

Awarding Body/Institution	University of London
Teaching Institution	Goldsmiths, University of London
Name of Final Award and Programme Title	BA (Hons) Economics BSc (Hons) Economics with Econometrics
Name of Interim Award(s)	Certificate of Higher Education in Economics; Diploma of Higher Education in Economics
Duration of Study/Period of Registration	3 years full-time
UCAS Code(s)	L1M9 & L100
QAA Benchmark Group	Economics
FHEQ Level of Award	Level 6
Programme Accredited by	N/A
Date Programme Specification last updated/approved	September 2017
Primary Department/Institute	Institute of Management Studies

Departments which will also be involved in teaching part of the programme
Psychology, Sociology, Politics and International Relations, Anthropology, History, Institute for Creative & Cultural Entrepreneurship, Computing, Media & Communications,

Programme overview

The Economics programmes (BA in Economics, BSc in Economics with Econometrics) give students a formal and rigorous training in economic theory and application, but also makes them aware of the social, historical and political context of economic analysis and allows them to explore a key area of modern economy and society from an interdisciplinary point of view, thereby putting them at the forefront of what is happening in the world today.

During the three years at Goldsmiths, students will take a number of modules that will train them in the technical elements of economics, but also help them understand the broader social, psychological, political and historical context of economic theory. Therefore, students will not only take modules in microeconomics, macroeconomics, and mathematics and statistics for economists, but also be introduced to history of economic thought, economic history and economic methodology.

Furthermore, students will be given a choice of five minor multidisciplinary specialisms from which to choose the one that best suits their interests and future plans. These minor specialisms are:

- Stream I: Communication and Technology
- Stream II: Markets and Organisations
- Stream III: Human Behaviour and Choice
- Stream IV: The Creative Impulse
- Stream V: Concepts, Ideas and Perspectives

This choice makes the degree structure unique. Students will be given a wide variety of modules from world-leading departments in Goldsmiths, so that they can explore topics and form links that will help them develop in novel ways and find a niche in today's competitive labour market. This structure differs from generic economic degrees that give students only a basic economic training, but do not address the context of economic ideas or explore inter-disciplinary links with other social sciences and the humanities. This degree combines all of these elements (technical analysis, policy and social context of

economics, interdisciplinary links) so that students will be able to effectively use and contextualise the economist's toolbox to analyse today's complex economic and social processes.

The difference between the BA in Economics and the BSc in Economics with Econometrics is that the BSc students in the 3rd year specialise in Econometrics and Mathematical Economics, whereas the BA students explore in more depth the interdisciplinary links between Economics and the other social sciences. The BSc students do not only extend their technical knowledge in the third year, but also learn about the context and correct application of data analysis techniques in the social world. This extends the basic principles on which the BA in Economics is founded on, to the extra modules of the BSc, giving both degrees unity, and at the same time differentiating them from the majority of other economics undergraduate programmes in the UK that do not explicitly explore the limits and context of economic theory and technical analysis.

Programme entry requirements

A-level: BBB (including Mathematics for Bsc (Hons) Economics with Econometrics) BTEC: DDM

IB: 33 Points, HL655

Access: 60 credits overall with 30 distinctions and distinctions/merits in related subject.

The student should normally have at least Grade B in GCSE (or equivalent) in Mathematics, Economics or Statistics. International non-English native speakers will need to demonstrate an adequate level of English for academic purposes. This is defined as IELTS 6.0 (with a minimum of 6.0 in the written element and no individual element lower than 5.5).

Aims of the programme

This programme aims to equip students with an understanding of economic theory and applications and also make them aware of the social, historical and political context of economic analysis. The specific learning outcomes for each module and the programme at large are outlined in the following sections. This section outlines the aims of the BA/BSc programme at each year of study.

The aims of the first year are the following: (A) Train students in basic mathematics for Economics, so that students have the technical competence to follow the advanced modules in economics and quantitative economics in years two and three. (B) Introduce students to different schools of economic thought, microeconomics, and macroeconomics, so that they have a general idea of their scope and content. (C) Make clear that the technical tools they will learn in this degree are part of specific schools of thought, each of which is defined by methods of analysis and specific ways of forming questions. (D) Analyse the strengths and limitations of each approach and touch core questions about economics, such as its scientific status. These aims are pursued through the first-year modules in mathematics for economics and business, introductory economics, and economic reasoning.

The aims of the second year are: (A) To complete the technical microeconomic and macroeconomic training while introducing a deeper exploration of the social, historical and intellectual context of economic ideas. (B) To introduce the students to data analysis techniques and report writing of statistical findings. To achieve the first aim, students will attend modules in economic history and history of economic thought, which are run in parallel to intermediate microeconomics and macroeconomics. This interaction intends to strengthen the students' perception of the appropriate use of tools for the social question they attempt to analyse, and the social and historical limits of each approach. In relation to the second aim, the two modules in quantitative economics are organised so that, in their first term, the students learn basic econometric theory and the scope of questions it can answer. In the second term students are given substantial time to work on practical questions and the application of data analysis techniques as they are used by businesses and government agencies.

