

PROGRAMME SPECIFICATION



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	BSc (Hons)
4	Programme Title	Economics and Maths Economics and Statistics Economics and Information Systems
5	UCAS/Programme Code	GL11, GL31, GL51
6	Programme Accreditation	N/A
7	QAA Subject Benchmark(s)	Economics
8	FHEQ Level	Honours
9	Date written/revised	August 2012

10 Programme Aims

This specification for component subject in a Joint Honours in Science Programme must be read in conjunction with the over-arching Joint Honours Programme Specification and one other component subject specification in combinations as outlined above.

The programme aims to:

1. provide education in the principles of economics and their application
2. enable 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 which encourages and supports the student learning process

and which fully

1. meets the requirements of the QAA Benchmark statements for Economics degrees
2. conforms to the criteria for an honours degree as laid down in the National Qualifications Framework for HE Institutions.

11 Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the benchmark statements for Economics.

Knowledge and Understanding

On completing the programme students will have gained and be able to demonstrate:

- A1 a knowledge and coherent understanding of the theoretical concepts and analytical tools of economics and 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 considerations
- A4 an opportunity to develop in-depth, specialist knowledge in specific areas within economics through optional modules
- A5 an awareness of key research findings within economics

Teaching and Learning Methods

Lectures provide the principal means to impart knowledge and understanding. Student

learning and understanding are then enhanced and tested in seminars (mainly discussion classes), workshops (mainly numerical/technical classes) private study (recommended reading and electronic sources).
Assessment Strategy
Unseen examinations are the principal means to test knowledge and understanding. Assessed coursework (essays, projects, numerical examples) is also used.
Intellectual Skills

On completing the programme students should be able to: B1 Acquire those study skills which underlie effective learning, thinking and problem solving
Teaching and Learning Methods
Lecturers provide the principal means to impart subject specific skills. Student learning and ability are then enhanced and tested in seminars (mainly discussion classes), workshops (mainly numerical/technical classes) private study (recommended reading and electronic sources).
Assessment Strategy
Unseen examinations are the principal means to test cognitive skills. Assessed coursework is also used.
Practical Skills
On completing the programme students should be able to: C1 Have the analytical skills needed to present and defend economic arguments on issues of topical interest C2 Interpret and critically evaluate the results of empirical research in economics C3 Analyse economic problems using formal mathematical and statistical analytical tools C4 Appreciate the importance of specialist research literature
Teaching and Learning Methods
Lecturers provide the principal means to impart subject specific skills. Student learning and ability are then enhanced and tested in seminars (mainly discussion classes), workshops (mainly numerical/technical classes) private study (recommended reading and electronic sources).
Assessment Strategy
Unseen examinations are the principal means to test subject specific skills. 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 will have developed: D1 basic skills of time management D2 the ability to use appropriate verbal/written communication to convey information to a particular audience tailored in content, style and presentation to the needs of their intended audience. D3. the ability to work independently D4 a variety of information technology skills, including word-processing, use of spreadsheets and databases, email and online information services D5 the ability to demonstrate, where relevant, numeracy by applying the appropriate computational techniques to solve numerical problems in economic subjects
Teaching and Learning Methods
D1 This skill is taught in induction and students learn to manage their own time and to

organise their work schedule to be able to meet deadlines.
D2 These skills are taught in induction. Formative feedback guides written skills. Oral presentation skills are practised in seminars.
D3 Study skills are presented in induction. Private study provides an opportunity to practise independent working.
D4 and D5 Workshops and seminars are the principal means by which the skills are taught. They are practised throughout the degree programme to prepare coursework and to communicate with other students and staff.

Assessment Strategy

D1 This is tested indirectly through the need to meet rigid deadlines.
D2 Written communication is tested through unseen exams and assessed coursework (essays and projects). Oral presentation is tested in a number of modules.
D3 This is tested in a number of modules, often through a presentation or report.
D4 IT skills also indirectly tested in coursework for modules throughout the programme.
D5 Tested in coursework throughout the programme.

12 Programme Curriculum, Structure and Features

Basic structure of the programme

This component is 50% of a three-year full-time programme.

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

Stage 1 introduces students to the fundamental concepts, analytical, mathematical and statistical techniques which are essential to an understanding of modern economics. A series of key modules give students an awareness and understanding of the main economic problems and issues which affect the British economy. 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 develops the knowledge and skills acquired at Stage 1, in order to provide an understanding of economics at an intermediate level, which will enable students to progress to the more advanced undergraduate material at Stage 3. Compulsory methods of analysing the workings of the modern economy.

Stage 3 – the final Stage aims to give students a training that covers the depth and breadth of economics at an advanced undergraduate level. It uses and develops the knowledge and skills acquired at previous stages. Optional modules in microeconomics and macroeconomics give students an understanding of the topics and methods of analysis in these areas at an advanced undergraduate level, including a thorough grounding in game theoretic concepts and economics of information. This enables the students to follow some more recent developments in the field. A large number of other options enable the students to study those areas of economics which are of greatest interest to them.

Programme regulations (link to on-line version)

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

13 Criteria for admission

Presented in overarching Joint Honours Programme Specification.

14 Support for Student Learning

Presented in overarching Joint Honours Programme Specification.

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 School Teaching and Learning Committee and 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.

Integration at Programme level is presented in the overarching Joint Honours Programme Specification.

16 Regulation of assessment

Presented in overarching Joint Honours Programme Specification.

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/calendar/university.regs/>)

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	A	B	C	D
ECO1002	Comp/Core	1,2,3,	1	1,2,3	1,2,3,4,5
ECO1018	Comp	1,2,3	1	1,2,3	1,2,3,4,5
ECO2004	Comp/Core	1,2,3,4	1	1,2,3,4	1,2,5
ECO2005	Comp/Core	1,2,3,4	1	1,2,3,4	1,2,3,4,5
ECO2003	Comp/Core	1,2,3,4	1	1,2,3,4	1,2,3,4,5
ECO3001	Optional	1,3,4,5	1	1,2,3,4	1,2,5
ECO3002	Optional	1,2,3,4,5	1	1,2,3,4	1,2,5
ECO3008	Optional	1,3,4,5	1	1,2,3,4	1,2,4,5
ECO3014	Optional	1,3	1	1,2,3,4	1,2,5
ECO3004	Optional	1,3,4	1	1,2,3,4	1,2,5
ECO3021	Optional	1,2,3,4	1	1,2,3	1,2,5
ECO3022	Optional	1,3,4	1	1,2,3	1,2
ECO3026	Optional	1,3,4	1	1,2,3	1,2,5
ECO3027	Optional	1,2,3	1	1,2,3	1,2,4,5