

## PROGRAMME SPECIFICATION



1	<b>Awarding Institution</b>	Newcastle University
2	<b>Teaching Institution</b>	Newcastle University
3	<b>Final Award</b>	BSc (Hons)
4	<b>Programme Title</b>	Economics (Component)
5	<b>UCAS/Programme Code</b>	GL4C - Computing Science and Economics GL51 - Economics and Information Systems GL11 - Economics and Mathematics GL31 - Economics and Statistics
6	<b>Programme Accreditation</b>	N/A
7	<b>QAA Subject Benchmark(s)</b>	Economics
8	<b>FHEQ Level</b>	Level 6
9	<b>Date written/revised</b>	February 2011

### 10 Programme Aims

The aims of this programme are a subset of those for the Single Honours Degree in Economics. As such, students will have less breadth, but they will be able to follow some topics in depth.

The overall aim is to provide a programme which:

- 1 provides education in the principles of economics and their application
- 2 enables students to apply the knowledge and understanding they have acquired to address theoretical and applied problems in economics
- 3 equips 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 provides an environment which encourages and supports the student learning process

And which fully:

- 5 meets the requirements of the QAA Benchmark statements for Economics degrees inasmuch as they relate to joint degrees including Economics.
- 6 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 should:

- A1 a knowledge and coherent understanding of the theoretical concepts and analytical tools of economics and associated empirical methods
- A2 awareness of the economic issues that confront modern society and of the global and national settings in which economic activities take place
- A3 awareness of the economic implications of policy
- A4 an opportunity to develop in-depth, specialist knowledge in specific areas within economics through optional models
- A5 an awareness of key research findings within economics

<b>Teaching and Learning Methods</b>
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).
<b>Assessment Strategy</b>
Unseen examinations are the principal means to test knowledge and understanding. Assessed coursework (essays, projects numerical examples) is also used.
<b>Intellectual Skills</b>
On completing the programme students should have acquired: B1 those study skills which underlie effective learning, thinking and problem solving.
<b>Teaching and Learning Methods</b>
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).
<b>Assessment Strategy</b>
Unseen examinations are the principal means to test cognitive skills. Assessed coursework is also used.
<b>Practical Skills</b>
On completing the programme students should have: C1 the analytical skills needed to present and defend economic arguments on issues of topical interest C2 the ability to interpret and critically evaluate the results of empirical research in economics C3 the ability to analyse economic problems using formal mathematical and statistical analytical tools C4 an appreciation of the importance of specialist research literature
<b>Teaching and Learning Methods</b>
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).
<b>Assessment Strategy</b>
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.)

<b>Transferable/Key Skills</b>
<p>On completing the programme students should have:</p> <p>D1 basic skills of time management</p> <p>D2 basic skills of written and oral communication</p> <p>D3 the ability to work independently and in teams</p> <p>D4 a variety of information technology skills, including work-processing, use of spreadsheets and databases, email and on-line information services</p>
<b>Teaching and Learning Methods</b>
<p>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.</p> <p>D2 these skills are taught in induction. Formative feedback guides written skills. Oral presentation skills are practised in seminars.</p> <p>D3 Study skills are presented in induction. Private study provides an opportunity to practise independent working. Team working is practised in a number of modules, having first been demonstrated in a video.</p> <p>D4 Workshops are the principal means by which the skills are taught. They are then practised throughout the degree programme to prepare coursework and to communicate with other students and staff.</p>
<b>Assessment Strategy</b>
<p>D1 This is tested indirectly through the need to meet rigid deadlines.</p> <p>D2 Written communication is tested through unseen exams and assessed coursework (essays and projects). Oral presentation is tested in a number of modules.</p> <p>D3 This is tested in a number of modules, often through a team presentation or report.</p> <p>D4 Initially tested in an IT module through exam and coursework, but indirectly tested in coursework throughout the programme.</p>

