

# **BA (Hons) Economics; BSc (Hons) Economics; and BSc (Hons) Economics with Marketing**

## **Programme Specification**

**Awarding Institution:**

University of London (Interim Exit Awards made by Goldsmiths' College)

**Teaching Institution:** Goldsmiths, University of London

**Name of Final Award and Programme Title:**

BA (Hons) Economics

BSc (Hons) Economics

BSc (Hons) Economics with Marketing

**Name of Interim Exit Award(s):**

Certificate of Higher Education in Economics

Certificate of Higher Education in Economics with Marketing

Diploma of Higher Education in Economics

Diploma of Higher Education in Economics with Marketing

**Duration of Programme:** 3 years full-time

**UCAS Code(s):**

L1M9 (BA Economics)

L100 (BSc Economics)

L1N5 (BSc Economics with Marketing)

**HECoS Code(s):**

(100450) Economics (100%), (50%)

(100075) Marketing (50%)

**QAA Benchmark Group:** Economics

**FHEQ Level of Award:** Level 6

**Programme accredited by:** Not applicable

**Date Programme Specification last updated/approved:** June 2023

**Home Department:** Institute of Management Studies

**Department(s) which will also be involved in teaching part of the programme:**

Psychology; Sociology; Politics and International Relations; Anthropology; History; Institute for Creative and Cultural Entrepreneurship; Computing; Media, Communications and Cultural Studies; Confucius Institute; Theatre and Performance.

## Programme overview

The Economics programmes (BA in Economics, BSc in Economics, BSc Economics with Marketing) give students a formal and rigorous training in economic theory and application, but also make them aware of the social, historical and political context of economic analysis. They allow students 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 and equipping them to apply their knowledge to real-world issues.

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.

In addition, students will be given a wide variety of perspectives from world-leading departments in Goldsmiths, both through the centrally-delivered Connected Curriculum modules and through the possibility to choose optional modules in other departments, 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 approach differs from generic economic degrees that give students only a basic training in economics, but do not address the context of economic ideas, train them real world applications 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, the BSc in Economics, and the BSc in Economics with Marketing is the following. The BA in Economics and the BSc in Economics share the first two years. The BA in Economics with Marketing shares some of the compulsory economics modules of the BA and BSc Economics for the first two years; in addition, it requires students to take modules that introduce them to marketing principles and practice.

In the third year, the three degrees diverge more substantially. BA Economics students undertake conceptual and applied courses, as well as exploring interdisciplinary links between economics and the other social sciences in more depth. BSc Economics students specialise in econometrics and quantitative techniques. Students in the BSc Economics with Marketing further develop the economics and marketing knowledge they have acquired in the first two years and explicitly explore their interface.

In summary, the three degrees share the interdisciplinary and pluralist approach to economics, which is a pre-requisite for awareness of the strengths and limitations of economic analysis in different contexts. In the BA Economics, this approach guides the exploration of interfaces between economics and the other social sciences. In the BSc Economics, this approach informs the learning of data analysis techniques and the development of awareness of the context and correct application of those techniques in the social world. In the BSc Economics with Marketing, this approach guides the in-depth exploration of the functioning of markets and the principles and techniques that make it possible to successfully operate in those markets. These features give unity to the three degrees whilst 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, technical analysis, and market practice.

## **Programme entry requirements**

A-level: BBB

BTEC: DDM

IB: 33 Points, HL655

Pass with 45 Level 3 credits including 30 Distinctions and a number of merits/passes in subject-specific modules.

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 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. (E) Introduce students to perspectives from other social sciences such as Sociology, Anthropology and Psychology right from the start and expose them to interdisciplinary and critical approach to economic questions. (F) Help students develop skills to evaluate arguments and evidence from different sources, as well as use different theories and concepts, to formulate and address research questions. These aims are pursued through the first-year modules in mathematics for economics and business, introductory economics, and economic reasoning, and the modules Identity, Agency and Environment 1 and 2, which are common to all Goldsmiths programmes.

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 history of economic ideas and economic history, 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 students learn basic econometric theory and the scope of questions it can answer and also 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 for all degrees are: (1) To give in-depth knowledge of specific topics of economic theory. (2) To help students 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. In addition to the aforementioned three aims, BSc Economics 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. In addition to the first three aims outlined above, students in the BSc Economics with Marketing will also have (5) to understand the interface between the functioning of markets and the pragmatic principles that make it possible to successfully operate within them.

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 that studies how unrestrained self-interested behaviour can lead to market failures. However, in this module students will be

asked to also draw on resources from heterodox economics as well as other disciplines to consider the problems of the public sector and how it can be overcome. The philosophical (moral) foundations of collective action will be explored. 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.

In the BA Economics and BSc Economics, the second and third aims are pursued through the modules Manias, Bubbles, Crises and Market Failure; Individual and Institutional Economic Behaviour; and Gender, Race and Economic Relations. 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. In Gender, Race and Economic Relations, different disciplines and levels of aggregation (micro, meso, macro) are critically discussed and relied upon to study gender and racial relations within households, businesses and in the wider economy. 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.

In the BSc Economics with Marketing, the second and third aims are pursued through the combination of Behavioural Economics and Consumer Culture. In fact, Behavioural Economics presents students with two core approaches to economic behaviour, which could be called 'classical' and 'modern'. Both approaches challenge the standard view of economic action, but from different premises and with different implications for understanding behaviour. Consumer Culture aims to understand how consumers make choices by looking at them not in isolation, as is typical of approaches informed by economics and psychology, but from a cultural viewpoint, using insights from sociology and anthropology. Taken together, the two modules provide competing explanations of human behaviour, which originate from different schools within economics as well as from different social sciences. These modules therefore make it possible to analyse and compare different insights on human behaviour in general, and with reference to behaviour in markets in particular.

The fourth aim applies to the BSc Economics, 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, and explore the different

statistical models economists use. This technical expertise can 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 module 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.

The fifth aim applies to the BSc Economics with Marketing. This aim is pursued through Behavioural Economics, Consumer Culture, and the optional modules on marketing themes (such as Marketing Strategy, Digital Marketing and Social Media, and Technology and Marketing), building also on the economics and marketing knowledge developed during the first two years of the programme. These third-year modules, in fact, make it possible to integrate the stylised and theory-driven understanding of markets and institutions that is typical of economics with techniques and practical principles that are typical of marketing, which rely on insights from a variety of social sciences. The result is a sophisticated understanding of the interface between knowledge of the economic, institutional and cultural elements underlying the functioning of markets and the forms of action that make it possible for firms to pursue their own objectives within markets.

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 of the BA Economics or BSc Economics with Econometrics and choose to discontinue their studies and who are awarded a Certificate of Higher Education in Economics will be able to:

### Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate competence in basic mathematical manipulation of economic formulas	Mathematics for Economics and Business
A2	Have an understanding of basic economic terminology	Introductory Economics

### Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Can identify basic differences between economic and other discourses of the social sciences	Economic Reasoning Interdisciplinary Perspectives on the Economy
B2	Have a basic understanding of core economic concepts	Introductory Economics
B3	Identify themes, theories and methods in order to formulate and address research questions	Identity, Agency and Environment 1-2

### Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Demonstrates understanding of the limits of economic analysis in solving social problems	Economic Reasoning Interdisciplinary Perspectives on the Economy
C2	Demonstrates understanding of different schools of economic thought	Introductory Economics

## Transferable skills

Code	Learning outcome	Taught by the following module(s)
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	Interdisciplinary Perspectives on the Economy Economic Reasoning
D3	Evaluate arguments and evidence from different sources and use them to appropriately support claims	Identity, Agency and Environment 1-2

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

## Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate competence in basic mathematical manipulation of economic formulas	Mathematics for Economics and Business
A2	Have an understanding of basic economic terminology	Introductory Economics
A3	Demonstrate a systematic understanding of what marketing is, and how marketing works within organisations and within the economy	Introduction to Marketing Marketing Management

## Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Identify basic differences between economic and other discourses of the social sciences	Economic Reasoning Interdisciplinary Perspectives on the Economy
B2	Have a basic understanding of core economic concepts	Introductory Economics
B3	Identify themes, theories and methods in order to formulate and address research questions	Identity, Agency and Environment 1-2



<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
B4	Develop a critical understanding of the importance of social sciences in approaching marketing related issues	Introduction to Marketing Interdisciplinary Perspectives on the Economy

### **Subject specific skills and professional behaviours and attitudes**

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
C1	Demonstrates understanding of the limits of economic analysis in solving social problems	Economic Reasoning Interdisciplinary Perspectives on the Economy
C2	Demonstrates understanding of different schools of economic thought	Introductory Economics
C3	Identify and discuss different schools of thought on marketing and demonstrate an understanding of core marketing principles	Introduction to Marketing Marketing Management

### **Transferable skills**

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
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	Interdisciplinary Perspectives on the Economy  Economic Reasoning
D3	Source, review and reference the literature	All modules
D4	Evaluate arguments and evidence from different sources and use them to appropriately support claims	Identity, Agency and Environment 1-2

Students who successfully complete 240 credits of the BA Economics or BSc Economics with Econometrics and 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

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate competence in performing statistical analysis of economic data, applying theories and concepts to real-world problems	Quantitative Economics Applied Quantitative Economics
A2	Demonstrate detailed knowledge of core microeconomic and macroeconomic concepts	Intermediate Microeconomics Intermediate Macroeconomics

## Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Articulate consistent interpretations of statistical analysis and data and use them to write reports	Quantitative Economics Applied Quantitative Economics
B2	Identify and analyse key principles and concepts of economic theory	Intermediate Microeconomics Intermediate Macroeconomics

## Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
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 phenomena and theories	History of Economic Ideas Economic History

## Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Use computer programming effectively to perform data analysis	Applied Quantitative Economics
D2	Engage with complex texts and summarise their arguments effectively	History of Economic Ideas

Students who successfully complete 240 credits of the BA Economics with Marketing and choose to discontinue their studies and who are awarded a Diploma of Higher Education in Economics with Marketing will be able to:

### Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate competence in performing statistical analysis of economic data, applying theories and concepts to real-world problems	Quantitative Economics Applied Quantitative Economics
A2	Demonstrate detailed knowledge of core microeconomic and macroeconomic concepts	Intermediate Microeconomics Intermediate Macroeconomics
A3	Illustrate the relationship between new product development, the innovation process and the other areas of marketing management	Product Innovation and Management

### Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Articulate consistent interpretations of statistical analysis and data and use them to write reports	Quantitative Economics Applied Quantitative Economics
B2	Identify and analyse key principles and concepts of economic theory	Intermediate Microeconomics Intermediate Macroeconomics
B3	Identify and distinguish different strategies to meet customer demand and/or expanding the customer base	Consumer Behaviour Product Innovation and Management

### Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
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	History of Economic Ideas Economic History

Code	Learning outcome	Taught by the following module(s)
	context of economic phenomena and theories	
C3	Apply different branding, communication and product strategies in relation to (consumer) target markets	Consumer Behaviour Product Innovation and Management

## Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Use computer programming effectively to perform data analysis	Applied Quantitative Economics
D2	Engage with complex texts and summarise their arguments effectively	History of Economic Ideas
D3	Utilise case studies as decision-making tools	Product Innovation and Management

Students who successfully complete 360 credits and who are awarded the BA (Hons) Economics, in addition to the learning outcomes stated above with reference to 120 and 240 credits, will be able to:

## Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
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 Gender, Race and Economic Relations

## Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Explain real-world phenomena through the use of economic theory	Public Economics International Economics Communication and Presentation Skills
B2	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 Gender, Race and Economic Relations
B3	Be able to articulate effectively and in non-technical terms analytical arguments that utilise economic theory and statistical data	Communication and Presentation Skills

## Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Demonstrate a refined understanding of the following fields of specialised economic knowledge	Public Economics International Economics
C2	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

Code	Learning outcome	Taught by the following module(s)
D1	Work independently and evaluate evidence for complex theoretical and applied problems	International Economics Public Economics
D2	Use deductive reasoning to analyse individual and institutional behaviour	Manias, Bubbles, Crises and Market Failure Individual and Institutional Economic Behaviour

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
D3	Link economic with non-economic approaches to analyse and solve social problems	International Economics Public Economics
D4	Critically evaluate and summarise ideas in ways that may be understood by non-specialists	Communication and Presentation Skills

Students who successfully complete 360 credits and who are awarded the BSc (Hons) Economics, in addition to the learning outcomes stated above with reference to 120 and 240 credits, will be able to:

### **Knowledge and understanding**

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
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 Gender, Race and Economic Relations
A4	Demonstrate a detailed understanding of econometric techniques	Econometrics Advanced Econometrics

### **Cognitive and thinking skills**

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
B1	Explain real-world phenomena through the use of economic theory	Public Economics International Economics Communication and Presentation Skills

Code	Learning outcome	Taught by the following module(s)
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 Gender, Race and Economic Relations
B4	Be able to articulate effectively and in non-technical terms analytical arguments that utilise economic theory and statistical data	Communication and Presentation Skills

## Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Demonstrate a refined understanding of the following fields of specialised economic knowledge	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

Code	Learning outcome	Taught by the following module(s)
D1	Use online databases and other resources	Econometrics Advanced Econometrics Manias, Bubbles, Crises and Market Failure
D2	Develop advanced data handling skills	Econometrics



Code	Learning outcome	Taught by the following module(s)
		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

Students who successfully complete 360 credits and who are awarded the BSc (Hons) Economics with Marketing, in addition to the learning outcomes stated above with reference to 120 and 240 credits, will be able to:

## Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate a systematic understanding of economic theory	International Economics Public Economics Behavioural Economics
A2	Demonstrate specialised knowledge in at least three subfields of economic theory	International Economics Public Economics Behavioural 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 Behavioural Economics
A4	Be able to articulate clear arguments on the differences between perspectives on human behaviour originating from different social sciences	Behavioural Economics Consumer Culture
A5	Demonstrate specialised knowledge in at least two subfields of marketing	Options on marketing themes

## Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Explain real-world phenomena through the use of economic theory	Public Economics International Economics Behavioural Economics
B2	Be able to use arguments from different perspectives in the social sciences to analyse human behaviour in markets	Behavioural Economics Consumer Culture
B3	Be able to employ complex arguments from different schools of economic thought	Public Economics International Economics Behavioural Economics

## Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Demonstrate a refined understanding of the following fields of specialised economic knowledge	Public Economics International Economics Behavioural Economics
C2	Be able to devise marketing approaches that are suitable for different kinds of markets	Options on marketing themes
C3	Be able to combine techniques from economics and other social sciences for the analysis of behaviour in markets	Behavioural Economics Consumer Culture

## Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Work independently and evaluate evidence for complex theoretical and applied problems	International Economics Public Economics Behavioural Economics
D2	Combine deductive and inductive reasoning to analyse human behaviour in markets	Behavioural Economics Consumer Culture
D3	Link economic and non-economic approaches to analyse and solve social problems	International Economics Public Economics Behavioural Economics Consumer Culture

## 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) relating to the logic of arguments, their coherence, references, coverage of background literature, etc., 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 project.

Course work (e.g., essays, business reports) serves a formative and a summative assessment function for all compulsory 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 knowledge and 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 applied project, case studies, and presentations.

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	Description	Generic Grading Descriptors	Specific Grading/Marking Criteria
0%	Non-submission or academic misconduct	A categorical mark representing either the failure to submit an assessment or a mark assigned in case of academic misconduct.	0% is a non-submission or the mark that will usually be given to an assessment subject to academic misconduct.
1-9%	Very Bad Fail	A submission that does not attempt to address the specified learning outcomes.	Not a Valid Attempt (1-9%). This is typically awarded to an answer that does not attempt to address the topic or question.
10-39%	Fail	Represents a significant overall failure to achieve	Work given a fail mark is likely to:

		the appropriate learning outcomes.	<ul style="list-style-type: none"> <li>a. Fail to address the topic or answer the question;</li> <li>b. Lack a structure or framework;</li> <li>c. Fail repeatedly to relate statements to each other;</li> <li>d. Lack a line of argument;</li> <li>e. Fail to use evidence to support claims that are made.</li> </ul> <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 relevant lectures, even if there is little in the answer that is of direct relevance to the question.</p> <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>
40-49%	Threshold III: Third	Represents the overall achievement of the appropriate learning outcomes to a threshold level (honours).	<p>Work awarded a third class mark is likely to:</p> <ul style="list-style-type: none"> <li>a. Address the topic or question by reproducing material that is only partly relevant;</li> <li>b. Have an unclear or illogical structure or framework;</li> <li>c. Present relationships between statements that are often difficult to recognise;</li> <li>d. Have a poor quality line of argument;</li> </ul>

			<p>e. Make poor use of evidence to support most claims.</p> <p>At a 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 scant or inaccurate. A high third is likely to reproduce this material with fewer inaccuracies, but still lacks structure, argument, and evidential support.</p>
50-59%	Good Iiii: Lower Second	Represents the overall achievement of the appropriate learning outcomes to a good level.	<p>Work awarded a lower second class mark is likely to:</p> <ul style="list-style-type: none"> <li>a. Present relevant material without using it to address the question or issue in a precise way;</li> <li>b. Have a structure, but one that is vague and/or illogical;</li> <li>c. Present relationships between statements that are sometimes difficult to recognise;</li> <li>d. Have a reasonable line of argument;</li> <li>e. Tend to make claims with some but not sufficient supporting evidence.</li> </ul> <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 material that is relevant to the</p>

			essay topic or question with reasonable accuracy, and to structure that material clearly. It is principally distinguished from an upper second by not going much beyond what was presented in lectures or what is available in recommended reading.
60-69%	Very good Ili: Upper Second	Represents the overall achievement of the appropriate learning outcomes to  a very good level.	<p>Work awarded an upper second mark is likely to:</p> <ol style="list-style-type: none"> <li>a. Address the topic or answer question;</li> <li>b. Have a logical structure;</li> <li>c. Have relationships between statements that are generally easy to follow;</li> <li>d. Have a good quality line of argument;</li> <li>e. Support claims by reference to relevant literature.</li> </ol> <p>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 top 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.</p>
70-79%	Excellent I: First	Represents the overall achievement of the appropriate learning outcomes to an excellent level.	<p>Work assigned a first class mark is likely to:</p> <ol style="list-style-type: none"> <li>a. Address the topic in an explicit manner;</li> <li>b. Have a logical, clear and well-delineated structure;</li> </ol>



			<ul style="list-style-type: none"> <li>c. Have relationships between statements that are very easy to recognise;</li> <li>d. Have an excellent or original line of argument that is easily followed;</li> <li>e. Give wide-ranging and appropriate evidential support for claims.</li> </ul> <p>At minimum, a first class piece of work needs to answer the question or address the issue concerned, be well-constructed, and show evidence of independent reading and thinking. The particularly important qualities are those concerned with structure, argument and evidence. Thus, a good First has to be very well written, develop an argument that is original, and draw on a wide range of material.</p>
80-90%	Outstanding I: First	Represents the overall achievement of the appropriate learning outcomes to an outstanding level.	Work assigned an Outstanding First will meet all of the suggested achievements of an Excellent First at an outstanding level.
90-100%	Exceptional I: First	Represents the overall achievement of the appropriate learning outcomes to an exceptionally accomplished level.	Work assigned an Exceptional First will meet all of the suggested achievements of an Excellent First at an exceptionally accomplished level.

## How the programme is structured

### Academic year of study 1 BSc 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
Interdisciplinary Perspectives on the Economy	IM51011B	15	4	Compulsory	1
Mathematics for Economics and Business	IM51012B	30	4	Compulsory	1-2
Identity, Agency and Environment 1	CC51001A	15	4	Compulsory	1
Identity, Agency and Environment 2	CC51002A	15	4	Compulsory	2

### Academic year of study 2 BSc Economics

Module Title	Module Code	Credits	Level	Module Status	Term
Intermediate Microeconomics	IM52006C	15	5	Compulsory	1
Intermediate Macroeconomics	IM52007A	15	5	Compulsory	2
Quantitative Economics	IM52008B	15	5	Compulsory	1
Applied Quantitative Economics	IM52009B	15	5	Compulsory	2
History of Economic Ideas	IM52010A	15	5	Compulsory	1
Economic History	IM52011B	15	5	Compulsory	2
EITHER: My Career Strategy	TBC	15	5	Optional	1
OR: Goldsmiths' Project module	CC52001A	15	5	Optional	2
Optional module	Various	15	5	Optional	1-2

### Academic year of study 3 BSc Economics

Module Title	Module Code	Credits	Level	Module Status	Term
International Economics	IM53011B	15	6	Compulsory	1
Public Economics	IM53012B	15	6	Compulsory	2
Econometrics	IM53016C	15	6	Compulsory	1
Advanced Econometrics	IM53017C	15	6	Compulsory	2
From National Statistics to Big Data	IM53018A	15	6	Optional	1
Communication and Presentation Skills	IM53013C	15	6	Compulsory	1
EITHER: Manias, Bubbles, Crises and Market Failure	IM53014A	15	6	Optional	2
OR/AND: Individual and Institutional Economic Behaviour	IM53015A	15	6	Optional	2
OR/AND: Gender, Race and Economic Relations	IM53041A	15	6	Optional	2
Optional module	Various	30	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

Module Title	Module Code	Credits	Level	Module Status	Term
Interdisciplinary Perspectives on the Economy	IM51011B	15	4	Compulsory	1
Mathematics for Economics and Business	IM51012B	30	4	Compulsory	1
Identity, Agency and Environment 1	CC51001A	15	4	Compulsory	1
Identity, Agency and Environment 2	CC51002A	15	4	Compulsory	2

## Academic year of study 2 BA Economics

Module Title	Module Code	Credits	Level	Module Status	Term
Intermediate Microeconomics	IM52006B	15	5	Compulsory	1
Intermediate Macroeconomics	IM52007A	15	5	Compulsory	2
Quantitative Economics	IM52008B	15	5	Compulsory	1
Applied Quantitative Economics	IM52009B	15	5	Compulsory	2
History of Economic Ideas	IM52010A	15	5	Compulsory	1
Economic History	IM52011B	15	5	Compulsory	2
EITHER: My Career Strategy	TBC	15	5	Optional	1
OR: Goldsmiths' Project module	CC52001A	15	5	Optional	2
Optional module	Various	15	5	Optional	1-2

### Academic year of study 3 BA Economics

Module Title	Module Code	Credits	Level	Module Status	Term
International Economics	IM53011B	15	6	Compulsory	1
Public Economics	IM53012B	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
OR/AND: Gender, Race and Economic Relations	IM53041A	15	6	Optional	2
Communication and Presentation skills	IM53013B	15	6	Compulsory	1
Optional modules	Various	30-60	6	Optional	1-2

### Academic year of study 1 BSc Economics with Marketing

Module Title	Module Code	Credits	Level	Module Status	Term
Introductory Economics	IM51010A	30	4	Compulsory	1-2
Mathematics for Economics and Business	IM51012B	30	4	Compulsory	1
Introduction to Marketing	IM51014A	15	4	Compulsory	1
Marketing Management	IM51015A	15	4	Compulsory	2
Identity, Agency and Environment 1	TBC	15	4	Compulsory	1
Identity, Agency and Environment 2	TBC	15	4	Compulsory	2

## Academic year of study 2 BSc Economics with Marketing

Module Title	Module Code	Credits	Level	Module Status	Term
Intermediate Microeconomics	IM52006C	15	5	Compulsory	1
Intermediate Macroeconomics	IM52007A	15	5	Compulsory	2
Quantitative Economics	IM52008B	15	5	Compulsory	1
Applied Quantitative Economics	IM52009B	15	5	Compulsory	2
EITHER: History of Economic Ideas	IM52010A	15	5	Optional	1
OR: Economic History	IM52011B	15	5	Optional	2
Consumer Behaviour	IM52005A	15	5	Compulsory	1
Product Innovation and Management	IM52016B	15	5	Compulsory	2
Optional module	Various	15	5	Optional	1-2

## Academic year of study 3 BSc Economics with Marketing

Module Title	Module Code	Credits	Level	Module Status	Term
International Economics	IM53011B	15	6	Compulsory	1
Public Economics	IM53012B	15	6	Compulsory	2
Behavioural Economics	IM53033A	15	6	Compulsory	2
Consumer Culture	IM53026C	15	6	Compulsory	1
Optional modules on marketing themes	Various	30	6	Optional	1-2
Optional modules	Various	30	6	Optional	1-2

Note: The BA Economics and the BSc Economics with Econometrics degrees are not distinguished in years 1 and 2. Students are able to transfer from the BA in Economics to the BSc in Economics at the end of their second year, provided that they achieve a 2:1 in Quantitative Economics and Applied Quantitative Economics. Equally, BSc Economics students can transfer to the BA in Economics up to the end of year 2.

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

## Academic support

Support for learning and wellbeing is provided in a 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.

All students are allocated a Personal Tutor (one in each department for joint programmes) who has overall responsibility for their individual progress and welfare. Personal Tutors meet with their student at least twice a year either face-to-face, as part of a group and/or electronically. The first meeting normally takes place within the first few weeks of the autumn term. Personal Tutors are also available to students throughout the year 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 provides an opportunity for progress, attendance and assessment marks to be reviewed and an informed discussion to take place about how to strengthen individual learning and success.

All students are also allocated a Senior Tutor to enable them to speak to an experienced academic member of staff about any issues which are negatively impacting their academic study and which are beyond the normal scope of issues handled by Programme Convenors and Personal Tutors.

Students are provided with information about learning resources, the [Library](#) and information available on [Learn.gold \(VLE\)](#) so that they have access to department/programme handbooks, programme information and support related information and guidance.

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

All assessed work is accompanied by some form of feedback to ensure that students' work is on the right track. It may come in a variety of forms ranging from written comments on a marked essay to oral and written feedback on developing projects and practice as they attend workshops.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is provided on the [Goldsmiths website](#) and for new students 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 and 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 [Disability](#) and [Wellbeing](#) Services maintain caseloads of students and provide on-going support.

The [Careers Service](#) provides central support for skills enhancement, running [The Gold Award](#) scheme and other co-curricular activities that are accredited via the Higher Education Achievement Report ([HEAR](#)).

The [Centre for Academic Language and Literacies](#) works with academic departments offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision for students throughout the year.

## **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

Statistics and Economics

Quantitative Methods from a theoretical and practical perspective

Data analysis using computer programs

Presentation skills and report writing (BA Economics and BSc Economics)

Economic and marketing analysis (BA Economics with Marketing)

### 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

Marketing firms (BA Economics with Marketing)

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

## **Programme-specific rules and facts**

Not applicable

## **General programme costs**

In addition to your tuition fees, you will be responsible for meeting standard costs associated with your study. Find out more information at [gold.ac.uk/programme-costs](http://gold.ac.uk/programme-costs).

## **Specific programme costs**

Not applicable.