



Programme Specification (PG)

Awarding body / institution:	Queen Mary University of London
Teaching institution:	Queen Mary University of London
Name of final award and programme title:	MSc Economics (Master's Apprenticeship Programme)
Name of interim award(s):	
Duration of study / period of registration:	24 months
Queen Mary programme code(s):	
QAA Benchmark Group:	
FHEQ Level of Award:	Level 7
Programme accredited by:	Apprenticeship Standard Approved by IFATE in 2019. Next review is expected in 2022.
Date Programme Specification approved:	
Responsible School / Institute:	School of Economics

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

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

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Programme outline

This programme has been developed under the auspices of the government's degree apprenticeship initiative (<https://www.ucas.com/alternatives/apprenticeships/apprenticeships-england/what-apprenticeships-are-available/degree-apprenticeships>). Degree apprenticeships are intended to capitalise on the strengths of both higher education and vocational education. The model is that the degree apprentice is employed in a substantive job role, while also pursuing a degree qualification, in this case a full MSc.

Utilising the Senior Professional Economist Apprenticeship Standard ([https://www.instituteforapprenticeships.org/apprenticeship-standards/senior-professional-economist-\(integrated-degree\)-v1-0](https://www.instituteforapprenticeships.org/apprenticeship-standards/senior-professional-economist-(integrated-degree)-v1-0)) The Economics Masters Apprenticeship programme comprises a 50/50 split between compulsory and elective modules to achieve the occupational requirements of the Standard.

This programme has been designed by and for the economics profession in central government. As such learners are expected to be employed in the civil service and working on public policy related briefs.

The programme will be delivered predominantly as a DL programme, to facilitate the inclusion of learners across a broad

geographical scope. This will be enriched by the provision of once a semester "residential" sessions based at QMUL and at Departmental offices outside London, which will enable face-to-face interaction and discussion.

Aims of the programme

The role of a Senior Professional Economist is to deliver advice and analysis that improves outcomes for clients (including internal stakeholders). This occupation is found in Government, regulators and regulated industries (e.g. energy, telecoms), consultancies, other businesses (e.g. banks) and to a lesser extent in the third sector. An employee in this occupation will be responsible for developing and implementing programmes of analysis that underpin policy and business decisions. Senior Professional Economists will be responsible for developing sources of specialist knowledge within their organisation and be seen as experts in their field; to do this they will demonstrate thought leadership. Senior Professional Economists will often specialise in a particular area e.g. environmental economics, but they will also be expected to have a good grasp of broader economic work. The Economics Master's Apprenticeship Programme will equip apprentices with the knowledge, skills and behaviours contained within the Apprenticeship Standard ([https://www.instituteforapprenticeships.org/apprenticeship-standards/senior-professional-economist-\(integrated-degree\)-v1-0](https://www.instituteforapprenticeships.org/apprenticeship-standards/senior-professional-economist-(integrated-degree)-v1-0)). Through a combination of academic and vocational training, learners will be empowered to become effective, high-performing senior-level economists within their organisations.

What will you be expected to achieve?

As a Degree Apprentice, learners will be expected to demonstrate occupational competency in each of the Knowledge, Skills and Behaviours in the Senior Professional Economist Apprenticeship Standard ([https://www.instituteforapprenticeships.org/apprenticeship-standards/senior-professional-economist-\(integrated-degree\)-v1-0](https://www.instituteforapprenticeships.org/apprenticeship-standards/senior-professional-economist-(integrated-degree)-v1-0)). Apprentices will complete their 180 credits through 8 * 15 credit modules and a 60 credit End Point Assessment, which will involve sitting a final examination, a work-based project and a professional discussion underpinned by a portfolio of evidence.

Academic Content:	
A 1	Applied econometric techniques, such as micro-econometric techniques, time series and/or panel data, including limitations thereof
A 2	Applications of micro-economic and macro-economic theory in a range of policy and business contexts.
A 3	Understanding the robustness and quality of economic statistics, model generated data and external information; data cleaning; hypothesis testing; the most relevant software and programming techniques; main requirements for successful survey design
A 4	Appraisal and evaluation techniques, including cost-benefit analysis, multi-criteria decision analysis, real options and least regrets; and the underpinning tools that are required to conduct appraisals e.g. asset pricing models.
A 5	Non-market valuation techniques including willingness to pay/accept.
A 6	Topics from competing streams of economic thought and the implications they have for policies, e.g. market failures, rationale for intervention, and business strategies
A 7	Quality assurance techniques and sources of risks to quality of analysis
A 8	Team's capacity to deliver - organisation specific processes for: securing additional resource from within and without the organisation; work planning and associated risk management techniques; and the demands from clients
A 9	The wider context affecting the work area and how changes might affect clients and analysis
A 10	Different communication styles and techniques; stakeholder theory; different ways of presenting data

A 11	Techniques to assess how future political, economic, social, technological, legal and environmental developments could affect organisation, work programmes or clients
A 12	Understand high level business objectives and strategy in order to anticipate demands for economic analysis

Disciplinary Skills - able to:	
B 1	Apply micro-economic and/or macro-economic theories and modelling, including econometric, to inform a range of business and policy decisions.
B 2	Where appropriate convert the policy or other question into a tractable appraisal, evaluation or other analysis drawing on the most appropriate analytical method. And, where appropriate, consider: non-market valuation methods, the counterfactual, opportunity cost, risk and uncertainty and how to estimate discount rates and costs of capital.
B 3	Critically assess available information sources and judge validity and usefulness for the issue at hand; clean and manipulate data; be aware of data limitations and explain them; clearly describe and present data using data visualisation techniques; and draw out and explain policy and business implications to clients
B 4	Prioritise scarce resources, including own time, and focus work on areas of greatest impact; deploy project management techniques; negotiate for additional resources where appropriate; manage delivery risks; build and maintain relationships with colleagues and clients and develop and utilise internal and external networks
B 5	Scope areas of work identifying: objectives, analytical methods, resources required and potential delivery risks. Able to recognise when complementary expertise is required e.g. scientists, other social scientists and data specialists.
B 6	Use horizon scanning methodologies to anticipate new trends, opportunities and challenges that may influence outcomes of interest to client
B 7	Clearly communicate economic principles and concepts to non-economists; present trade-offs and uncertainties and articulate these clearly; frame advice, drawing on knowledge of stakeholders' positions, for maximum impact
B 8	Design Quality Assurance processes and implement these, following organisational best practices, and drawing on sources of external expertise; critically assess economic analysis and improve it

Attributes:	
C 1	Ethical conduct: analyst attributes sources and ideas to their originator; provides honest advice on all relevant aspects to an issue; avoids bias.
C 2	Proactive: seeks opportunities to apply analysis to policy and business problems; seeks ideas for improvements, such as new approaches and/or methods; looks beyond the narrow confines of a problem or opportunity when producing analysis; is a passionate advocate for analysis; uses professional judgement and reaches conclusions even when evidence is incomplete.
C 3	Collaborative: understands others point of view and adapts approach or ask; seeks to reconcile different views; builds trust with colleagues and clients; shares ideas and work with other professionals; respects and appreciates diversity; listens to others' points of view, however challenging; invites and considers feedback; aware of the impact of language and non verbal behaviour on others.
C 4	Rigour: demonstrates a commitment to detail.
C 5	Leadership: leads others, including outside organisational structures, to deliver outcomes.

How will you learn?

A key requirement for programme delivery is that students based in a number of locations throughout the UK can undertake the course. This necessarily means that the bulk of the course material will need to be delivered through distance learning. However,

to ensure this is an engaging and interactive programme, the asynchronous content will be blended with both synchronous online activities and campus based face-to-face sessions. The synchronous online activities will include regular small group classes and module review sessions, delivered as webinars. For further enrichment, we are able to provide once a semester "residential" sessions based at QMUL and at Departmental offices outside London, which will enable face-to-face interaction and discussion.

We are proposing for each module to be delivered as follows:

- Fortnightly 'lecture' schedule based mainly on asynchronous distance learning materials with
- 1 hour synchronous Q&A
- Help line/discussion forum
- 1 hour synchronous class
- Once a semester one week 'residential' with:
 - Face to face session on module contents
 - Face to face work on joint projects etc.
 - Guest lectures from senior economists in government and industry
- Once a semester visit by senior tutor to student and manager

How will you be assessed?

Modular assessment is still yet to be determined with participating departments as we co-create the modules over the next couple of months. However initial scoping discussions have focused on using modes of assessment that closely mirror work-based deliverables e.g. economic appraisals of policy programmes, policy recommendation papers to ministers etc. We plan to include regular formative assessments not least to provide metrics on the progress of the cohort.

Arrangements for End Point Assessment are detailed in the Senior Professional Economist Assessment Plan and this consists of three components: 1 – professional discussion, 2- test, 3 – work-based project.

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.

For this programme we propose long semesters with a single break (in August). This allows us to offer a fortnightly lecture cycle which in turn means students can choose to take up to two weeks away from the course but not fall behind the material (by working more intensively around any break). Of course, longer breaks could be accommodated by using recorded material to catch up but this will reduce interaction and the cohesion of the cohort whilst ensuring the 20% off-the-job requirement is met.

The Senior Professional Economist Apprenticeship Standard sets out KSB (knowledge, skills, and behaviours) requirements that need to be met through the training programme. These requirements will be met through 60 credits of compulsory modules in the initial stages of the programme, followed by a choice of electives which align with the KSBs but enable apprentices to study chosen specialisms in greater depth. A programme where students must attend some compulsory elements but have significant choice over specialisms is now standard at Masters Level. Overall, it is consistent with an approach that allows students to have more say over their learning. Note that we also propose that students have some say over how many electives they undertake per semester, this gives students more flexibility to fit the course around work and other commitments.

During the programme, students must choose at least one econometric elective. These electives are: Applied Microeconomics; Time Series Econometrics and Forecasting; Big Data and Machine Learning.

The programme has two entry points per academic year: February and September. The below list specifies the year and semester for which the modules will run for students beginning the programme in February. Elective modules will only run once per academic year, so for September cohorts, the elective modules will run in the reverse order (i.e. year 1 semester 2 electives for the February cohort, are year 2 semester 1 electives for the September cohort).

Academic Year of Study FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Macroeconomics for Policy		15	7	Compulsory	1	Semester 1
Microeconomics for Policy		15	7	Compulsory	1	Semester 1
Quantitative Methods with Policy Applications		15	7	Compulsory	1	Semester 1
Economic Appraisal		15	7	Compulsory	1	Semester 2
Applied Microeconomics		15	7	Elective	2	Semester 1
Time Series Econometrics and Forecasting		15	7	Elective	1	Semester 2
Big Data and Machine Learning (Python)		15	7	Elective	1	Semester 2
International Economics		15	7	Elective	1	Semester 2
Competition Policy and the Economics of Regulation		15	7	Elective	2	Semester 1
Public Economics		15	7	Elective	1	Semester 2
Labour Economics		15	7	Elective	2	Semester 1
Economics of Health and Education		15	7	Elective	1	Semester 2
Environmental Economics and Climate Change		15	7	Elective	2	Semester 1
End Point Assessment		60	7	Core	2	Semester 2
Students must choose at least one econometric elective.		15	7			
Behavioural Economics		15	7	Elective	1	Semester 2
Advanced Macroeconomics		15	7	Elective	2	Semester 1

Programme Title: Economics Master's Apprenticeship Programme

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Development Economics		15	7	Elective	2	Semester 1
Spatial Economics		15	7	Elective	2	Semester 1
Economics of Inequality		15	7	Elective	2	Semester 1
Economics of Central Banking		15	7	Elective	2	Semester 1

What are the entry requirements?

ESFA Funding rules require apprentices to achieve level 2 English and Maths qualifications (grade A-C) by the end of their programme. NARIC equivalency is accepted for international qualifications. Where proof of achievement cannot be demonstrated, a functional skills test will be required to be sat and passed for admission to the programme. Applicants will also be required to complete a Skills Scan which highlights any prior learning and also sets out how each aspect of the on-programme learning will be applied in the workplace context. This Skills Scan document must be approved by both the academic programme lead and Degree Apprenticeship Manager for the applicant to successfully enrol on programme.

Academic entry requirements are a 2:1 or above at undergraduate level in an Economics degree or a mixed degree with at least 50% in economics. Applicants from quantitative backgrounds will be considered, provided their degree contains substantial levels of study of Mathematics and Statistics. Queen Mary University of London will be able to advise on whether any non-economics degree meets entry criteria.

Professional experience in economics will also be considered in lieu of qualifications. Queen Mary University of London will be able to advise on whether professional experience in economics meets entry criteria.

Learners must also meet ESFA eligibility criteria.

How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

As part of QMUL's quality assurance and enhancement processes, feedback will be sought from EMAP apprentices through a variety of means including: informal staff/student discussions, ad-hoc focus groups, regular Student-Staff Liaison Committees (SSLC's), Student Module Evaluation and the Postgraduate Taught Experience Survey. We will tailor module evaluation forms with the input of employer board members, ensuring that metrics for contractual SLA's 14-19 are recorded and that employers as well as apprentices will be provided the opportunity to complete these forms. Currently, module evaluation covers teaching and assessment, academic support, dissertation support, resource allocation and module organisation, with apprentices also encouraged to give feedback on how the module could be improved. Results of these module evaluations will be shared with the EMAP employer board but also with the EMAP learners through SSLC's to ensure there is recognition that feedback is acted upon and is not simply a tick box exercise.

A dedicated EMAP Student-Staff Liaison Committee will be established to ensure that there is an effective channel for formal communication between EMAP learners and staff in SEF. Through these committees, students can reflect and give feedback on their programme. Participating organisations will be able to provide feedback through the monthly EMAP board meetings, module evaluation forms and through the dedicated annual review process. Furthermore, the quarterly tri-partite review meetings will provide individual line managers the opportunity to feedback at a granular level and all participating organisations will be encouraged to submit ad-hoc feedback throughout the programme as appropriate. The first point of contact to resolve any administrative issues with the apprenticeship will be the dedicated EMAP programme manager. Similarly, for academic queries this will be the apprentices' individual academic tutor.

What academic support is available?

All apprentices are allocated a senior tutor. The Tutor is a member of academic staff who is well placed to provide advice and support to students. They have two main roles: academic and pastoral. Students will meet their tutor each semester alongside their line manager for a tri-partite review meeting. In these meetings, all academic-related concerns and progress in achieving the apprenticeship standard will be discussed.

In their pastoral capacity, tutors are the first point of contact in case of personal problems or concerns. Tutors recognise that personal problems can severely affect a student's academic performance, and they will provide a sympathetic and non judgmental ear, as well as practical help. They can also direct students to other College support services, where appropriate. Discussions with students will always be treated in confidence. However, in cases where academic performance is affected by personal problems, the School must be officially informed, and tutors can also guide students through the correct procedures for doing this.

Programme-specific rules and facts

The Senior Professional Economist Standard is an integrated Degree Apprenticeship. This means that the University will carry out the End Point Assessment (EPA) as well as provide the training. The EPA will be part of the academic award, but will nevertheless have to comply with the requirements of the Assessment Plan, including the requirement that any staff carrying out EPA have not been involved in delivering the training.

Because this is an apprenticeship programme, learner entry requirements must satisfy both standard QMUL academic entry requirements and ESFA funding rule criteria. The Degree Apprenticeship team have responsibility for compiling the ESFA evidence pack and ensuring that sufficient evidence is obtained from learners prior to admission to the programme.

How inclusive is the programme for all students, including those with disabilities?

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 including Degree Apprentices. This service is introduced to Degree Apprentices as part of their induction to the programme.

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

The apprenticeship requires apprentices to be in contracted employment. In this case, the apprentices will be employed as economists or analysts within central government departments or executive agencies.

Apprentices will sign a learning agreement with the Trust, and there will also be a formal agreement between the University and the Trust for the delivery of the programme.

There is a requirement of Level 7 degree apprenticeships is for apprentices to have 20% of their time given over to 'off the job' training. BHT Education Academy fellows have one day per week written into their job plan (weekly timetable) for off the job learning and development, which equates to 20% of their time over the course of their contract.

Programme Specification Approval

Person completing Programme Specification:	Jamie Hilder, Degree Apprenticeship Manager
Person responsible for management of programme:	Francis Breedon, Programme Director
Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee:	
Date Programme Specification approved by Taught Programmes Board:	