<b>12 Programme Curriculum, Structure and Features</b>
<b>Basic structure of the programme</b>
<p>You spend half of your time studying economics, which includes economic analysis methodology, analyzing economic data and mathematics for economics. At Stages 2 and 3 half your time is spent studying economics through modules such as micro- and macroeconomic analysis.</p> <p>Students are required to take a range of compulsory and optional modules, which allow them to achieve a number of intended learning and skills outcomes. The modules and their Intended Skills Outcomes are summarised in the Annex. The table shows that the compulsory modules cover the principal theoretical concepts at various stages of the programme. The knowledge of analytical tools that they require is covered by compulsory first stage courses and they study empirical methods in compulsory second and third year courses. The global and national settings for economic activities is covered by a range of optional modules at Stage one and the economic issues confronting modern society are covered by a range of optional modules</p>
<b>Key features of the programme (including what makes the programme distinctive)</b>
<p>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 gives 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.</p>

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. 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. Modules dealing with current issues and applied economics provide an opportunity for students to engage in group work and to develop key skills I the ability to present and defend, both orally and in writing, economic arguments on topical issues. Opportunity is provided for students to pursue their interests in a range of economic and other subject areas related to economics.

Stage 3 aims to give students a depth and breadth of economics at an advanced undergraduate level. It uses and develops the knowledge and skills acquired at previous stages. Compulsory 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 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**

Dealt with in overarching Joint Honours Programme Specification.

**14 Support for Student Learning**

*Induction*

During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc.

*Study skills support*

Students will 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.

Numeracy support is available through Maths Aid.

Help with academic writing is available from the Writing Centre.

*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 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.

#### *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.

#### *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. 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.

### *Accreditation reports*

This programme is not accredited by any professional body.

### *Additional mechanisms*

#### Review Mechanisms:

Student Questionnaires  
Degree Programme Review  
Internal Subject Review  
QAA Academic Review

#### Committees For Monitoring Quality

Faculty Board for Co- and Multi-disciplinary Degree Programmes  
Co- and Multi-disciplinary Staff-Student Committee  
Awards Board for Co- and Multi-Disciplinary Degree programmes  
Subject Area Boards of Studies  
Subject Area Boards of Examiners  
Subject Area Staff-Student Committees  
Faculty Teaching and Learning Committee  
University Teaching and Learning Committee

## **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 and Undergraduate Examination Conventions. 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 1:1.

### *Common Marking Scheme*

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

	<b>Honours</b>	<b>Non-honours</b>
<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](mailto: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	Intended Learning Outcomes			
		A	B	C	D
ECO1001	Comp/Core	1,2,3,4	1,2,3	1,2,3	1,2,3,4
ECO1004	Comp/Core	1,2,3	1	1,3	1,2,4
ECO1013	Comp/Core	1,2,3	1	1,2	1,2,4
ECO1015	Comp/Core	1,2,3	1	1,2	1,2,3,4
ECO2001	Comp/Core	1,2,3	1,2,3,4	1,2	1,2
ECO2002	Comp/Core	1,2,3	1,2,3,4	1,2,3,4	1,2,3,4
	Optional	3,4	1,4	1,2	1,2
	Optional	3,4	1,2,4	1,2	1,2
	Optional	1,2	1,2,3	1,2	1,2
	Optional	3,4	1,2,3	1,2	1,2
	Optional	1,2,3	1	1,3	2
ECO3012	Optional	1,3	1,2,3	1,2	1,2
ECO3013	Optional	1,3	1,2,3	1,2	1,2
ECO3016	Optional	1,3	1,2,3	1,2	1,2
ECO3018	Optional	1,2,3,4	1,2,3,4	1,2,3,4	1,2,3,4
ECO3021	Optional	1,2,3	1,2,3	1,2	1,2
ECO3022	Optional	1,3	1,3,4	1,2	1,2
ECO3023	Optional	1,2,3	1,2,3	1,2	1,2
ECO3025	Optional	1,3	1,2,3	1,2	1,2
ECO3026	Optional	1,3,4	1,2,3,4	1,2,3	1,2
ECO3027	Optional	1,3,4	1,3,4	1,3,4	1,2,4
ECO3028	Optional	1,2,3	2,3	1,2,3	1,2

Optional modules to add ECO3003

