

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 and Politics
Name of Interim Award(s)	N/A
Duration of Study / Period of Registration	3 years
QM Programme Code / UCAS Code(s)	LL12
QAA Benchmark Group	Economics/Politics
FHEQ Level of Award	Level 6
Programme Accredited by	
Date Programme Specification Approved	12 Sep 2012
Responsible School / Institute	School of Economics and Finance

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

School of Politics

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

Programme Outline

The aims of this degree are to provide the students a thorough training in both economics and politics, with a special focus on theoretical, empirical and policy issues. This will be done at both a quantitative and analytical level.

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.

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, political science, and cognate areas;

To endow students with the knowledge and the capability of carrying out a critical analysis of policy issues and, in particular, economic policy development and implementation;

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:

Academic Content:

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 with specific application to policy decision making;
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 and politics.

Disciplinary Skills - able to:

B 1	Solve problems, through conceptualisation and analysis;
B 2	Collaborate, through working co-operatively;
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.

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.

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 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 by selecting options from the vast array of modules offered by the School of Economics and Finance. 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?

There is a common structure to all joint honours degrees which requires that you take at least nine modules in Economics and Finance. In each year, students must take all modules listed in the LL12 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 LL12 Economics and Finance degree, a student must not fail any core modules. Students who fail a core module will get an "Economic Studies and Politics" degree provided the other requirements for such degree are satisfied.

In Year 1, students must take the five modules specified in the designated pathway below (for a total of 90 credits). For the remaining 30 credits, they must choose to take either POL103 Comparative Government and Politics or POL106 Introduction to International Relations.

In Year 2, students must take the four modules specified in the designated pathway below. The remaining four modules can be chosen from anywhere in the College and must be at level 5 or 6.

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In Year 3, students must take a minimum of 90 credits at level 6. These 90 credits must include the Politics module specified in the designated pathway below (30 credits), as well as at least one level 6 module from the list of Economics and Finance modules. In addition to the 90 credits at level 6, a further 30 credits can be chosen from anywhere in the College and must be at level 5 or 6.

Academic Year of Study 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Principles of Economics	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
Microeconomics I	ECN111	15	4	Core	1	Semester 2
Introduction to Politics	POL100	30	4	Compulsory	1	Semesters 1 & 2
Comparative Government and Politics	POL103	30	4	Elective	1	Semesters 1 & 2
Introduction to International Relations	POL106	30	4	Elective	1	Semesters 1 & 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	Compulsory	2	Semester 1
Statistical Methods in Economics	ECN121	15	4	Core	2	Semester 1
Games and Strategies	ECN214	15	5	Compulsory	2	Semester 1
Microeconomics II	ECN211	15	5	Compulsory	2	Semester 2

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Academic Year of Study 3

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Politics Research Project	POL310	30	6	Compulsory	3	Semesters 1 & 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.

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

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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 R. Veneziani, Director of Undergraduate Studies

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Person responsible for management of programme

Dr R. Veneziani, Director of Undergraduate Studies

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

25 Jun 2012

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

12 Sep 2012