

BSc Economics
For students entering Part 1 in 2011/2

UCAS code: L100

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	Economics
Faculty:	Arts, Humanities and Social Science Faculty
Programme length:	3 years
Date of specification:	11/May/2012
Programme Director:	Dr Simon Burke
Programme Advisor:	
Board of Studies:	Economics
Accreditation:	
Optional placement variation(s):	with Year Abroad/with Placement Experience

Summary of programme aims

The programme provides a thorough degree level education in economics. While focusing on economic principles and not ignoring applications, the treatment of core topics is deliberately technical, emphasising mathematical and statistical content.

Transferable skills

During the course of their studies at Reading, all students will be expected to enhance their academic and personal transferable skills in line with the University's Strategy for Learning and Teaching. In following this programme, students will have had the opportunity to develop such skills, in particular relating to communication, interpersonal skills, learning skills, numeracy, self-management, use of IT and problem-solving and will have been encouraged to further develop and enhance the full set of skills through a variety of opportunities available outside their curriculum.

Economics encourages business awareness and an understanding of important features of decision making, such as uncertainty, constraints and opportunity cost.

Programme content

The following profile lists the compulsory modules, together with their credit size, for each Part. Each Part consists of 120 credits. Where compulsory modules total less than 120 credits students are required to select options containing sufficient credits to make up the shortfall. In Part 1 the remaining credits can be drawn from anywhere in the University subject to any restriction which may be applied to particular module choices.

Part 1 introduces the basic underpinnings of modern macroeconomics and microeconomics, and supplements this with an introduction to quantitative techniques and a development of mathematics as used in economics.

Part 2 consists entirely of compulsory modules developing the fundamental tools of economic analysis, including econometrics. Part 3 compulsory modules deepen the theoretical treatment of economics while the options provide the opportunity to diversify into specific applications, or concentrate further on central subject matter. There is also an opportunity to research a topic independently through a dissertation.

Not all optional modules will necessarily be available in any year. Admission to optional modules will be at the discretion of the Programme Director.

Part 1 (three terms)

Compulsory modules

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
EC101	Principles of Microeconomics	20	4
EC102	Principles of Macroeconomics	20	4
EC107	Introduction to Economic Institutions and Policy	10	4
EC109	Mathematics for Economics: Introductory Techniques for BSc	10	4
EC112	Introductory Quantitative Techniques and Analytical Skills	20	4

Part 2 (three terms)*Compulsory modules*

EC201	Intermediate Microeconomics	20	5
EC202	Intermediate Macroeconomics	20	5
EC221	Economic Theory	20	5
EC225	Introductory Econometrics (BSc)	20	5
EC226	Mathematics for Economists	20	5
EC227	Mathematics for Econometrics	20	5

Year abroad/Year away/Additional year (three terms)*Compulsory modules*

EC2WEP	Work Experience Year	120	5
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The placement should not normally be shorter than nine months full-time and students will be assessed in the form of an end-of-year project.

EC2SAY	Study Abroad Year	120	5
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The study abroad year should not normally be shorter than nine months full time.

Part 3 (three terms)*Compulsory modules*

EC301	Advanced Microeconomics	20	6
EC302	Advanced Macroeconomics	20	6
EC303	Applied Econometrics	20	6

Optional modules to total 60 credits

EC243	Economic History	20	5
EC308	Business Economics	20	6
EC311	International Economics	20	6
EC312	Economic of Development	20	6
EC313	Business & Financial Forecasting	20	6
EC314	Public Economics	20	6
EC316	European Economic Integration	20	6
EC318	Econometric Methods	20	6
EC320	Money & Banking	20	6
EC324	European Urban & Regional Economics	20	6
EC328	Economics of Land, Development & Planning	20	6
EC337	Processes of Long Term Political & Economic Change	20	6
EC340	Corporate Social Responsibility	20	6
EC342	Macroeconomics for Developing Countries	20	6
EC344	Banking in Emerging Economies	20	6
EC345	Business & Management in Emerging Markets	20	6
EC3DIS	Dissertation	20	6

Progression requirements

To progress to Part 2 a student must:

- (i) obtain an overall average of 40% over 120 credits taken in Part 1, where all the credits are at 4 level or above; and
- (ii) obtain a mark of at least 30% in individual modules amounting to not less than 100 credits taken in Part 1; and
- (iii) obtain at least 40% in all compulsory Part 1 modules.

To progress from Part 2 to Part 3 a student must:

- (i) obtain an overall average of 40% over 120 credits take in part 2; and
- (ii) obtain a mark of at least 30% in individual modules amounting to not less than 100 credits taken in Part 2.

Assessment and classification

The University's honours classification scheme is:

Mark	interpretation
70% - 100%	First class
60% - 69%	Upper Second class
50% - 59%	Lower Second class
40% - 49%	Third class
35% - 39%	Below Honours Standard
0% - 34%	Fail

For the University-wide framework for classification, which includes details of the classification method, please see: <http://www.reading.ac.uk/Exams/classificationpost2007.pdf>.

The weighting of the Parts/Years in the calculation of the degree classification is

Three-year programmes

Part 2 one-third

Part 3 two-thirds

Four-year programmes, including placement year: Normally:

Part 2 one-third

Placement Year not included in classification

Part 3 two-thirds

(where students fail a placement year which does not contribute to classification they transfer to the three-year version of the programme).

Teaching is organised in modules. The delivery of material varies among modules, especially in the proportions of time allocated to lectures, and to classes and seminars. All modules involve coursework, which takes a variety of forms. Final assessment normally involves a written examination, and may also incorporate coursework marks; the maximum proportion of a final module mark allocated to coursework is 20%, other than in special cases. The conventions for classification are included in the Programme Handbook but you should note that the weighting between Part 2 and Part 3 for classification purposes is one-third and two-thirds respectively.

Admission requirements

Entrants to this programme are normally required to have obtained:

Grade C or better in English in GCSE; and achieved:

320 points from three A2 levels or 340 points from three A2 levels and one AS level (including at least grade C in AS level Mathematics).

International Baccalaureate: Pass Diploma and achieve 6, 6, 6 in three higher level subjects (including Mathematics).

Mature applicants. Applications from mature candidates are welcomed. A mature applicant is more likely to receive an offer of a place if he or she has undertaken recent study, for example 2 or more A levels or an Access course, but each case is assessed on its individual merits.

International applicants. Applications from international candidates are welcomed. If you are not offering A levels we advise you to contact either the EU or international admissions tutor before applying in order to discuss the acceptability of your qualifications.

Admissions Tutor: Dr Lynda Porter

Support for students and their learning

University support for students and their learning falls into two categories. Learning support is provided by a wide array of services across the University, including: the University Library, the Student Employment, Experience and Careers Centre (SECC), In-sessional English Support Programme, the Study Advice and Mathematics Support Centre teams, IT Services and the Student Access to Independent Learning (S@il)

computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Personal Tutors, School Senior Tutors, the Students' Union, the Medical Practice and advisers in the Student Services Centre. The Student Services Centre is housed in the Carrington Building and offers advice on accommodation, careers, disability, finance, and wellbeing. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions and runs workshops and seminars on a range of topics. For more information see www.reading.ac.uk/student

The Department of Economics provides handbooks that outline programme and module content. In addition to lecture and class time, each module lecturer has appointed office hours during which they may be consulted.

Career prospects

In recent years graduates from this programme have entered a variety of careers in both the private and the public sectors. Examples include jobs in banking and finance, accountancy, the civil service, and universities.

Opportunities for study abroad or for placements

Students may be permitted to undertake a study abroad year or a one-year work placement at an approved institution (e.g. the Government Economic Service) between Part 2 and Part 3 of the programme. In such cases students will transfer to a 4-year programme. Students interested in either of these opportunities should consult the Director of Undergraduate Studies, whose approval is required. Approval by the Faculty Director of Teaching & Learning must also be obtained.

Students are required to pass the professional/placement year in order to progress on the programme which incorporates the professional/placement year. Students who fail the professional/placement year transfer to the non-placement year version of the programme.

Programme Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and abilities in the following areas:

Knowledge and Understanding

A. Knowledge and understanding of:

1. the fundamental concepts and techniques of microeconomics and macroeconomics
2. the fundamental concepts and techniques of economics and organisational analysis
3. a selection of more specialist options on economic topics

Teaching/learning methods and strategies

The knowledge required for the basic topics is discussed in formal lectures supported by smaller group discussions on set questions. This pattern is also followed in the more specialist options with the non-assessed work required varying according to the nature of the subject matter.

Assessment

Most knowledge is tested through a combination of coursework and unseen formal examinations. Short tests and oral presentations also contribute.

Skills and other attributes

B. Intellectual skills - able to:

1. think logically
2. apply analytical principles to a range of problems
3. organise tasks into a structured form
4. assess the impact of recent and current changes on economic and organisational circumstances
5. transfer appropriate techniques and knowledge from one topic within the subject matter to another
6. plan, organise and write a report on an independent project

Teaching/learning methods and strategies

The need to think logically and analytically permeates the compulsory modules in the programme. The quality of the analysis depends on a strict focus on the central features of a problem. The more specialist topics provide many opportunities to apply this core approach to a range of problems in a wide variety of contexts.

Assessment

1-3 are covered extensively in the core modules; 4-5

are given wide scope in the optional modules; 6 is assessed directly by means of the large number of essays prepared in parts 2 and 3 in all modules.

C. Practical skills - able to:

1. understand and develop a chain of economic reasoning
2. formulate and analyse economic problems
3. evaluate economic policies
4. write critical analyses of economic questions
5. undertake a set of tasks associated with improving their career prospects

D. Transferable skills - able to:

1. use IT (word-processing)
2. communicate ideas in a logical way
3. give oral presentations
4. contribute to group discussions of an economic problem
5. use library resources both on- and off-line
6. manage time
7. plan career strategy

Teaching/learning methods and strategies

The core subjects concentrate on formal economic reasoning. Problem solving forms an important part of class work especially in parts 2 and 3. The specialised options involve writing detailed assessments of set topics.

Assessment

Most skills are tested through a combination of coursework, including both problem solving and essays, and through unseen examinations.

Teaching/learning methods and strategies

The use of IT is required throughout the programme. Seminars in parts 2 and 3 involve group discussions and oral presentations. Library resources have to be used continuously in the preparation of essays and project work. The highly structured system of deadlines for assessed work requires good time management.

Assessment

Most skills are tested indirectly through the preparation of course and project work.

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 takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.