**Programme Specification**

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| **Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she passes the programme. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the programme handbook. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education. |

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| **BA (Joint Hons) in Economics and One Other Subject** |

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| 1. **Awarding Institution/Body**
 | University of Kent |
| 1. **Teaching Institution**
 | University of Kent  |
| 1. **School responsible for management of the programme**
 | School of Economics |
| 1. **Teaching Site**
 | Canterbury  |
| 1. **Mode of Delivery**
 | Full-time†Part-time§ |
| 1. **Programme accredited by**
 | N/A |
| 1. **a) Final Award**
 | BA (Hons) |
| 7. **b) Alternative Exit Awards**  | BA Economics (non Hons) Diploma in Economics and “other subjects”; Certificate in Economics and “other subject”  |
| 1. **Programme**
 | Economics and Management†, BA and LN12Economics and Politics†, BA and LL12Law and Economics§, BA and ML11Social Anthropology and Economics§, BA and LL16Sociology and Economics§, BA and LL13 |
| 1. **UCAS Code (or other code)**
 | Economics and Management, BA and LN11Economics and Politics, BA and LL12Law and Economics, BA and ML11Social Anthropology and Economics, BA and LL16Sociology and Economics, BA and LL13 |
| 1. **Credits/ECTS Value**
 | 360 credits (180 ECTS)480 credits (240 ECTS) – Economics and Management/Politics with a Year in Industry |
| 1. **Study Level**
 | Undergraduate |
| 1. **Relevant QAA subject benchmarking group(s)**
 | Economics 2015 |
| 1. **Date of creation/revision**
 | September 2003/revised FSO Dec 2017  |
| 1. **Intended Start Date of Delivery of this Programme**
 | September 2018 |

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| 1. **Educational Aims of the Programme**

The programme aims and outcomes have references to the Economics Subject Benchmarking Statement, see <http://www.qaa.ac.uk/en/Publications/Documents/SBS-Economics-15.pdf>  |
| 1. To provide a stimulating education in the principles of Economics and their application, in which high quality teaching motivates students to achieve their full potential.
2. To provide a flexible and progressive curriculum that is suitable for students who have or have not studied Economics before.
3. To develop in students the ability to apply economic knowledge, analytical tools and skills to theoretical, applied and policy problems.
4. To provide a range of options to enable students to study selected areas of Economics in depth. The teaching of these options is informed by the research and scholarship of teaching staff.
5. To provide students with the knowledge, analytical and other skills from which they can proceed to employment in a related area to Economics or further study in Economics.
6. To develop in all students, through the study of economics, a range of skills that will be of value in future employment.
7. To provide information and advice on future employment and higher education opportunities.
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| **16 Programme 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 subject benchmarking statement for Economics (July 2015) |

**A. Knowledge and Understanding of:**

1. The main concepts, principles, theories, models and methods of modern economic analysis and their application in different areas of Economics. [4.1i; 4.3i, iii]
2. The history and development of economic ideas and the differing methods of analysis that have been and are used by economists. [4.1i; 4.3ii; 5.2]
3. The analytical skills that allow students to formulate and consider a range of economic problems and issues.[4.1i,v; 4.3i-vi]
4. The mathematical and statistical methods used in Economics. [4.1iii; 4.3vi]
5. Economic analysis of policy. [4.1ii,v; 4.3vi]
6. Specific problems, issues and policies in a range of areas in Economics. [4.1i, v; 4.3iii-v]
7. Key concepts affecting decision-making. [4.1i, iv]
8. Critical discussion of Economic problems, issues and policies in politics and media.[4.1ii, v; 4.3iii-v]
9. The study of other Social Science subjects [4.2; 5.1].

**Skills and Other Attributes**

**B. Intellectual Skills:**

1. Ability to abstract the essential features of a complex system. [4.2; 4.3iii; 5.4i]
2. Ability to think about what are the important variables and fixed parameters in solving a problem. [4.1v; 4.3iii-iv,vi; 5.4i-iv]
3. Ability to analysis complex issues using deductive and inductive reasoning. [4.1ii-v; 4.3i-vi; 5.4i-iv]
4. Ability to organise and use information to analyse complex issues and test different hypotheses. [4.1iii-iv; 4.3vi; 5.4iii-iv]
5. Ability to review critically alternative explanations and analyses of a problem.[4.1ii, v; 4.3i-vi; 5.2; 5.4i-iv]

**C. Subject-specific Skills:**

1. Analytical skills in Economics. [4.3i; 5.4i-iv; 5.5i-viii; 5.6]
2. Ability to apply economic principles and analysis to a range of issues, problems and policies. [4.3iii; 5.4i-iv; 5.5i-viii]
3. Ability to abstract the essential features of an economic issue, problem or system. [4.3i, iii; 5.4i, iv; 5.5i-viii]
4. Knowledge and ability to make and provide advice on how to make economic decisions. [4.iii-v, vii; 5.4i-iv; 5.5i-viii; 5.6]
5. Ability to synthesise and compare critically different economic analyses of an economic issue. [4.3i-iii; 5.3]
6. Ability to research the literature on economic and other social science issues. [5.1-5.3]

**D. Transferable Skills:**

1. Effective communication of analysis and ideas both orally, aurally and in written form [4.3vii; 5.1; 5.2; 5.4iv]
2. Ability to assemble, analyse, use and present data. [4.1iii-iv; 4.3vi; 5.4iii; 5.6]
3. Understanding and ability to use economic, mathematical and quantitative methods to analyse issues and problems. [4.1i-v; 4.3i-vi; 5.4i-iv; 5.6]
4. Ability to analyse and make decisions, using economic concepts, e.g. opportunity cost and strategic behaviour.[4.1v; 4.3iii; 5.5i-vii]
5. Development of some Information Technology skills [4.1iii; 4.3vi; 5.4iii, 5.6]
6. Independence in initiating and executing work.[5.1; 5.3]
7. Ability to think critically about proposed analyses and solutions to a problem or issue. [4.3i-vi; 5.3; 5.4i-iv; 5.5i-viii]
8. Become responsible for managing own learning and academic performance. [5.1, 5.3]

**Teaching/learning and assessment methods and strategies used to enable the programme learning outcomes to be achieved and demonstrated**

All modules have a lecture programme that develops students’ knowledge and understanding. Alongside the lectures are a carefully integrated small-group system of teaching and learning that varies across modules but includes one or more of the following: workshops, seminars, problem based classes, peer teaching, student presentations, debates, role play, experiments, group work, students own guided work, 1-2-1 supervision, and VLE based learning activities. In addition, all staff are accessible for student consultations for two hours a week outside direct teaching time.

Assessment methods vary across modules and may be formative and summative in nature. In-Course Tests (i.e. timed assessments) are used widely across many modules but take home assessment is provided. Most modules are assessed by a combination of coursework and examination. However, coursework only modules are available across each academic Stage.

Assessment types vary considerably and include: precis and non-technical writing, reflective writing, essays, dissertation, problem sets, VLE quizzes, multiple choice tests, student presentations, poster sessions and unseen examinations.

The development of skills is organised in a progressive structure through the core modules delivered at Stages 1 and 2, and extending into the final year compulsory and optional modules.

The progress of each student is monitored at regular intervals by the School’s Student Support Officer working alongside the Senior Tutor.

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| For more information on the skills developed by individual modules and on the specific learning outcomes associated with any Certificate, Diploma or BA non-honours awards relating to this programme of study, see the module mapping table, located at the end of this specification.  |
| **17 Programme Structures and Requirements, Levels, Modules, Credits and Awards**This programme is studied over three years full-time (degrees marked †) or six years part-time (degrees marked §). The programme is divided into three stages (Stage 1, 2 and 3), each stage comprising modules to a total of 120 credits. Students must successfully complete each module in order to be awarded the specified number of credits for that module. One credit corresponds to approximately ten hours of 'learning time' (including all classes and all private study and research). Thus obtaining 120 credits in an academic year requires 1,200 hours of overall learning time. For further information on modules and credits refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html> For further information on Degrees with a Year in Industry please refer to the appropriate spec, including alternative exit awards.Each module and programme is designed to be at a specific level. For the descriptors of each of these levels, refer to Annex 2 of the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex2.html>. To be eligible for the award of an honours degree students must obtain 360 credits, at least 210 of which must be at Level 5 or above, including at least 90 credits at level 6 or above at Stage 3. Students who do not satisfy these criteria may be eligible for the following alternative exit awards:* Students successfully completing Stage 1 of the programme and meeting credit framework requirements who do not successfully complete Stage 2 will be eligible for the award of the Certificate in Economics and “other subject”.
* Students successfully completing Stage 1 and Stage 2 of the programme and meeting Credit Framework requirements who do not successfully complete Stage 3 will be eligible for the award of the Diploma in Economics and “other subject”.
* Students successfully completing Stage 2 of the programme and achieving 300 credits overall including at least 60 credits at level 6 or above in Stage 3 and meeting Credit Framework requirements will be eligible for the award of a BA Economics and “other subject” non-honours degree.

For further information refer to the Credit Framework at <https://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html#exit> awardsCompulsory modules are core to the programme and must be taken by all students studying the programme. Optional modules provide a choice of subject areas, from which students will select a stated number of modules. The normal expectation is that the termly module load will be equally balanced across the terms. The structure of this programme and the modules which make it up, their levels, credits and terms in which they are taught are reported below. Further details of each module are available from the module catalogue: [www.kent.ac.uk/courses/modules](http://www.kent.ac.uk/courses/modules). A module mapping of programme outcomes, for all awards, is presented at the end of this specificationWhere a student fails a module(s) due to illness or other mitigating circumstances, such failure may be condoned, subject to the requirements of the Credit Framework and provided that the student has achieved the **programme** learning outcomes. For further information refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>. Where a student fails a module(s), but has marks for such modules within 10 percentage points of the pass mark, the Board of Examiners may nevertheless award the credits for the module(s), subject to the requirements of the Credit Framework and provided that the student has achieved the **programme** learning outcomes. For further information refer to the Credit Framework. Modules which cannot be compensated or condoned are indicated with an asterisk (\*) in the list of modules below. Trailing is not permitted of any module.Students must ensure that they take 60 credits in each term per stage. |

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| **KV Code** | **Code** | **Title** | **Level** | **Credits** | **Term(s)** |
| **Stage 1** |
| **Compulsory Modules** |
| ECON3040 | EC304\* | Principles of Economics | 4 | 30 | 1 and 2 |
| ECON3050OrECON3060  | EC305\*or EC306\* | Mathematics for Economics Mode AOrMathematics for Economics Mode B | 4 | 15 | 1 |
| ECON3090 | EC309\* | Statistics for Economics | 4 | 15 | 2 |
| ECON3160 | EC316 | Employability for Stage 1 Programmes(for Joint Honour programmes owned by The School of Economics | 4 | 3 (non contributory) | 1 and 2 |
| Plus the Compulsory (or optional) modules for the ‘other’ subject |
| **Optional Modules:** Any remainingcredits can be taken from the Level 4 modules offered by the School or from Stage 1 Wild modules.  |
| **Stage 2** |
| **Compulsory Modules** |
| ECON5000 |  EC500 | Microeconomics  | 5 | 30 | 1 and 2 |
| ECON5020 | EC502 | Macroeconomics | 5 | 30 | 1 and 2 |
| ECON5840 | EC584 | Employability for Stage 2 Programmes(for Joint Honour programmes owned by The School of Economics | 5 | 3 (non contributory) | 1 and 2 |
| Plus the Compulsory (or optional) modules for the ‘other’ subject |
| **Optional Modules:** Any remainingcredits can be taken from the Level 5 modules offered by the School(s). |
| **Stage S – Economics and Management / Politics with a Year in Industry Only** |
| **Compulsory Modules** |
| ECON5580\* | EC558\* | Industry Assessment | 5 | 90(Pass/Fail) | 1,2 and 3 |
| ECON5590\* | EC559\* | Final Report | 5 | 30(Graded) | 1,2 and 3 |
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| **Stage 3** |
| **Compulsory Modules** |
| ECON6040 | EC604 | Employability for Stage 3 Programmes(for Joint Honour programmes owned by The School of Economics | 6 | 3 (non contributory) | 1 and 2 |
| Plus the Compulsory (or optional) modules for the ‘other’ subject |
| **Optional Modules** Any remainingcredits can be taken from the Level 5 or 6 modules offered by the School(s). |
| **Note: Students must ensure that they select at a minimum of 90 credits in each subject across stages 2 and 3 for any Joint Honours Degree.** |