The aims of the third year both for the BA Economics and the BSc Economics with Econometrics students are: (1) To give in-depth knowledge of specific topics of economic theory. (2) To help student develop a synthetic approach in analysing social problems that uses arguments from across different schools of economic analysis and interdisciplinary knowledge. (3) To create a forum for debate where students see how alternative theoretical strands compete in their explanations of economic and social phenomena. Furthermore, Economics with Econometrics students will also have (4) to extend their knowledge of economic statistics (Econometrics) and explore the appropriate use of these complex technical tools in the real world.

The first aim is achieved through compulsory modules in Public Economics and International Economics. These modules not only introduce students to mainstream economic analysis in these topics, but also discuss how these issues are analysed through alternative theoretical paradigms and in other disciplines. For example, mainstream Public Economics is analytically a subfield of microeconomics, as standard self-interested behaviour leads to inefficient social outcomes. However, in this module students will be asked to also draw on resources from heterodox economics as well as psychology, sociology and anthropology to consider the problem of inefficient public provision and how it can be overcome. Non-economic approaches, e.g. with reference to moral norms, may be used to explain the higher incidence of this problem in some societies, and also suggest ways of dealing with it. Similar considerations of political and social realities which are explored in other disciplines (such as politics, sociology and history) will be interwoven into topics of International Economics. This enables the student to achieve a deeper understanding of the economic tools taught and the limits of their applicability to real-world phenomena.

The second and third aims are pursued through the modules Manias, Bubbles, Crises and Market Failure, and Individual and Institutional Economic Behaviour. Students have to take one of the two in their third year. Both modules have the same aim even though their approach is different. In Manias, Bubbles, Crises and Market Failure the student visits past economic crises and assesses competing interpretations of what happened. In Individual and Institutional Economic Behaviour the student is introduced to a procession of organisational structures (from the individual to the firm, the state and supranational organisations) and how they are seen by economists from different traditions and by other social scientists. This module asks the student to confront core methodological questions that divide these different schools of thought and the strengths and weaknesses of the deductive, discursive and narrative methods they use in analysing society at different levels of aggregation.

The fourth aim applies to the BSc, as it guides students into a deeper exploration of Econometrics. Through the modules Econometrics and Advanced Econometrics students will gain an in depth knowledge of the various tools Economists use when analysing data. They will focus on different types of data, from annual and quarterly aggregate data to high frequency data, and explore the different statistical models economists use. This technical expertise will be supplemented by an in-depth analysis of the historical development and current use of statistical models and the data sets that economists construct and use. This will be explored in the course From National Statistics to Big Data which will give context to the technical training and distinguish how econometrics are taught in this programme from other UK programmes that present these statistical tools without a methodological discussion on their appropriate use and context.

Finally, the programme content encompasses the requirements outlined by the subject benchmark statement in Economics (The Quality Assurance Agency for Higher Education, 2015). In this it strikes a balance between developing the technical competence of students, therefore placing the students on an equal footing vis-à-vis graduates from other institutions; and making substantial progress towards the direction of curriculum change that has been requested by students and market participants in response to the ongoing economic crisis. This request for greater plurality and interdisciplinarity within economics degrees, as well as greater awareness of the policy and social context of economic theory, has a central place in this programme of studies.

What you will be expected to achieve

Each component module of this programme has its own detailed learning outcomes and related methods of assessment that complement the overall learning outcomes of the programme. Reaching these learning objectives will enable students to synthesise rigorous knowledge of economic theory with an understanding of the appropriate use of models and statistical techniques in the real world. By the end of the programme, a typical student engaging fully in the programme modules and activities should expect to have acquired knowledge and understanding of economic theory and application, and of data analysis.

Students who successfully complete 120 credits and choose to discontinue their studies and who are awarded a Certificate of Higher Education in Economics will be able to:

Knowledge and Understanding		Taught by the following modules
A1	Demonstrate competence in basic mathematical manipulation of economic formulas	Mathematics for Economics and Business
A2	Has a broad understanding of basic economic terminology	Introductory Economics

Cognitive and Thinking Skills		Taught by the following modules
B1	Can identify basic differences between economic and other discourses of the social sciences	Economic Reasoning Perspectives from the Social Sciences
B2	Has a basic understanding of core economic concepts	Introductory Economics

Subject Specific Skills and Professional Behaviours and Attitudes		Taught by the following modules
C1	Demonstrates understanding of the limits of economic analysis in solving social problems	Economic Reasoning Perspectives from the Social Sciences
C2	Demonstrates understanding of different schools of economic thought	Introductory Economics

Transferable Skills		Taught by the following modules
D1	Utilise essay and report writing skills	All Modules
D2	Discuss and explain the importance and limits of the economics approach in solving social problems	Perspectives from the Social Sciences Economic Reasoning

Students who successfully complete 240 credits, decide to discontinue their studies and who are awarded a Diploma of Higher Education in Economics, in addition to the learning outcomes outlined above, will be able to:

Knowledge and Understanding		Taught by the following modules
A1	Demonstrate competence in performing statistical analysis of economic data	Quantitative Economics Applied Quantitative Economics
A2	Demonstrate detailed knowledge of core microeconomic and macroeconomic concepts	Intermediate Microeconomics Intermediate Macroeconomics

Cognitive and Thinking Skills		Taught by the following modules
B1	Articulates consistent interpretations of statistical analysis and data	Quantitative Economics Applied Quantitative Economics
B2	Identifies and analyses key principles and	Intermediate Microeconomics

	concepts of economic theory	Intermediate Macroeconomics
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Subject Specific Skills and Professional Behaviours and Attitudes		Taught by the following modules
C1	Demonstrate a clear understanding of core technical competence in the fields of microeconomics, macroeconomics and statistics for economics	Intermediate Microeconomics Intermediate Macroeconomics Quantitative Economics Applied Quantitative Economics
C2	Demonstrate an analytical understanding of the historical, social and political context of economic theory	History of Economic Ideas Economic History

Transferable Skills		Taught by the following modules
D1	Use computer programming effectively to perform data analysis	Applied Quantitative Economics
D2	Engage with complex texts and summarize their arguments effectively	History of Economic Ideas

Students who successfully complete 360 credits and who are awarded the BA (Hons) Economics or the BSc (Hons) Economics with Econometrics, in addition to the learning outcomes stated above, will be able to:

Knowledge and Understanding		Taught by the following modules
A1	Demonstrate a systematic understanding of economic theory	International Economics Public Economics Individual and Institutional Economic Behaviour Manias, Bubbles, Crises and Market Failure
A2	Demonstrate specialised knowledge in at least two subfields of economic theory	International Economics Public Economics
A3	Be able to articulate clear arguments on the strengths, limits and context of economic analysis for understanding the economy and society	Public Economics International Economics Individual and Institutional Economic Behaviour Manias, Bubbles, Crises and Market Failure
A4	Demonstrate a detailed understanding of econometric techniques	Econometrics Advanced Econometrics

Cognitive and Thinking Skills		Taught by the following modules
B1	Explain real-world phenomena through the use of economic theory	Public Economics International Economics Communication and Presentation Skills
B2	Be able to use the appropriate statistical toolbox in order to analyse social data	Econometrics Advanced Econometrics From National Statistics to Big Data
B3	Be able to employ complex arguments from different schools of economic thought	Public Economics International Economics Individual and Institutional Economic Behaviour Manias, Bubbles, Crises and Market Failure
B4	Be able to articulate effectively and in non-	

	technical terms analytical arguments that utilise economic theory and statistical data	Communication and Presentation Skills
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Subject Specific Skills and Professional Behaviours and Attitudes		Taught by the following modules
C1	Demonstrate a refined understanding of the following fields of specialised economic knowledge: Public Economics, International Economics	Public Economics International Economics
C2	Demonstrate an ability in presenting data analysis results in a coherent fashion	Econometrics Advanced Econometrics
C3	Demonstrate an understanding of the issues relating to the uses of statistical analysis with social data.	From National Statistics to Big Data
C4	Demonstrate report writing and presentation skills and the ability to effectively present economic ideas to economists and non-economists	Communication and Presentation Skills

Transferable Skills		Taught by the following modules
D1	Use online databases and other resources	Econometrics Advanced Econometrics Manias, Bubbles, Crises and Market Failure
D2	Develop advanced data handling skills	Econometrics Advanced Econometrics
D3	Work independently and evaluate evidence for complex theoretical and applied problems	Econometrics Advanced Econometrics International Economics Public Economics
D4	Use deductive reasoning to analyse individual and institutional behaviour	Manias, Bubbles, Crises and Market Failure Individual and Institutional Economic Behaviour
D5	Link economic with non-economic approaches to analyse and solve social problems	International Economics Public Economics
D6	Critically evaluate and summarise ideas in ways that may be understood by non-specialists	Communication and Presentation Skills

How you will learn

The teaching and learning methods to which students are exposed have been designed in recognition of: (a) the different knowledge routes to learning; (b) the learning requirements of different types of information and skills; and (c) the need for students to engage in a complementary range of learning activities, leading to the synthesis of academic knowledge and professional skills/competencies.

To achieve the learning outcomes, students experience a range of teaching/learning methods, including formal lectures, analysing case studies, seminars, tutorials, summative coursework (essays and reports), and independent research projects.

Formal lectures are integral to the acquisition of subject specific skills and understanding, but these also provide the opportunity for discussion, group work and debate. This learning strategy is designed to challenge students' preconceptions, facilitate independent thought, and enable students to develop a critical perspective. In some instances, seminars and workshops provide a further opportunity to develop

an independent and critical perspective.

Students receive feedback on written work (essays and practical reports) in the form of structured numerical feedback (1 – 5), relating to the logic of arguments, their coherence, references, coverage of background literature, etc., as well as in the form of written constructive criticism, highlighting the major strengths and weaknesses sufficient to allow students to know how to improve their work. During meetings with their module lecturers and personal tutor, students have a further opportunity to receive feedback and academic guidance.

The written and oral feedback serve a number of functions: (a) to identify areas in need of further development, serving a diagnostic function; (b) the discussion accompanying oral feedback provides an opportunity to develop knowledge and appreciation of theoretical and applied material, and to encourage students to think critically and independently; and (c) feedback provides students with tangible criteria against which progress can be monitored.

Group meetings between tutors assure the reliability and validity of these forms of assessments. In addition, all summative work is either second marked or moderated. Detailed criteria for marking bands are provided for students in the Programme Handbook.

How you will be assessed

The learning outcomes are assessed by a variety of means: (1) Unseen examination papers in May/June; (2) a formative or summative essay or business report for taught modules, and (3) a presentation. In the final year, (4) students conduct a large piece of empirical research in the form of a Research Project.

Course work (e.g., essays, business reports) serves a formative and a summative assessment function for all core modules. Examinations for IMS-based modules are unseen written papers. The assessment reflects the skills students will need to have learnt upon completion of the module (i.e. the learning outcomes), with a specific focus on increasing the employability of students. That includes analytical, theoretical, and written skills, reflected in the essays and exams, as well as practical and project management skills, reflected in the business reports, case studies, and presentations.

Coursework feedback

Five attributes of students' written work are considered when assigning marks on a 5-point scale (1 = poor; 5 = very good):

For most pieces of coursework (other than presentations):

1. Answer (Does the coursework address the question/issue or meet the assigned aims and keep on topic? Is there a comprehensive understanding of the topic?)
2. Structure (Is the structure clear and material presented in a well argued, coherent and synthesised manner?)
3. Writing Style (Is the writing fluent and of a good standard with few errors in spelling, punctuation or grammar?)
4. Level of Reading (Is the topic well researched and supported? Is there evidence of using a range of high quality sources?)
5. Quality of Referencing (Is the work appropriately sourced? Are the references well formatted and written up accurately and consistently?)

For presentations:

1. Intellectual Qualities Expressed (Is there a comprehensive understanding of the topic? Are the key points well communicated? Are any questions about the presentation addressed in a clear and thoughtful manner?)
2. Structure (Does the presentation flow well and is it presented in a coherent and well synthesised

manner?)

3. Communication Style (Is the presentation well-rehearsed? Is it stimulating? Is it audible? Do students keep to time?)
4. Quality of Presentation (Are the slides relevant, well prepared and of good quality?)
5. Level of Reading (Is the topic well researched and supported? Is there evidence of using a range of high quality sources?)

The assessment chosen reflects the skills students will need to have learnt upon completion of the module (i.e. the learning outcomes), with a specific focus on increasing the employability of students. Analytical, theoretical, and written skills, which are useful for most academic and non-academic occupations are reflected in the essays and exams; practical and data analysis skills, which are increasingly sought after by employers, are reflected in the reports, presentations, group projects, and case studies.

Evaluation is key to squaring the curriculum design principles of aims, content and process, with outcomes; and the model we adopt has iterative links between these elements, designed to diagnose strengths and weaknesses of existing provision, as well as monitoring the success of innovations. This process is designed to encourage students to be actively involved in the learning process, and to be concerned with issues of quality.

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	I: First (Exceptional)	As below. In addition, a high First has to be exceptionally well written, develop an argument that is original, and draw on a wide range of material.
70-79%	I: First (Excellent)	Work assigned a First Class mark is likely to: <ol style="list-style-type: none"> 1. Address the topic in an explicit manner 2. Have a logical, clear and well- delineated structure 3. Have relationships between statements that are very easy to recognise 4. Have an excellent or original line of argument that is easily followed 5. Give wide-ranging and appropriate evidential support for claims At minimum, a first class piece of work needs to answer the question or address the issue concerned, be well-constructed, and (perhaps most crucially) show evidence of independent reading and thinking. The particularly important qualities are those concerned with structure, argument and evidence.
60-69%	lii: Upper Second (Very good)	Work awarded an upper second mark is likely to: <ol style="list-style-type: none"> 1. Address the topic or answer question 2. Have a logical structure 3. Have relationships between statements that are generally easy to follow 4. Have a good quality line of argument 5. Support claims by reference to relevant literature At minimum, an upper second class piece of work must answer the question or address the issue concerned, be clearly written, and show signs that the student has read beyond the basic source material. For lecture-based assessments, this usually means going beyond what was presented in the lectures themselves; for work that is not lecture-based, this

		means going beyond basic recommended reading. A high upper second will in addition be likely to have a clearer structure, a stronger line of argument, and draw on a broader range of material.
50-59%	IIii: Lower Second (Good)	<p>Work awarded a lower second class mark is likely to:</p> <ol style="list-style-type: none"> 1. Present relevant material without using it to address the question or issue in a precise way 2. Have a structure, but one that is rather vague and/or illogical 3. Present relationships between statements that are sometimes difficult to recognise 4. Have a reasonable line of argument 5. Tend to make claims with some but not sufficient supporting evidence <p>At minimum, a lower second class piece of work must show that the student has a fair knowledge of the basic material relating to the question or issue concerned. Higher marks within this category will be awarded according to how accurately the material is handled, the relevance of the material that is presented, and the clarity of the writing. Thus a good lower second is likely to reproduce with reasonable accuracy material that is relevant to the essay topic or question and to structure that material clearly; it is principally distinguished from an upper second by not going beyond what was presented in lectures or what is available in recommended reading.</p>
40-49%	III: Third (Pass)	<p>Work awarded a third class mark is likely to:</p> <ol style="list-style-type: none"> 1. Address the topic or question by reproducing material that is only partly relevant 2. Have an unclear or illogical structure or framework 3. Present relationships between statements that are often difficult to recognise 4. Have a poor quality line of argument 5. Make poor use of evidence to support most claims <p>At minimum, a third class piece of work must contain some relevant material. Typically, this means providing a clear indication that the appropriate lectures have been attended, and/or some recommended reading has been read; however, the reproduction of this material is either scanty or inaccurate. A high third is likely to reproduce this material with fewer inaccuracies, but still lack structure, argument and evidential support.</p>
25-39%	Fail	<p>Work given a fail mark is likely to:</p> <ol style="list-style-type: none"> 1. Fail to address the topic or answer the question 2. Lack a structure or framework 3. Fail repeatedly to relate statements to each other 4. Lack a line of argument 5. Fail to use evidence to support claims that are made <p>25-39% represents an overall failure to achieve the learning outcomes of the module. Marks in this band might be awarded to an answer that contains some indication that the student can recall having heard or read something relevant to the question.</p>
10-24%	Bad fail	<p>Work given a fail mark is likely to:</p> <ol style="list-style-type: none"> 1. Fail to address the topic or answer the question

		<ul style="list-style-type: none"> 2. Lack a structure or framework 3. Fail repeatedly to relate statements to each other 4. Lack a line of argument 5. Fail to use evidence to support claims that are made <p>10-24% is a significant failure to achieve learning outcomes but is deemed a valid attempt. Marks in this band might be awarded to an answer that shows that the student has attended the relevant lecture module, even if there is little in the answer that is of direct relevance to the question.</p>
1-9%	Very bad fail	This is a particularly bad fail and represents an answer that does not attempt to address the topic or question. It shall be deemed a non- valid attempt and will require resubmission.
0%	Non submission or plagiarised	0% is a non-submission or the mark that will usually be given to plagiarised assessment.

How the programme is structured

In each year of the programme, students will have to take compulsory modules that cover a number of subfields of economics: microeconomics, macroeconomics, econometrics, mathematical economics, history of economic thought, economic methodology, economic history, public economics and international economics. The compulsory economics component for the BA in Economics comprises of 90 credits in the first year, 90 credits in the second year and 60 credits in the third year. BSc Economics with Econometrics students also have a compulsory component that comprises of 90 credits for years 1 – 105 credits in year 2, and 120 credits for year 3. Therefore, BSc Economics with Econometrics students will have no optional modules for year 3 other than a choice of one of the following two modules- Either: Manias, Bubbles, Crises and Market Failure or: Individual and Institutional Economic Behaviour.

The BA Economics and the BSc Economics with Econometrics degrees are not distinguished in Years I. They are distinguished in year II by only one 15 CATS module for BSc students the module Further Mathematics for Economics is compulsory, whereas BA students have it as an optional module It is in Year III that the BA and BSc diverge significantly with BSc Economics with Econometrics students following a more mathematical/statistical curriculum where students on the BA in Economics will further their study in their chosen multidisciplinary stream and other areas of economics. Students are able to transfer from the BA in Economics to the BSc in Economics with Econometrics up to the end of their second year, provided that they chose the module Further Mathematics for Economics in Year 2. Equally, BSc Economics with Econometrics students can transfer to the BA in Economics up to the end of Year 2 (regardless of their option choices). This will allow them to have more optional modules in the third year as explained in the next paragraph.

For the remaining credits in each year (30 in the first year both for the BA and the BSc, 30 in the second year for the BA and 15 for the BSc, and up to 60 in the third year for the BA) students can choose either optional modules from the IMS, or, from a variety of modules that come for departments across Goldsmiths. Tutors will advise students on module choices and the appropriate times for them to make their choices in every year of study. These optional modules are organised in a number of multidisciplinary streams. The streams explore links between economics and related disciplines, and different streams offer modules from the following subject areas: Anthropology, Computing, Entrepreneurship, Management, Psychology, History, Sociology and Media. Goldsmiths' excellent reputation in all of these subject areas means this is a unique degree tailored to the strengths of this academic institution.

The structure of the streams is the following. In the first year, when students arrive in September, they will select two 'taster' modules of 15 credits from up to two different streams to be taken during their first year. At the end of year 1 they select the stream they wish to follow in the second and for the BA

Economics the third year, and select modules for the second year up to 30 credits. In the third year, BA Economics students have to take at least 15 credits from the module choices in their stream and up to 60 credits of optional modules overall. Options in economics, broadly defined, will also be available through existing modules in the IMS, the Institute of Creative and Cultural Entrepreneurship, Sociology and Politics.

A summary of the theme of each stream can be found below:

I: Communication and Technology

Today communication means technology. This stream explores the new forms of social communication from the advent of the Internet in the 1990s until today and how this has changed how people communicate, exchange goods and information, and engage in the public debate. Students will learn about these changes both from a practical and a theoretical perspective, and will consider how the information revolution has changed how the economy works.

Sample modules include: Business and Enterprise in the Digital Era, Introduction to Digital Media.

II: Markets and Organisations

What is a market? How do markets function? In this stream students will explore the differences between markets and other types of organisations found in the modern economy. They also will explore the different types of social organisations and the origins and ideology of contemporary markets. Furthermore, through a number of modules offered by the IMS they will focus on management, strategy and other aspects of how firms function in the modern marketplace.

Sample modules include: International Business, Organisational Strategy, Organisational Behaviour, Introduction to Economic Policy.

III: Human Behaviour and Choice

How humans choose between competing products and services is a core question of economics. This stream will contrast economists' approach to choice to the work of anthropologists, psychologists and sociologists. Students will be asked to explore not only the different findings of these disciplines, but also how they go about analysing human behaviour. The purpose is to make students familiar with a variety of tools and perspectives on human behaviour, in order to complement their economics training and understand its broader social and psychological context.

Sample modules include: The Psychology of the Person, Information Processing and Cognition, Consumer Behaviour.

IV: The Creative Impulse

Goldsmiths' research and teaching in creativity, design and the arts is world-renowned. This stream creates unconventional connections between the artistic world and the social sciences. Students will explore the creative impulse that is at the core of modern market behaviour and learn how entrepreneurs harness this power in developing new products and services.

Sample modules include: Understanding Entrepreneurship, Cultural Policy: Contexts and Modules, How do you create? From creative thought to action and impact.

V: Concepts, Ideas and Perspectives

What makes the economists' viewpoint so distinctive across the social sciences? This stream explores in

depth the context of economic ideas. Students learn that economic ideas are not value-free but have a strong ideological basis and that they developed from specific historical conditions. Furthermore, they will explore how economic ideas shape modern society and why they are so powerful in the public arena.

Sample modules include: Perspectives on Capital: Financial, Physical Human and Social, Introduction to Economic Policy, Marxism, Political Economy.

Pre-requisites

Please check module outlines for pre-requisites for Level 5 and Level 6 modules

Academic Year of Study 1 BSc Economics with Econometrics

Module Title	Module Code	Credits	Level	Module Status	Term
Introductory Economics	IM51010A	30	4	Compulsory	1-2
Economic Reasoning	M51009A	15	4	Compulsory	2
Perspectives from the Social Sciences	IM51011A	15	4	Compulsory	1
Mathematics for Economics and Business	IM51012B	30	4	Compulsory	1-2
Optional module		30	4	Optional	1-2

Academic Year of Study 2 BSc Economics with Econometrics

Module Title	Module Code	Credits	Level	Module Status	Term
Further Mathematics for Economics	IM52015A	15	5	Compulsory	2
Intermediate Microeconomics	IM52006A	15	5	Compulsory	1
Intermediate Macroeconomics	IM52007A	15	5	Compulsory	2
Quantitative Economics	IM52008A	15	5	Compulsory	1
Applied Quantitative Economics	IM52009A	15	5	Compulsory	2
History of Economic Ideas	IM52010A	15	5	Compulsory	2
Economic History	IM52011A	15	5	Compulsory	1
Optional module		15	5	Optional	1-2

Academic Year of Study 3 BSc Economics with Econometrics

Module Title	Module Code	Credits	Level	Module Status	Term
International Economics	IM53011A	15	6	Compulsory	1
Public Economics	IM53012A	15	6	Compulsory	2
Econometrics	IM53016A	15	6	Compulsory	1
Advanced Econometrics	IM53017A	15	6	Compulsory	2
From National Statistics to Big Data	IM53018A	15	6	Compulsory	1
EITHER: Manias, Bubbles, Crises and Market Failure	IM53014A	15	6	Optional	2
AND/OR: Individual and Institutional Economic Behaviour	IM53015A	15	6	Optional	2
Topics in Mathematical Economics	IM53019A	15	6	Optional	2
Communication and Presentation skills	IM53013A	15	6	Compulsory	1
Optional module		15	6	Optional	1-2

Academic Year of Study 1 BA Economics

Module Title	Module Code	Credits	Level	Module Status	Term
Introductory Economics	IM51010A	30	4	Compulsory	1-2
Economic Reasoning	IM51009A	15	4	Compulsory	2
Perspectives from the Social Sciences	IM51011A	15	4	Compulsory	1
Mathematics for Economics and Business	IM51012B	30	4	Compulsory	1
Finance and Accountancy	IM51005B	15	4	Optional	2
AND/OR: Optional module(s)		15-30	4	Optional	1-2

Academic Year of Study 2 BA Economics

Module Title	Module Code	Credits	Level	Module Status	Term
Intermediate Microeconomics	IM52006A	15	5	Compulsory	1
Intermediate Macroeconomics	IM52007A	15	5	Compulsory	2
Quantitative Economics	IM52008A	15	5	Compulsory	1
Applied Quantitative Economics	IM52009A	15	5	Compulsory	2
History of Economic Ideas	IM52010A	15	5	Compulsory	2
Economic History	IM52011A	15	5	Compulsory	1
Optional modules		30	5	Optional	1-2

Academic Year of Study 3 BA Economics

Module Title	Module Code	Credits	Level	Module Status	Term
International Economics	IM53011A	15	6	Compulsory	1
Public Economics	IM53012A	15	6	Compulsory	2
EITHER: Manias, Bubbles, Crises and Market Failure	IM53014A	15	6	Optional	2
OR/AND: Individual and Institutional Economic Behaviour	IM53015A	15	6	Optional	2
Communication and Presentation skills	IM53013A	15	6	Compulsory	1
AND: Optional modules		45-60	6	Optional	1-2

Academic support

Support for learning and wellbeing is provided in number of ways by departments and College support services who work collaboratively to ensure students get the right help to reach their best potential both academically and personally.

Students are allocated a personal tutor and a Senior Tutor in each department has overall responsibility for student progress and welfare. Departments arrange regular communication to students in the form of mailings and meetings as well as regular progress reports and feedback on coursework and assignments. This is in addition to scheduled seminars, tutorials and lectures/workshops.

Personal tutors will invite students to meet in the first two weeks of a new term and regularly throughout the duration of a programme of study. These meetings aim to discuss progress on modules, discussion of the academic discipline and reports from previous years if available (for continuing students). This way progress, attendance, essay/coursework/assessment marks can be reviewed and an informed discussion can be about how to strengthen learning and success.

Students are sent information about learning resources in the Library and on the VLE so that they have access to programme handbooks, programme information and support related information and guidance. Timetables are sent in advance of the start of term so that students can begin to manage their preparation and planning.

Learning is supported by Institute and College resources, as well as resources held centrally at the Senate House Library, which includes the world-class collections of the Goldsmiths' Library of Economic Literature and the British Psychological Society. The Goldsmiths' Library of Economic Literature is a world-renowned resource in the history of economics, and the Senate House Library hosts not only the primary collection, but also substantial secondary material to support research and teaching activities in relation to economics, history of economic thought, and economic history.

Furthermore, in the College library there is an expanding collection of economic literature, with special emphasis on the links between economics and the other social sciences. Personal tutors and the programme co-ordinator are available to discuss any issues that may arise throughout the three years of the undergraduate programme. All members of staff have office hours each week, and appointments can also be arranged outside these hours with any member of staff via email or telephone. The College provides counselling and student support services (e.g. English support classes for overseas students).

The College also provides a dedicated Graduate Centre in the Whitehead Building, which is intended, among other things, to encourage informal interactions between postgraduate students in the College and provide facilities for them.

Taught sessions and lectures provide overviews of coursework themes, which students are encouraged to complement with intensive reading for presentation and discussion with peers at seminars. Coursework essays build on lectures and seminars so students are encouraged to attend all taught sessions to build knowledge and their own understanding of their chosen discipline.

In depth feedback is provided for written assignments and essays via written feedback forms and formative feedback with module tutors/leads is provided to ensure that students' work is on the right track. Feedback comes in many forms and not only as a result of written comments on a marked essay. Students are given feedback on developing projects and practice as they attend workshops and placements.

A peer assisted learning (PAL) scheme is in place so that first year students have the opportunity to link with a second year student who can offer support and their experience on a range of academic related issues. This support is department based so students have a common understanding of subject based knowledge.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is clearly provided on the College Website and as new students join Goldsmiths through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the department so that adjustments to learning & teaching are able to be implemented at a department level and students can be reassured that arrangements are in place. Opportunities are provided for students to review their support arrangements should their circumstances change. The Inclusion & Learning Support and Wellbeing Teams maintain case loads of students and provide on-going support.

The Careers Service and the Academic Success Centre provide central support for skills enhancement and run the Gold Award Scheme and other co-curricular activities that can be accredited via the higher education achievement award (HEAR).

Links with employers, placement opportunities and career prospects

Goldsmiths Graduate Attributes:

The unique character of Goldsmiths, which combines academic ability but also a critical view of established theory and policy, have formulated the key attributes that we believe are characteristic of the Goldsmith's Economics Graduate.

The graduate, as a result of fully participating in life at Goldsmiths and also gaining competence in core economic theory and analysis, will:

1. Have developed knowledge and understanding appropriate to the level of their programme and their chosen stream;
2. Have advanced data-handling skills;
3. Have developed core skills in literacy, data analysis, communication and presentation;
4. Be able to take responsibility for their academic, career and personal development whilst at Goldsmiths and beyond;
5. Be critical and self-reflective thinkers;
6. Be imaginative and creative and willing to take risks, and where necessary to engage in constructive, informed and critical challenges to economic orthodoxy;
7. Be flexible, adaptable, able to manage change and work effectively in a variety of contexts individually and collaboratively;
8. Be enterprising and resourceful with the knowledge and skills to secure appropriate employment, effectively manage their career and maintain lifetime job satisfaction;
9. Have developed personally in ways which will enrich their lives and encourage them take an active and responsible role in public life equipped with an awareness of broader world issues and a sense of their own role as a world citizen. In particular we will encourage all of our students to respect and value diversity.

This degree equips you with an array of skills that will help you stand out in the marketplace and launch your career. Through our modules you will learn economic theory and application, and practice your skills in writing, presenting and data analysis.

Skills

This programme was created to give you a diverse set of skills that will help you to successfully overcome the challenges of a constantly evolving economy. We help you develop not only the technical skills necessary in becoming a successful economist today, but also the ability to understand economic change and adapt as the world changes.

Technical Skills

As an economist you will gain competence in the following fields:

Macroeconomic and Microeconomic Analysis
Mathematical Economics Statistics and Economics
Quantitative Methods from a theoretical and practical perspective
Data analysis using computer programs
Presentation skills and report writing

Broader Skills

The Structure of this programme of studies also equips you with the following skills:

An ability to explain economic ideas to non-economists in government and the business world
A knowledge of the limits of economic models for analysing real world data
An understanding of the economy that can meet new challenges and unforeseen crises
A personal philosophy of how the economy works that distinguishes you from the crowd

You'll also gain skills in teamwork, time management, organisation, critical-thinking, reflection and independent research. All of these skills are greatly sought after by graduate employers.

Careers

The pioneering element of this degree is that it allows you to specialise in the interface of Economics with the other social sciences and learn how to use economic analysis in the real world. This will be useful for gaining employment with the traditional employers of economists, which are:

Government departments
National and regional development agencies
Economic Consultancies
International and supranational organisations such as the United Nations and the European Union
Commercial and Investment Banks
Insurance Companies

This in-depth knowledge of Economics will equip you in applying for graduate degrees in Economics and related fields of study.

The requirements of a Goldsmiths degree

Undergraduate degrees have a total value of 360 credits. They are composed of individual modules, each of which has its own credit value. Full-time students take modules to the value of 120 credits each year and part-time students not less than 45 credits and not more than 90 credits each year. Each full-time year corresponds to a level of the Framework for Higher Education Qualifications.

Year 1 = Level 4
Year 2 = Level 5
Year 3 = Level 6

Modules:

Modules are defined as:

“Optional” – which can be chosen from a group of modules
“Compulsory” – which must be taken as part of the degree
“Core” – which must be taken as part of the degree and passed with a mark of at least 40%.

Progression:

Full-time students are required to have passed modules to a minimum of 90 credits before proceeding to the next year. Part-time students normally must pass new modules to a minimum value of 45 credits before proceeding to the next year.

In addition, some programmes may specify particular modules which must be passed, irrespective of the minimum requirements, before proceeding to the next year.

Award of the degree:

In order to graduate with a classified degree, students must successfully complete modules to the value of 360 credits. However if a module which has not be defined as “core” has been failed with a mark of 35-39% and all three permitted attempts have been used, this module may be compensated (treated as if it has been passed) so long as the average mean mark for all 120 credits at that level is 45% or above. No more than 60 credits may be compensated this way across a programme and no more than 30 at any one level.

Classification:

Final degree classification will be calculated on the basis of a student's best marks for modules equivalent to 90 credits at Level 4, 105 credits at level 5 and 105 credits at level 6, applying a relative weighting of 1:3:5 to modules at level 4, 5 and 6 respectively

Degrees are awarded with the following classifications: First Class – 70%+
Upper Second – 60-69% Lower Second – 50-59% Third – 40-49%

Students who, following the application of compensation and having used all their permitted resit attempts, have passed modules to the value of 300-345 credits, at least 60 of which are at level 6 may be awarded a pass degree.

Intermediate Exit Points:

Some programmes incorporate intermediate exit points of Certificate of Higher Education and Diploma of Higher Education, which may be awarded on the successful completion of modules to the value of 120 credits at level 4 or 240 (120 of which at level 5) credits respectively. The awards are made without classification.

The above information is intended as a guide. For further information, please refer to the Regulations for Undergraduate Students, which may be found here: <http://www.gold.ac.uk/governance/studentregulations/>

Programme-specific rules and facts

N/A

How teaching quality will be monitored

Goldsmiths employs a number of methods to ensure and enhance the quality of learning and teaching on its programmes.

Programmes and modules must be formally approved against national standards and are monitored throughout the year in departmental staff / student forums and through the completion of module evaluation questionnaires. Every programme also has at least one External Examiner who produces an annual report which comments on the standards of awards and student achievement.

This output is considered with other relevant data in the process of Annual Programme Review, to which all programmes are subject, and which aims to identify both good practice and issues which require resolution.

Every six years all programmes within a department are also subject to a broader periodic review. This aims to ensure that they remain current, that the procedures to maintain the standards of the awards are working effectively and the quality of the learning opportunities and information provided to students and applicants is appropriate.

Detailed information on all of these procedures are published on the webpages of the Quality Office

(<http://www.gold.ac.uk/quality/>).