

PROGRAMME SPECIFICATION



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	BSc (Hons)
4	Programme Title	BSc Honours Economics
5	UCAS/Programme Code	L100
6	Programme Accreditation	Newcastle University
7	QAA Subject Benchmark(s)	Economics
8	FHEQ Level	6
9	Date written/revised	April 2008 (Revised May 2009, May 2010, May 2011, May 2012 and October 2013)

10 Programme Aims

The overall aims of the programme are to:

1. Provide an education in the principles of economics;
2. Enable the students to apply the knowledge and understanding they have acquired to address theoretical and applied problems in economics;
3. Equip students with a range of skills which will be of value in employment and provide them with the knowledge and opportunity to acquire skills to pursue further study in economics;
4. Provide an environment that encourages and supports the student learning process and develops their capacity for critical and creative thinking.

And which fully:

1. Meets the requirements of the Quality Assurance Agency (QAA) Benchmark statement for Economics degrees;
2. Conforms to the criteria for an Honours degree laid down in the Higher Education Qualifications Framework of the QAA (2008).

11 Learning Outcomes

The programme outcomes have references to the benchmark statements for Economics and provide students with opportunities to demonstrate disciplinary competency. Students develop their Knowledge and Understanding of the key principles and theories of Economics. They also enhance their Intellectual Skills, Practical Skills and Transferable/Key Skills.

Knowledge and Understanding

On completing the programme students should have:

- (A1) Knowledge and a coherent understanding of the theoretical concepts and analytical tools of economics and of associated empirical methods;
- (A2) An awareness of the economic issues that confront the modern globalised society where different national economies are linked internationally;

- (A3) An awareness of the policy implications of economic analysis so that appropriate normative recommendations can be made based on welfare and ethical considerations;
- (A4) An opportunity to develop in-depth, specialist knowledge in specific areas of Economics through optional modules

Teaching and Learning Methods

Lectures provide the principal means to impart knowledge and understanding (A1 to A4). Student learning and understanding are then enhanced and tested in seminars (mainly discussion classes), workshops (mainly numerical/technical classes) and private study (recommended reading and electronic sources).

Assessment Strategy

Unseen examinations are the principal means to test knowledge and understanding (A1 to A4). Assessed coursework (essays, projects, numerical problems) is also used.

Intellectual Skills

On completing the programme students should have:

- (B1) The ability to apply subject-specific concepts and methods of analysis to address economic issues;
- (B2) The ability to conceptualise and handle economic issues in an abstract fashion;
- (B3) The analytical skills needed to present and defend economic arguments;
- (B4) Developed the ability to interpret and critically evaluate the results of empirical research in economics.

Teaching and Learning Methods

Lectures provide the principal means to impart intellectual skills (B1 to B4). These skills are then enhanced and tested in seminars (mainly discussion classes), workshops (mainly numerical/technical classes) and private study (recommended reading and electronic sources).

Assessment Strategy

Unseen examinations are the principal means of testing intellectual skills (B1 to B4). Assessed coursework is also used.

Practical Skills

On completing the programme students should be able to:

- (C1) Understand and employ economic terminology to explain and convey technical information;
- (C2) Demonstrate skills of problem solving and numeracy by applying the appropriate techniques and interpreting or critically evaluating the results within an economic context;
- (C3) Identify, locate and retrieve relevant economic materials;
- (C4) Apply knowledge to practical situations.

Teaching and Learning Methods

Lectures provide the principal means to impart practical skills (C1 to C4). Seminars (mainly discussion classes), workshops (mainly numerical/technical classes) and private study (recommended reading and electronic sources) enhance students' practical skills.

Assessment Strategy

Practical skills (C1 to C4) are tested by a combination of unseen exams and coursework, with the former usually having the greater weight. Assessed coursework is also used, particularly when it can test skills not easily tested in an exam (such as information and data gathering.)

Transferable/Key Skills

On completing the programme students should be able to:

- (D1) Use appropriate verbal and written communication skills to convey information;
- (D2) Work in a team, contributing appropriately and effectively towards the team-based activity;
- (D3) Use a variety of information technology skills, including word-processing, use of spread-sheets and databases, statistical software and online information services;
- (D4) Manage their time effectively, and be able to meet deadlines.

Teaching and Learning Methods

General study skills are introduced during student induction week. Oral presentation skills (D1) are practised in seminars, while written skills (also D1) are enhanced through formative feedback. Team work (D2) is practiced in a number of modules. Workshops are the principal means of teaching D3 skills. These skills are then developed throughout the programme by students having to prepare coursework and communicate their results. Time management skills (D4) are first taught in induction week; thereafter, the students learn to manage their own time, work independently and organise their work schedule such that they are able to prepare for seminars/exams and meet deadlines as well.

Assessment Strategy

Oral presentation (D1) is tested in a number of modules, while written communication (also D1) is assessed through unseen exams and assessed coursework (essays and projects). The ability to work in a team (D2) is tested in a number of modules, through a team presentation or report. D3 is assessed directly in exams and coursework, and also indirectly, through coursework. Time management skills and the ability to work independently (D4) are tested indirectly through the need to prepare material and meet rigid deadlines.

12 Programme Curriculum, Structure and Features**Basic structure of the programme**

All undergraduate degree programmes in Economics have a modular structure linked to a pattern for the academic year. This is based on a two semester system consisting of one 15 week semester and one 16 week semester located within a 3-term framework. Week 1 of Semester 1 is Induction Week, given over to registration and induction activities; weeks 2-13 are teaching and learning weeks; weeks 14 and 15 form the assessment period. In Semester 2 the first 12 weeks are teaching and learning weeks with the remaining weeks given over to assessment.

Each academic year of the degree programme is referred to as a Stage, so that students complete Stages 1, 2 and 3 of their degree. In each Stage of their degree students are required to study modules to a total credit value of 120, in accordance with degree programme regulations; usually taking modules with a credit value of 60 in Semester 1 and 60 in Semester 2, although a 50-70 or 70-50 split across semesters is permitted. A 10 credit module is equivalent to 100 notional hours of study.

With DPD approval and upon completion of Stage 1 a student may spend Stage 2 at the University of Groningen before returning to study at Newcastle University at Stage 3. With DPD approval and upon completion of Stage 1 a student may also spend a year away on an Erasmus-related programme or other work placement.

The BSc Honours Economics degree programme is of 3 years duration.

Stage 1 of the BSc Honours Economics degree programme introduces students to the fundamental concepts, analytical, mathematical and statistical techniques which are essential to an understanding of modern economics. Basic modules give students an awareness and understanding of the principles of economics. At this stage students are introduced to a variety of information technology skills which will be of use both during and after their degree studies. Basic study and communication skills are also developed at this Stage.

Stage 2 of the degree programme builds on the knowledge and skills acquired at Stage 1 and develops an intermediate level of analysis which will enable students to proceed to the more advanced undergraduate level in Stage 3. Compulsory intermediate level modules in microeconomics and macroeconomics provide deeper insights into how economists analyse the workings of the modern economy. A further compulsory module in empirical methods aims to equip students with the tools needed to carry out basic empirical research in economics and to interpret and critically evaluate the results of such research. Another compulsory module deals with current economic issues and applied economics; it provides an opportunity for students to engage in group work and to develop key skills such as the ability to present and defend, both orally and in writing, economic arguments on topical issues. Students also have a choice of optional modules in economics, giving them the opportunity to start specialising in areas that interest them.

The final Stage of the degree programme further develops the knowledge and skills acquired at previous stages. Throughout this stage, students are encouraged to follow some more recent research developments in the field. The compulsory modules are those in advanced microeconomics and macroeconomics. Through the choice of appropriate optional modules students are able to apply rigorous economic analysis to those areas of economics that are of greatest interest to them. This includes the opportunity to undertake some original research through a dissertation, under the supervision of an academic who is research active in that particular field.

Key features of the programme (including what makes the programme distinctive)

The broad range of core subjects as well as optional modules.
The rigorous and extensive analytical content of all modules.
The scope for integrating theoretical academic studies in economics with applications and policy-based analysis by means of the final-year dissertation project.

Programme regulations (link to on-line version)

<http://www.ncl.ac.uk/regulations/programme/>

13 Criteria for admission

Entry qualifications:

GCSEs required – Mathematics grade A and English grade B required if not taken at A or AS level;

A-level subjects and grades: any subjects A, A, B (excluding General Studies)

Alternative entry qualifications:

Scottish Highers: AAAAAA or AAABB at Higher Grade. Mathematics and English required at grade 2 Standard Grade (or Intermediate 2 equivalent) if not offered at Higher Grade. Combinations of Highers and Advanced Highers accepted.

Irish Leaving Certificate: A1A1A1AB or A1A1A1B1B at Higher Level, normally to include Mathematics.

International Baccalaureate: 35-37 points. Standard Level Mathematics or Mathematical Studies required at grade 5 if not offered at Higher Level

BTEC Level 3 Extended Diploma (formerly National Diploma) – overall DDD. Business-related subjects preferred. GCSE Mathematics grade A and English grade B required.

BTEC Level 5 HND in a relevant subject, to include at least 90 credits at Merit grade and 90 credits at Distinction grade.

Access Qualifications – a level 3 unit in Mathematics or Quantitative Methods is essential. At least 30 level 3 credits at Distinction and, in addition, at least 15 level 3 credits at a minimum of Merit.

Admissions policy/selection tools:

The School aims to recruit students who will be capable of successfully completing its degree programme in Economics and who, on graduation, should therefore be capable of developing successful careers in a variety of professions, or pursuing postgraduate studies. As evidence of potential to achieve the degree programme aims, the School usually seeks to recruit students with a strong academic record in terms of their prior qualifications and their predicted grades in any examinations still to be taken. However, in assessing candidates' applications, the School also looks for other evidence of a commitment to study and an interest in the subject area. Candidates are therefore selected using all the information on the UCAS form, including the Personal Statement. Applicants through the University's PARTNERS programme have an opportunity to provide additional evidence of their suitability for degree level study through successful completion of the Summer School.

The School is committed to recruiting candidates with good academic potential, regardless of age, disability, gender, marital or parental status, sexual orientation, race, ethnic origin, colour, religion or social background.

Non-standard Entry Requirements:

Considered on individual merit, after interview if necessary.

Additional Requirements

Level of English Language capability:

A minimum score of IELTS 6.5 or equivalent.

14 Support for Student Learning

The Student Services portal provides links to key services and other information is available at: <http://www.ncl.ac.uk/students/>

Induction:

During the first week of semester 1 all students attend an induction programme. New students are given a general introduction to University life and the University's principal support services, as well as general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students are given detailed programme information and the timetable of lectures//tutorials/etc. The International Office offers an additional induction programme for overseas students.

Study skills support:

Students learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.

Academic support:

The initial point of contact for a student is with a lecturer or module leader, or their tutor (see below) for more generic issues. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies.

Pastoral support:

All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees.

In addition the University offers a range of support services, including the Student Advice Centre, the Counselling and Wellbeing team, the Mature Student Support Officer, and a Childcare Support Officer.

Support for students with disabilities:

The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies.

Learning resources:

The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities.

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-session language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange.

15 Methods for evaluating and improving the quality and standards of teaching and learning

Module reviews:

All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the Board of Studies. Student opinion is sought at the Staff-Student Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Teaching and Learning Committee.

Programme reviews:

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching and Learning Committee.

External Examiner reports:

External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Teaching and Learning Committee. External Examiner reports are shared with institutional student representatives, through the Staff-Student Committee and Board of Studies.

Student evaluations:

All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff-Student Committee, and the Board of Studies. The National Student Survey is sent out every year to final-year undergraduate students, and consists of a set of questions seeking the students' views on the quality of the learning and teaching in their HEIs. Further information is at www.thestudentsurvey.com/ With reference to the outcomes of the NSS and institutional student satisfaction surveys actions are taken at all appropriate levels by the institution.

Mechanisms for gaining student feedback:

Feedback is channelled via the Staff-Student Committee and the Board of Studies.

Faculty and University Review Mechanisms:

The programme is subject to the University's Internal Subject Review process.

16 Regulation of assessment

Pass mark:

The pass mark is 40 (Undergraduate programmes)

Course requirements:

Progression is subject to the University's Undergraduate Progress Regulations (<http://www.ncl.ac.uk/students/progress/student-resources/regulations/>) and Undergraduate Examination Conventions (<http://www.ncl.ac.uk/students/progress/exams/exams/usefulinfo.htm>). In summary, students must pass, or be deemed to have passed, 120 credits at each Stage. Limited compensation up to 40 credits and down to a mark of 35 is possible at each Stage and there are resit opportunities, with certain restrictions.

Weighting of stages:

The marks from Stages 2 and 3 will contribute to the final classification of the degree
The weighting of marks contributing to the degree for Stages 2 and 3 is 1:2

Common Marking Scheme:

The University employs a common marking scheme, which is specified in the Undergraduate Examination Conventions, namely

	Honours	Non-honours
<40	Fail	Failing
40-49	Third Class	Basic
50-59	Second Class, Second Division	Good
60-69	Second Class, First Division	Very Good
70+	First Class	Excellent

Role of the External Examiner:

An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, after recommendation from the Board of Studies.

The External Examiner is expected to:

- see and approve examination papers;
- moderate examination and coursework marking;
- attend the Board of Examiners;
- report to the University on the standards of the programme.
-

In addition, information relating to the programme is provided in:

The University Prospectus (see <http://www.ncl.ac.uk/undergraduate/>)

The School Brochure (contact enquiries@ncl.ac.uk)

The University Regulations (see <http://www.ncl.ac.uk/regulations/docs/>)

The Degree Programme Handbook

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Module	Type	Intended Learning Outcomes			
		A	B	C	D
ECO1002	Comp/Core	1,2,3	1,2,3	1,2,4	1,3,4
ECO1007	Comp/ Core	1	1,2,3,4	1,2,3,4	1,2,3,4
ECO1010	Comp/Core	1	1,2,3	1,2,4	1,3,4
ECO1018	Comp/	1,2,3	1,2,3,4	1,2,3,4	1,3,4
ECO1019	Comp	1,2,3	1,4	1,3,4	1,2,3,4
BUS1001	Optional	1,4	1	1,4	1,2,3,4
ACC1003	Optional	1,4	1	1,2,3,4	1,2,3,4
MKT1002	Optional	1,4	1	3,4	1,2,3,4
ECO2003	Comp/Core	1,3	1,2,3	1,2	1,3,4
ECO2004	Comp/Core	1,3	1,2,3	1,2,4	1,3,4
ECO2005	Comp/Core	1,2,3	1,2,3	1,2,4	1,3,4
ECO2006	Optional	1,3,4	1,2,3	1,2,4	1,3,4
ECO2008	Optional	1,2,4	1,2,3,4	1,2,4	1,3,4
ECO2009	Comp/Core	1	1,2,3,4	1,2,3,4	1,3,4
ECO2011	Optional	1,3,4	1,2,3	1,2,4	1,3,4
ECO2013	Optional	1,2,3	1,2,3,4	1,2,3,4	1,2,3,4
ECO2098	Comp	1,2,3,4	1,2,3,4	1,2,3,4	1,2,3,4
ECO3001	Comp	1,3	1,2,3	1,2,4	1,3,4
ECO3002	Comp	1,2,3	1,2,3	1,2,4	1,3,4
ECO3004	Optional	1,2,4	1,2,3	1,2,4	1,3,4
ECO3005	Optional	1,3,4	1,2,3,4	1,2,4	1,2,3,4
ECO3006	Optional	1,2,4	1,2,3	1,2,4	1,3,4
ECO3007	Optional	1,2,4	1,2,3,4	1,2,3,4	1,2,3,4
ECO3008	Optional	1	2,3,4	1,2,3,4	1,3,4
ECO3009	Optional	1,3,4	1,2,3,4	1,2,4	1,3,4
ECO3014	Optional	1,3,4	1,2,3	1,2,4	1,3,4
ECO3018	Optional	1,2,4	1,2,3,4	1,2,3,4	1,2,3,4
ECO3020	Optional	1,2,3,4	1,2,3,4	1,2,3,4	1,3,4
ECO3021	Optional	1,4	1,2,3	1,2,4	1,3,4
ECO3022	Optional	1,3,4	1,2,3,4	1,2,4	1,3,4
ECO3026	Optional	1,3,4	1,2,3,4	1,2,4	1,3,4
ECO3027	Optional	1,2,3,4	1,2,3,4	1,2,3,4	1,2,3,4
ECO3030	Optional	1,2,3,4	1,2,3,4	1,2,3,4	1,3,4