

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



Programme Specification (UG)

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 with integrated foundation year BSc (Econ) Economics and Politics with a year abroad and integrated foundation year BSc (Econ) Economics and Politics with a year in industry 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/LL2/ LL2G and UBCF-QMECOM1/LL2X/LL2Z
QAA Benchmark Group:	Economics/Politics
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 Politics and International Relations

School of Languages, Linguistics & Film

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

N/A

Programme outline

BSc Economics and Politics with integrated foundation year combines a 3 or 4 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.

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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 and political analysis and investigation, and quantitative techniques. In their fourth year students on the 'with year abroad' route get to experience life and study at a university in a different country. Final-year electives enable students to apply this core knowledge to a variety of more specialised areas in economics and/or politics.

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.

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
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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;
C5	acquire new learning in a range of ways, both individually and collaboratively;
C6	use quantitative data confidently and competently;
C7	acquire transferable key skills to help with career goals and continuing education;
C8	develop effective spoken and written English;
C9	acquire substantial bodies of new knowledge;
C10	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 (years two and three for this programme), enabling them to specialise in

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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 Mathematical Methods in Economics and Finance module.

Students on this programme can then decide to further specialise in different areas of Economics and Finance or Politics and International Relations by selecting electives from the vast array of modules offered by SEF or SPIR.

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 to test individual module learning outcomes

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, students must take the eight modules specified in the designated pathway below.

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

In Year 3, students must take the five modules specified in the designated pathway below. The remaining 30 credits must be chosen from level 5 modules offered by either SEF or SPIR.

In Year 4, students on the "with year abroad" route will be attending a university overseas. Students on the 'with year in industry' route will spend a year on a professional placement.

In the final year, students must take a minimum of 105 credits at level 6. Students may take a maximum of 30 credits outside the two Schools and a maximum of 15 credits at level 5.

Students take a compulsory non-credit bearing Personal and Career Development Plan module in year 1, year 2 and the final year.

Electives are subject to change

Academic Year of Study FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
English Language and Study Skills	IFP / IFJ3000	15	3	Compulsory	1	

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Independent Study Project	IFP / IFJ3020	15	3	Compulsory	1	
Pure Mathematics for Economics	IFP / IFJ3011	15	3	Compulsory	1	
Statistics for Economics	IFP / IFJ3012	15	3	Compulsory	1	
Microeconomics	IFP / IFJ3013	15	3	Compulsory	1	
Macroeconomics	IFP / IFJ3014	15	3	Compulsory	1	
Introduction to Politics	IFP / IFJ3003	15	3	Compulsory	1	
Introduction to International Politics	IFP / IFJ3004	15	3	Compulsory	1	

Academic Year of Study FT - Year 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Personal and Career Development Plan 1	ECN004	0	4	Compulsory	2	Semesters 1 & 2
Principles of Economics	ECN113	15	4	Compulsory	2	Semester 1
Mathematical Methods in Economics and Finance	ECN115	15	4	Compulsory	2	Semester 1
Thinking Politically: introduction to concepts, theories and ideologies	POL110	30	4	Compulsory	2	Semesters 1 & 2
Microeconomics 1	ECN111	15	4	Compulsory	2	Semester 2
Macroeconomics 1	ECN106	15	4	Compulsory	2	Semester 2
Background to British Politics	POL108	15	4	Compulsory	2	Semester 2
Politics in Action	POL113	15	4	Compulsory	2	Semester 2

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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	Compulsory	3	Semester 1
Macroeconomics 2	ECN206	15	5	Compulsory	3	Semester 2
Modernity: Theories of State, Economy and Society	POL247	30	5	Compulsory	3	Semesters 1 & 2
Games and Strategies	ECN214	15	5	Compulsory	3	Semester 1
Political Data Research	POL269	15	5	Compulsory	3	Semester 2
30 credits Level 5 Elective from SEF/SPIR		30	5	Elective	3	Semester 1 or 2
Personal and Career Development Plan 2	ECN005	0	5	Compulsory	3	Semesters 1 & 2

Academic Year of Study FT - Year 4

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Study Abroad module (students on the "with year abroad" route only)	ECN400	120	5	Compulsory	4	Semesters 1-3
Experience in Economics and Finance (for students on "with year in industry" route)	ECN227	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 a minimum of 105 credits at level 6		105	6	Elective	4 or 5	Semester 1 or 2
Students must take a minimum of 45 credits from SEF at level 6,		45	6	Elective	4 or 5	Semester 1 or 2

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Students must take a minimum of 45 credits from SPIR at level 6		45	6	Elective	4 or 5	Semester 1 or 2
at most 30 credits can be taken from anywhere within the university (15 at level 5)		30	6	Elective	4 or 5	Semester 1 or 2
Personal and Career Development Plan 3	ECN006	0	6	Compulsory	4 or 5	Semesters 1 & 2

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

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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 elective 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.

Additionally, there is an Academic Coordinator for the year in industry programme and one for the year abroad and all study abroad related matters who are actively involved in supporting students on both schemes.

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:

1. Overall pass in the foundation year.
2. Mark on IFP/IFJ3020 Independent Study Project of at least 55.
3. Average mark on IFP/IFJ3011 Mathematics for Economists and IFP/IFJ3012 Statistics for Economists of at least 70.
4. Average mark on IFP/IFJ3013 Microeconomics and IFP/IFJ3014 Macroeconomics of at least 70.

[Note that requirements #3 and #4 above refer to the average mark between two modules, and not to the individual module marks. Hence marks of 73 in Mathematics and 69 in Statistics would meet the requirement, since $(73 + 69) / 2 = 71 > 70$.]

For the "with year abroad" route: If a student does not complete, or fails to pass, the study abroad year, then the student will automatically transfer onto the Economics and Politics degree, albeit with the Study Abroad Year showing on their transcript.

If a student is on the year in industry programme and is unable to find a suitable placement, or if the Experience in Economics and Finance module is failed or not completed, then the student will revert to the BSc (Econ) degree without Year in Industry, provided that all other requirements are satisfied.

Students on the year in industry programme will be supported by a dedicated placement officer. The placement officer will help with finding placements, vetting organisations, and ensuring the terms and conditions of the agreement between the student and the organisation are both clear and fair. All placements are expected to be paid in accordance with best practice within the sector in general and QM in particular, at or above the National Minimum Wage where possible. Students are not encouraged to, but can take an unpaid position provided that they submit a form stating that they recognise the financial impact of their choice. It is usual that a formal employment contract will be issued by the company to the student, however, where a company/institution has not undertaken such a placement previously, the SEF placement officer will work with the company in drawing up a contract, detailing the length of placement, the amount of payment, details about termination, holidays etc.

Students will be required to produce a reflective report and give a presentation at the end of the placement. Students will be assessed on a pass/fail basis and the placement year is a 120-credit module. This module does not count towards the degree classification.

A dedicated Placement Handbook will be published providing all relevant information related to the placement for the students.

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 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:

Sarah Riley

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

Person responsible for management of programme:

Dr Rachel Male

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

12 Dec 2022

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