

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 with Integrated Foundation Year/ Economics with Year Abroad and Integrated Foundation Year |
| Name of interim award(s): | Foundation Certificate |
| Duration of study / period of registration: | 4 or 5 years |
| QMUL programme code / UCAS code(s): | UBCF-QMECOM1/L10F, UBCF-QMECOM2/L10G, UBCF-QMECOX1/L10X |
| 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 |

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

School of Languages, Linguistics & Film

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

Programme outline

BSc Economics with integrated foundation year (4 years or 5 with year abroad) combines a three-year degree in Economics 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 degree provides students with professional training in economics, providing an excellent basis for employment in the private or state sector and for further academic study.

The subject content and teaching methodology employed in the foundation year (year one) builds a skills set and provides a 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 analysis and investigation. Final-year options enable students to apply this core knowledge to a variety of more specialised areas in economics and 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 developments 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.

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 | 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: | |
|--------------------------------|---|
| 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 the final year 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 Mathematical Methods in Finance and Finance 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, independent dissertation. Most modules will have two methods of assessment. Please refer to the college academic regulations for the assessment regulations:
(http://www.arcs.qmul.ac.uk/policy_zone/index.html)

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.

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:

IFP / IFJ3001 Twentieth Century European History I: 1900-1945
IFP / IFJ3002 Twentieth Century European History II: 1945-1991

IFP / IFJ3003 Introduction to Politics
IFP / IFJ3004 Introduction to International Politics

IFP / IFJ3005 Introduction to Human Geography
IFP / IFJ3006 The Human Geography of London

IFP / IFJ3007 Introduction to English Literature
IFP / IFJ3008 Introduction to American Literature

IFP / IFJ3009 Introduction to Film Studies
IFP / IFJ3010 European and American Art Cinema

IFP / IFJ3021 Liberal Arts I - Understanding the Modern World
IFP / IFJ3022 Liberal Arts II - Understanding Modern Britain

IFP / IFJ3015 Introduction to Business and Management
IFP / 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)

In Year 2, students must take the nine modules specified in the designated pathway below.

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In Year 3, students must take the six modules specified in the designated pathway below. The remaining two modules (30 credits) must be chosen from the level 5 elective modules offered by SEF.

In Year 4 students on the 'with year abroad' route will spend the year studying at an institution overseas.

In the final year students must take at least 105 credits at level 6. 15 credits can be at level 5 or 6. At least 90 credits at level 6 must be from SEF. The remaining 30 credits can be chosen from anywhere in the University. Students must take at least four modules from the following list: ECN322, ECN344, ECN355, ECN356, ECN361, ECN379 and ECN302.

Academic Year of Study FT - Year 2

| Module Title | Module Code | Credits | Level | Module Selection Status | Academic Year of Study | Semester |
|---|-------------|---------|-------|-------------------------|------------------------|-----------------|
| Career Success for Economics and Finance Students | ECN002 | 0 | 3 | Compulsory | 1 | Semesters 1 & 2 |
| Economics & Finance in Action | ECN126 | 15 | 4 | Compulsory | 1 | Semester 1 |
| World Economy | ECN102 | 15 | 4 | Compulsory | 1 | Semester 1 |
| Principles of Economics | ECN113 | 15 | 4 | Core | 1 | Semester 1 |
| Mathematical Methods in Economics and Finance | ECN115 | 15 | 4 | Compulsory | 1 | Semester 1 |
| Macroeconomics 1 | ECN106 | 15 | 4 | Core | 1 | Semester 2 |
| Microeconomics 1 | ECN111 | 15 | 4 | Core | 1 | Semester 2 |
| Statistical Methods in Economics | ECN121 | 15 | 4 | Core | 1 | Semester 2 |
| Contemporary Economic issues | ECN105 | 15 | 4 | Compulsory | 1 | Semester 2 |

Academic Year of Study FT - Year 3

| Module Title | Module Code | Credits | Level | Module Selection Status | Academic Year of Study | Semester |
|------------------|-------------|---------|-------|-------------------------|------------------------|------------|
| Microeconomics 2 | ECN211 | 15 | 5 | Core | 2 | Semester 1 |

Programme Title: Economics with Integrated Foundation Year

| Module Title | Module Code | Credits | Level | Module Selection Status | Academic Year of Study | Semester |
|-----------------------------------|-------------|---------|-------|-------------------------|------------------------|------------|
| Macroeconomics 2 | ECN206 | 15 | 5 | Core | 2 | Semester 1 |
| Econometrics 1 | ECN224 | 15 | 5 | Core | 2 | Semester 1 |
| Games and Strategies | ECN214 | 15 | 5 | Core | 2 | Semester 2 |
| Selected Topics in Macroeconomics | ECN223 | 15 | 5 | Core | 2 | Semester 2 |
| Econometrics 2 | ECN225 | 15 | 5 | Core | 2 | Semester 2 |
| Level 5 SEF elective module | | 15 | 5 | Elective | 2 | Semester 1 |
| Level 5 SEF elective module | | 15 | 5 | Elective | 2 | Semester 2 |

Academic Year of Study FT - Year 4

| Module Title | Module Code | Credits | Level | Module Selection Status | Academic Year of Study | Semester |
|--|-------------|---------|-------|-------------------------|------------------------|---------------|
| Study Abroad Year (for students on "with year abroad" route) | ECN400 | 120 | 5 | Compulsory | 4 | Semesters 1-3 |

Academic Year of Study FT - Year 5

| Module Title | Module Code | Credits | Level | Module Selection Status | Academic Year of Study | Semester |
|--|-------------|---------|-------|-------------------------|------------------------|-----------------|
| Students must take 105 credits at level 6 (90 from SEF) | | 105 | 6 | Elective | 4 or 5 | Semesters 1 & 2 |
| at most 30 credit can be taken from anywhere within the university (15 at level 5) | | 15 | 5 | Elective | 4 or 5 | Semesters 1 & 2 |
| Students must take at least four modules from the list below. | | 60 | 6 | Elective | 4 or 5 | Semesters 1 & 2 |
| Topics in Econometrics | ECN322 | 15 | 6 | Elective | 4 or 5 | Semester 1 |

Programme Title: Economics with Integrated Foundation Year

| Module Title | Module Code | Credits | Level | Module Selection Status | Academic Year of Study | Semester |
|--|-------------|---------|-------|-------------------------|------------------------|------------|
| Economics of Technology and Innovation | ECN344 | 15 | 6 | Elective | 4 or 5 | Semester 2 |
| Macroeconomic Policy | ECN355 | 15 | 6 | Elective | 4 or 5 | Semester 1 |
| Labour Economics | ECN356 | 15 | 6 | Elective | 4 or 5 | Semester 2 |
| Advanced Microeconomics | ECN361 | 15 | 6 | Elective | 4 or 5 | Semester 1 |
| History of Economic Thought | ECN379 | 15 | 6 | Elective | 4 or 5 | Semester 1 |
| Corporate Strategy | ECN302 | 15 | 6 | Elective | 4 or 5 | Semester 1 |

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 a personal academic adviser, who approves option 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.

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.

If a student does not complete, or fails to pass, the year abroad module, then the student will automatically transfer onto the Economics with an integrated foundation year degree, albeit with the year abroad module showing on their transcript.

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.

A student who does not meet the requirements for a BSc (Econ) degree, but who meets the requirements for an exit award will

be awarded an "Economics" exit award, providing they have failed no more than one core module. Students who fail more than one core module will get an "Economic Studies" exit award.

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:

Claire Cooper

Person responsible for management of programme:

Dr Stepana Lazarova

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

14 Jan 2019

Date Programme Specification approved by Taught Programmes Board: