



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:	variable mode; 5 years
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 and Finance

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.instituteofapprenticeships.org/apprenticeship-standards/senior-professional-economist-\(integrated-degree\)-v1-0](https://www.instituteofapprenticeships.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

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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.

The programme will be offered in variable mode, with typical duration of 2 years for the taught components plus 6 months for the EPA. The minimum duration (in accordance with the apprenticeship standard) is 12 months for the taught components of the programme before entering the EPA gateway. The maximum duration for the programme is 5 years. Delivering the programme in variable mode will provide the necessary flexibility for learners to adjust their credit load per semester to balance their work commitments. This structure will also enable the programme to accommodate apprentices with part-time employment hours (<30 hours per week); these learners will follow the programme over an extended duration.

The programme has two cohorts per year, offering a September start and a February start to the programme

Aims of the programme

The aim of the MSc Economics (Master's Apprenticeship Programme) is to provide the opportunity for those who have significant experience working as an economist to advance their careers, by delivering the Level 7 Senior Professional Economist apprenticeship in a challenging and friendly learning environment in which research of international standing informs and supports effective teaching.

A Senior Professional Economist is an occupation found in Government, regulators and regulated industries (e.g. energy, telecoms), consultancies and other businesses (e.g. banks). By participating in this programme, apprentices will develop the skills necessary to become highly competent Senior Professional Economists. For example, being able to design, implement and lead programmes of economic analysis to support decision-making. The curriculum, developed in association with employers, is designed to embed the knowledge, skills, and behaviours (KSB) that Senior Professional Economists require to be able to reformulate and apply advanced economic knowledge and skills across a wide and unpredictable range of situations.

The MSc 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.

A core aim of this programme is to build diversification in the economics profession, which closely aligns with the Queen Mary values. To help achieve this aim, the programme will be offered as a distance learning (part-time), variable mode programme. This mode of delivery responds to the needs of our learners for a more flexible structure to this programme. This approach will allow learners to adjust their credit load per semester to balance their work commitments. In particular, this will give a choice between an accelerated 18 month taught programme (plus EPA period) and the updated typical duration of 2 year taught programme (plus EPA period). The additional flexibility of the variable mode will enable the programme to accommodate apprentices with part-time employment hours (<30 hours per week), as these learners will follow the programme over an extended duration.

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:

A1	Applied econometric techniques, such as micro-econometric techniques, time series and/or panel data, including limitations thereof
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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 live lecture per module per fortnight
- 1 hour live class per module per fortnight
- Online office hours and discussion forum

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

Regular tri-partite reviews between senior tutor, apprentice, and manager. These will be scheduled to take place twice per semester (every 10 weeks). The tri-partite progress reviews are an opportunity to monitor the apprentice's progress, identify additional support if necessary, and ensure successful completion of the Degree Apprenticeship and MSc qualification.

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- invigilated exam, 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.

This programme comprises two key parts: (1) a 120 credit taught component, consisting of compulsory and elective modules, and (2) a 60 credit core End Point Assessment (EPA).

This programme is structured around non-standard semester dates, with two long semesters per calendar year. The elongated semesters enables the programme to be delivered via a fortnightly lecture structure and to meet the 20% off-the-job requirement with teaching concentrated on a single day each week. The fortnightly cycle means that 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). Longer breaks could be accommodated, if required, whilst ensuring the 20% off-the-job requirement is met, by using recorded material to catch up but this will reduce interaction and the cohesion of the cohort.

Taught component (120 credits)

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 and 60 credits of elective modules. The electives 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, this is consistent with an approach that allows students to have more say over their learning.

The variable mode structure of the programme will enable students to 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.

There are four compulsory modules:

- ECOM182 Microeconomics for Policy
- ECOM183 Quantitative Methods with Policy Applications
- ECOM181 Macroeconomics for Policy
- ECOM184 Economic Appraisal

Of which, ECOM182 Microeconomics for Policy and ECOM183 Quantitative Methods with Policy Applications must be taken in the first semester. The other two compulsory modules, ECOM181 Macroeconomics for Policy and ECOM184 Economic Appraisal must be taken during the programme to satisfy the required KSBs, but not in a specific order; these are compulsory elective modules.

During the programme, students must choose at least one econometric elective (15 credits). These electives are: ECOM185 Applied Micro in R, ECOM186 Econometrics for Times Series & Forecasting, ECOM189 Big Data and Machine Learning (Python).

The remaining 45 credits are to be taken from the available elective modules. Apprentices must take at least 15 credits per semester.

The compulsory modules (ECOM181, ECOM182, ECOM183, and ECOM184) are offered in every semester, in September and in February. The elective modules are offered once per calendar year, in either Semester 1 (September - February) or Semester 2 (February - July).

The structure shown below is for the September cohort. For the February cohort, the programme structure is exactly the same, except that the order of the electives is reversed; i.e. Semester 1 (September - February) in the table below is Semester 2 for the February cohort and Semester 2 (February - July) in the table is Semester 1 for the February cohort.

End Point Assessment (EPA) (60 credits)

On successful completion of the taught components of the programme (120 credits), apprentices who satisfy the gateway criteria will enter the end point assessment (EPA). The EPA is to be completed in the semester immediately following completion of the taught modules. The EPA is 60 credits and a core component of the programme.

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The gateway criteria for the EPA are included in the programme specific rules and facts section.

Academic Year of Study FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Macroeconomics for Policy	ECOM181	15	7	Compulsory		Semester 1 or 2
Microeconomics for Policy	ECOM182	15	7	Compulsory	1	Semester 1
Quantitative Methods with Policy Applications	ECOM183	15	7	Compulsory	1	Semester 1
Economic Appraisal	ECOM184	15	7	Compulsory		Semester 1 or 2
Applied Microeconomics	ECOM185	15	7	Elective		Semester 2
Time Series Econometrics and Forecasting	ECOM186	15	7	Elective		Semester 1
International Economics	ECOM187	15	7	Elective		Semester 1
Public Economics	ECOM188	15	7	Elective		Semester 1
Big Data and Machine Learning (Python)	ECOM189	15	7	Elective		Semester 1
Labour Economics	ECOM190	15	7	Elective		Semester 2
Economics of Health and Education	ECOM191	15	7	Elective		Semester 1
Environmental Economics and Climate Change	ECOM192	15	7	Elective		Semester 2
Competition Policy and the Economics of Regulation	ECOM199	15	7	Elective		Semester 2
Behavioural Economics	ECOM201		7	Elective		Semester 1
Advanced Macro	ECOM203		7	Elective		Semester 2
Spatial Economics	ECOM204		7	Elective		Semester 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Economics of Inequality	ECOM205	15	7	Elective		Semester 2
Development Economics	ECOM206	15	7	Elective		Semester 2
Economics of Central Banking	ECOM2xx	15	7	Elective		Semester 1
Students must choose at least one econometric elective.		15	7			
End Point Assessment	ECOM180	60	7	Core		Semester 1 or 2

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.

There are programme specific rules for the EPA gateway.

For an apprentice to start the EPA they must first fulfil the requirements of the EPA gateway. All the following requirements should be completed before the end of the final taught semester. Apprentices not fulfilling these requirements may be asked to defer.

1. By the last tripartite of the last taught semester the senior tutor team will need formal acknowledgement from their line manager that the apprentice is working at or above the occupational standard
2. The admin team will need to be satisfied all necessary paperwork has been submitted for level 2 Maths and English
3. Apprentices will have passed the taught part of the programme (8 modules completed, an overall average mark of 50% or more, and a maximum of 2 failed modules with a module mark no less than 40.0). Since group project marks for the final group project will not be available at the time of the gateway, test marks will be used as an indication of pass likelihood. Apprentices who are subsequently found to have failed the course will either have to take a resit during the EPA period or defer.
4. The e-portfolio will have been informally reviewed at a tripartite meeting some point in the previous 6 months.
5. Apprentices will have submitted a project proposal (up to 500 words) for their EPA work-based project. This project will need to be agreed with your line manager and QMUL. Submit the proposal to QMUL by the end of day 2 of the residential week at the latest, you will then be allocated an academic supervisor and sent feedback on the proposal.
6. Apprentices will have taken at least one econometrics elective, from: ECOM185 Applied Micro in R, ECOM186 Econometrics for Times Series & Forecasting, ECOM189 Big Data and Machine Learning (Python)

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.

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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:

Sarah Bryan, Degree Apprenticeship Programme Manager

Person responsible for management of programme:

Roberto Veneziani, Programme Director

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

16 May 2022

Date Programme Specification approved by Taught Programmes Board: