five and adapt to different programmes as their interests change. Teaching and learning is mainly via lectures and classes. 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 and ECN206 Macroeconomics 2 (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 module, while statistical competence is developed via ECN121 Statistical Methods in Economics.

Students on this programme can then decide to further specialise in different areas of Economics and Finance or Politics and International Relations by selecting options from the vast array of modules offered by the SEF or SPIR. Other modules in the programme also develop and assess core skills through lectures, and, classes.

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?

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 eight modules specified in the designated pathway below.

In Year 2, students must take the seven modules specified in the designated pathway below (for a total of 105 credits). For the remaining 15 credits, they must choose to take either POL108 Background to British Politics or POL109 Global Histories.

In Year 3, students must take the five modules specified in the designated pathway below. The remaining 45 credits must be chosen from level 5 modules offered by either SEF or SPIR, and must include at least 15 credits from SPIR and a 15 credit QMUL model module from SEF or SPIR.

In Year 4, students must take a minimum of 90 credits at level 6; students must take a minimum of 15 credits from Level 6 modules offered by SEF and a minimum of 30 credits from Level 6 modules offered by SPIR. Students may take a maximum of 30 credits outside the two Schools. These can be at either level 5 or 6.

In order to obtain an "Economics and Politics" degree, a student may fail at most one core module. Students who fail more than one core module will get an "Economic Studies and Politics" 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 |
|--|---------------|---------|-------|-------------------------|------------------------|----------|------------|
| English Language and Study Skills | IFP / IFJ3000 | 15 | 3 | Compulsory | 1 | | No |
| Independent Study Project | IFP / IFJ3020 | 15 | 3 | Compulsory | 1 | | No |
| Pure Mathematics for Economics | IFP / IFJ3011 | 15 | 3 | Compulsory | 1 | | No |
| Statistics for Economics | IFP / IFJ3012 | 15 | 3 | Compulsory | 1 | | No |
| Microeconomics | IFP / IFJ3013 | 15 | 3 | Compulsory | 1 | | No |
| Macroeconomics | IFP / IFJ3014 | 15 | 3 | Compulsory | 1 | | No |
| Introduction to Politics | IFP / IFJ3003 | 15 | 3 | Compulsory | 1 | | No |
| Introduction to International Politics | IFP / IFJ3004 | 15 | 3 | Compulsory | 1 | | No |

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Academic Year of Study FT - Year 2

| 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 | 2 | Semester 1 | <input type="checkbox"/> No |
| Economics in Action | ECN125 | 15 | 4 | Compulsory | 2 | Semester 1 | <input type="checkbox"/> Yes |
| Principles of Economics | ECN113 | 15 | 4 | Core | 2 | Semester 1 | <input type="checkbox"/> No |
| Mathematical Methods in Economics and Business 1 | ECN114 | 15 | 4 | Compulsory | 2 | Semester 1 | <input type="checkbox"/> No |
| Thinking Politically: introduction to concepts, theories and ideologies | POL110 | 30 | 4 | Compulsory | 2 | Semesters 1 & 2 | <input type="checkbox"/> No |
| Microeconomics 1 | ECN111 | 15 | 4 | Core | 2 | Semester 2 | <input type="checkbox"/> No |
| Macroeconomics 1 | ECN106 | 15 | 4 | Core | 2 | Semester 2 | <input type="checkbox"/> No |
| Background to British Politics | POL108 | 15 | 4 | Elective | 2 | Semester 2 | <input type="checkbox"/> No |
| Global Histories | POL109 | 15 | 4 | Elective | 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 |
|----------------------------------|-------------|---------|-------|-------------------------|------------------------|------------|-----------------------------|
| Games and Strategies | ECN214 | 15 | 5 | Core | 3 | Semester 1 | <input type="checkbox"/> No |
| Macroeconomics 2 | ECN206 | 15 | 5 | Core | 3 | Semester 1 | <input type="checkbox"/> No |
| Microeconomics 2 | ECN211 | 15 | 5 | Compulsory | 3 | Semester 2 | <input type="checkbox"/> No |
| Statistical Methods in Economics | ECN121 | 15 | 4 | Core | 3 | Semester 2 | <input type="checkbox"/> No |
| Modern Political Thought I | POL263 | 15 | 5 | Compulsory | 3 | Semester 1 | <input type="checkbox"/> No |

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| Module Title | Module Code | Credits | Level | Module Selection Status | Academic Year of Study | Semester | QMUL Model |
|---|-------------|---------|-------|-------------------------|------------------------|-----------------|------------------------------|
| module to the value of 15 credits which must be taken from SPIR | | 15 | 5 | Elective | 3 | Semester 1 or 2 | <input type="checkbox"/> No |
| Financial Markets and Insitutions | ECN222 | 15 | 5 | Elective | 3 | Semester 1 | <input type="checkbox"/> Yes |
| Economics of Social Issues | ECN231 | 15 | 5 | Elective | 3 | Semester 1 | <input type="checkbox"/> Yes |
| Researching Everyday Politics | POL267 | 15 | 5 | Elective | 3 | Semester 2 | <input type="checkbox"/> Yes |
| 15 Credits which can be taken from either SPIR or SEF | | 15 | 5 | Elective | 3 | Semester 1 or 2 | <input type="checkbox"/> No |
| 15 credits of QMUL model module offered by SEF or SPIR | | 15 | 5 | Elective | 3 | Semester 1 or 2 | <input type="checkbox"/> Yes |
| Political Research | POL252 | 15 | 5 | Elective | 3 | Semester 2 | <input type="checkbox"/> Yes |

Academic Year of Study FT - Year 4

| Module Title | Module Code | Credits | Level | Module Selection Status | Academic Year of Study | Semester | QMUL Model |
|--|-------------|---------|-------|-------------------------|------------------------|-----------------|-----------------------------|
| Students must take 90 credits at level 6 | | 90 | 6 | Elective | 4 | Semester 1 or 2 | <input type="checkbox"/> No |
| Students must take a minimum of 15 credits from SEF at level 6 | | 15 | 6 | Elective | 4 | Semester 1 or 2 | <input type="checkbox"/> No |
| Students must take a minimum of 30 credits from SPIR at level 6 | | 30 | 6 | Elective | 4 | Semester 1 or 2 | <input type="checkbox"/> No |
| At most 30 Credits from anywhere within the university (outside SEF and SPIR) at levels 5 or 6 | | 30 | 6 | Elective | 4 | Semester 1 or 2 | <input type="checkbox"/> No |

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?

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?

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 experienced 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.

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

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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

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: take 120 credits, pass modules to the value of at least 105 credits. Overall average of 60, with English Language and Study Skills 55, Pure Mathematics for Economics 65, Statistics for Economics, 65, Microeconomics 65, Macroeconomics 65.

In cases where overseas students, who wish to transfer onto this degree programme, may require a visa extension to cover the additional time required to complete the degree, they will normally have to return to the country or territory that issued their passport to make immigration applications, final acceptance to transfer to a new degree course will be dependent upon the student gaining this revised visa.

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 2), internships (year 3) 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 L100 Economics 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).

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Programme Specification Approval

Person completing Programme Specification:

James Kilvington, Undergraduate Programme Manager, SEI

Person responsible for management of programme:

Mark Holloway / Prof. Nick Vriend

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

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