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| **18 Work-Based Learning** |
| Where disabled students are due to undertake a work placement as part of this programme of study, a representative of the University will meet with the work placement provider in advance to ensure the provision of anticipatory and reasonable adjustments in line with legal requirements. |
| N/A |

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| **19 Support for Students and their Learning** |
| * School and University induction programme
* Programme/module handbooks
* Library services <http://www.kent.ac.uk/library/>
* Student Support <http://www.kent.ac.uk/studentsupport/>
* Student Wellbeing [www.kent.ac.uk/studentwellbeing/](http://www.kent.ac.uk/studentwellbeing/)
* Centre for English and World Languages <http://www.kent.ac.uk/cewl/index.html>
* Student Learning Advisory Service <http://www.kent.ac.uk/uelt/about/slas.html>
* PASS system <https://www.kent.ac.uk/teaching/qa/codes/taught/annexg.html>
* Academic Adviser system <https://www.kent.ac.uk/teaching/advisers/index.html>
* Kent Union [www.kentunion.co.uk/](http://www.kentunion.co.uk/)
* Careers and Employability Services [www.kent.ac.uk/ces/](http://www.kent.ac.uk/ces/)
* Counselling Service https://www.kent.ac.uk/studentwellbeing/counselling/
* Information Services (computing and library services) [www.kent.ac.uk/is/](http://www.kent.ac.uk/is/)
* Undergraduate student representation at School, Faculty and Institutional levels
* International Recruitment Office <https://www.kent.ac.uk/internationalstudent/>; International Partnerships Office <https://www.kent.ac.uk/global/partnerships/>
* Medical Centre <https://www.kent.ac.uk/studentwellbeing/medicalcentre.html>
* Director of Studies
* Director of Employability
* Senior Tutor
* School Student Experience Manager
* School Student Support Officer
* School Employability Coordinator
* School Student Support Guide (Economics Guide on Moodle)
* School Academic Skills Guide
* School Induction talks for new and returning students (stage 1, 2, 3)
* School Student Support Office
* Monitoring of student attendance and performance at regular intervals
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| **20 Entry Profile**The minimum age to study a degree programme at the university is normally at least 17 years old by 20 September in the year the programme begins. There is no upper age limit. |
| 20.1 **Entry Route**For current information, please refer to the University prospectus |
| Please see the current online prospectus for entry requirements to the individual programmes. |
| 20.2 **What does this programme have to offer?** |
| * Excellent teaching and learning based upon a very well structured and progressive curriculum.
* Acquisition of analytical, numeracy and problem solving skills and the ability to abstract and develop simplified frameworks that facilitate analysis of economic, social and political issues
* Proficiency in the application of economic concepts and principles to real world events
* The development of a wide range of highly valued graduate attributes and skills
* Excellent employment and further study opportunities
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| 20.3 **Personal Profile** |
| * A critical and enquiring mind.
* An interest in understanding economic decision making.
* A desire to follow a stimulating economics curriculum.
* A desire to develop economic skills that can be used to analyse real world problems.
* The aim of achieving your full educational potential.
* Suitable levels of numeracy and/or a willingness to develop them.
* A desire to develop general skills that can be used in many different occupations.
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| 21 **Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning** |
| 21.1 **Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards** |
| * Student module evaluations
* Annual programme and module monitoring reports <http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html>
* External Examiners system <http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html>
* Periodic programme review <http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html>
* Annual staff appraisal
* Peer observation
* Quality Assurance Framework <http://www.kent.ac.uk/teaching/qa/codes/index.html>
* QAA Higher Education Review <http://www.qaa.ac.uk/InstitutionReports/types-of-review/higher-education-review/Pages/default.aspx>
* Mentoring of new and part time staff
* Continuous monitoring of student progress and attendance
* Surveys of teaching, learning and assessment methods in all programmes and modules and feedback on these evaluations and surveys. e.g. NSS and UGS
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| 21.2 **Committees with responsibility for monitoring and evaluating quality and standards** |
| * Staff-Student Liaison Committee
* School Education Committee
* Faculty Education Committee
* Faculty Board
* Education Board
* Board of Examiners
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| 21.3 **Mechanisms for gaining student feedback on the quality of teaching and their learning experience** |
| * Student module evaluations
* Staff-Student Liaison Committee
* Student rep system (School, Faculty and Institutional level)
* Digital Rep (Kent Union)
* National Students Survey (NSS)
* Student Barometer Survey
* Student feedback through Academic Adviser system and Senior Tutor.
* Student feedback through the Internationalisation Co-ordinator (liaises with students abroad)
* Economics Societies
* Staff Consultation Hours
* Informal student-staff contact
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| 21.4 **Staff Development priorities include:** |
| * PGCHE requirements
* HEA (associate) fellowship membership
* Annual appraisals
* Institutional Level Staff Development Programme
* Academic Practice Provision (PGCHE, other development opportunities)
* Professional body membership and requirements
* Programme team meetings
* Research seminars
* Conferences
* Study leave
* Equality, Diversity and Inclusivity (EDI) awareness
* Mentoring of new and part-time teachers
* Dissemination of good practice in the School, Faculty and University
* Annual Curriculum Review/Development meetings
* Interaction with National Learning and Teaching Network for Economics
* Membership of national economic bodies and committees
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| 22 **Indicators of Quality and Standards** |
| * Results of periodic programme review (2012)
* QAA Higher Education Review 2015
* Annual External Examiner reports
* Annual programme and module monitoring reports
* NSS
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| 22.1 **The following reference points were used in creating these specifications:** |
| * QAA UK Quality Code for Higher Education http://www.qaa.ac.uk/assuring-standards-and-quality
* QAA Benchmarking statement for Economics (July 2015)
* Periodic Programme Review (2012)
* School and Faculty plan
* Education Strategy
* University Plan <https://www.kent.ac.uk/about/plan/> and Learning and Teaching Strategies https://www.kent.ac.uk/uelt/strategies/lta.html
* Staff research activities
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| 23 **Inclusive Programme Design**  |
| The School of Economics recognises and has embedded the expectations of current equality legislation, by ensuring that the programme is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services. |

*Template last updated November 2017*

*Module mapping table to be amended as appropriate to the programme specification. Where the programme includes many optional modules, it is acceptable to include only the compulsory modules in the table.*

**Programme Title: As above**

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|  | **Stage 1** | **Stage 2** |
|  | EC304 | EC305 | EC306 | EC309 | “other subject” | EC500 | EC502 | “other subject” |
| **Programme Learning outcomes****Knowledge and Understanding:** |
| A1 | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ |  |
| A2 | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ |  |
| A3 |  | ✓ | ✓ | ✓ |  | ✓ | ✓ |  |
| A4 |  | ✓ | ✓ | ✓ |  |  |  |  |
| A5 | ✓ |  |  |  |  | ✓ | ✓ |  |
| A6 | ✓ |  |  |  |  | ✓ | ✓ |  |
| A7 | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ |  |
| A8 | ✓ |  |  |  |  | ✓ | ✓ |  |
| A9 |  |  |  |  | ✓ |  |  | ✓ |
| **Intellectual Skills:** |
| B1 | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ |  |
| B2 | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ |  |
| B3 | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ |  |
| B4 | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ |  |
| B5 | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ |  |
| **Subject-specific Skills:** |
| C1 | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ |  |
| C2 | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ |  |
| C3 | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ |  |
| C4 |  | ✓ | ✓ | ✓ |  |  | ✓ |  |
| C5 |  | ✓ | ✓ | ✓ |  |  | ✓ |  |
| C6 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| **Transferable Skills:** |
| D1 | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ |
| D2 |  | ✓ | ✓ | ✓ |  |  |  |  |
| D3 | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ |  |
| D4 | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ |  |
| D5 | ✓ |  |  |  |  |  |  |  |
| D6 |  |  |  |  |  | ✓ | ✓ | ✓ |
| D7 | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ |  |
| D8 | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ |