



## MA Communicating Economic Policy

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Programme	MA Communicating Economic Policy		
Programme Level	Level 7 (FHEQ)	Programme Code	MAFB1XLPTMEC10 MAPB1L2PTMEC10P
Relevant QAA Benchmark Statement	No Economic postgraduate level benchmark statement available	HECoS Code	100450 100597 100444
Awarding Body	Swansea University	Language of Instruction	English
Teaching institution	New College of the Humanities	Date approved	May 2017
Mode of Study	Full Time / Part Time	Duration of Study	1 Year (FT) 2 Years (PT)

### PROGRAMME SUMMARY

This MA in Communicating Economic Policy is a conversion programme for those with no prior background, or some previous study but in most cases not a full degree, in economics. It accommodates students from a wide range of academic or professional backgrounds. It is particularly well suited to those who seek to work in the media, journalism, or communications, specialising in current affairs, economics, politics, or business.

The programme has three main strands that train students in different aspects of economics and economic communication:

1. Economic Policy. This strand of the programme equips the student with an understanding of the conceptual tools of an economist. This group of courses includes Microeconomic Principles, Macroeconomic Principles, Public and Industrial Economic Policy, and International Economic Policy. The aim of this strand is to familiarise the student quickly with the principles of economics, as well as with some policy problems, processes, and solutions.
2. Research Skills. This part of the programme gives the student the basic skills in handling quantitative (statistical) data, a grounding in qualitative research skills, and a great deal of opportunity for independent reflection and research. This

group of courses includes Statistics and Quantitative Research Skills, Research Design and Data Collection, and the Dissertation. The aim of this strand is to prepare students to undergo the entire production process of independent research, including a literature review, ethical considerations, data collection and analysis, and writing up a sustained piece of work, as well as presenting findings in a manner appropriate to a generalist audience.

3. Economic Communication. This part of the programme invites the student to reflect on what the field of Economics can achieve, what its limitations are, and how both its achievements and limitations can be communicated to non-expert audiences, such as readers of newspapers or other mass media. This group of courses includes Communication and Public Understanding of Economics, The Making and Communication of Economic Knowledge, and Ethics and Evaluation of Communication. The aim of this strand is to enable students to bridge the communication gap between economists and those who do not have the specialist skills or vocabulary to interpret academic economic writing.

The three strands of teaching intersect frequently. For example, the Research Skills courses use real-life examples of economic policy to teach data analysis. Similarly, the Economic Communication courses ask students to reflect on real conversations and communications on issues studied in the Economic Policy strand, as well as inviting students to interpret and communicate statistical findings that were reached using the methods taught on the Research Skills courses. Topics such as ethics, ambiguity, and policy evaluation are considered on a number of courses across the programme.

This MA is suitable for those with no or little prior training in theoretical economics. The programme does not require a formal mathematical background: all required skills are acquired during the programme. The programme is suited to those with a background in either the Humanities or Social Sciences who wish to deepen their understanding of policy affairs. It is also suited to those with a background in business, science, engineering, or technology, who wish to engage further with policymaking, with a view to understanding its soft, nontechnical elements and challenges.

### **PROGRAMME INTEGRATION**

The programme is well suited to be delivered at New College of the Humanities, where interdisciplinary teaching is at the heart of the College's official Teaching & Learning Strategy. It makes use of the College's existing ethos and offering by inviting MA Communicating Economic Policy students to consider communication as another tool in their economist's toolkit, and by asking them to attend Applied Ethics and Science Literacy lectures as part of a course assessment.

The Economic theory and policy component of the MA makes use of existing research strengths at the College, by incorporating specialist fields such as behavioural economics and economic development into the Policy courses. Most courses include an interdisciplinary element, to reflect the fact that staff are chosen for their interdisciplinary interests and capabilities. Interactive lectures and small group teaching are ideal for students to explore their own interests, and develop their transferable skills in discussion, debate, and verbal and written analysis of topics in economics and communication.

Through 108 hours of interactive lectures, 80 hours of seminars, and 29 hours of other types of contact, and a variety of written and verbal assessment types, the MA Communicating Economic Policy offers a range of opportunities for students to develop the skills required in their next steps, whether in employment in economic policy or communication, or in doctoral studies in economic communication.

Students on the MA Communicating Economic Policy benefit from the combination of two areas of study, Economics and Communication, both of which are highly employable fields for high-calibre graduates. London is one of the world's central locations for economic, business, and financial as well as media activity, and offers many opportunities for engagement with career opportunities in these areas.

### **FULL TIME PROGRAMME STRUCTURE**

#### **MICHAELMAS TERM**

- Microeconomic Principles
- Public and Industrial Economic Policy
- Communication and Public Understanding of Economics
- Statistics and Quantitative Research Skills

#### **HILARY TERM**

- Macroeconomic Principles
- International Economic Policy
- Making and Communication of Economic Knowledge
- Research Design and Data Collection

#### **TRINITY TERM**

- Ethics and Evaluation of Communication
- Dissertation

### **PART TIME PROGRAMME STRUCTURE**

#### **YEAR 1**

##### **Michaelmas Term**

- Microeconomic Principles
- Communication and Public Understanding of Economics

##### **Hilary Term**

- Macroeconomic Principles
- International Economic Policy

##### **Trinity Term**

- Ethics and Evaluation of Communication

#### **YEAR 2**

##### **Michaelmas Term**

- Public and Industrial Economic Policy
- Statistics and Quantitative Research Skills

##### **Hilary Term**

- Making and Communication of Economic Knowledge

- Research Design and Data Collection

### Trinity Term

- Dissertation

## ENTRANCE REQUIREMENTS

Normally, an upper second-class honours undergraduate degree (or equivalent) is required to undertake this MA. A first degree in any subject, whether a Humanities, Social Sciences, Natural Sciences, or any other subject, is acceptable; no prior mathematical, economic, or communications knowledge is required or expected.

Students with a first degree in single-honours economics, or a degree with a substantial economics component, may apply and be considered, but in the admissions process, it should be brought to their attention that the programme has an ab initio Economics and Statistics component, and therefore their suitability and expectations should be discussed carefully so as to maximise the satisfaction of all students on the programme.

Each applicant will be assessed on an individual basis, including by interview. The College is happy to consider applicants who have taken time out of education, and/or who have accumulated professional experience.

English language requirements: IELTS 7.0, with a minimum 6.5 in each component.

## RECOGNITION OF PRIOR LEARNING

Where a student wishes to apply for the recognition of prior learning on the basis of certificated or experiential learning, they should follow the Swansea University RPL procedure: Accreditation of Prior Learning Policy, which can be found [here](#).

## EDUCATIONAL AIMS AND LEARNING OUTCOMES

This programme aims to:

1. Equip students with a systematic understanding of the conceptual tools of an economist;
2. Familiarise students with the principles of economics, as well as with a selection of classic and current policy problems, processes, and solutions;
3. Train students in the basic skills of handling quantitative (statistical) data and a grounding in research skills;
4. Generate a critical awareness in students of the processes of the creation of economic knowledge, and enable them to make their own contribution in a sustained piece of independent academic research;
5. Familiarise students with the academic field of communication in areas relevant to economic communication;
6. Train students in the effective communication of economic issues to both specialist and non-specialist audiences and in the critical evaluation of economic communications;
7. Critical awareness of ethical issues present in economic policymaking and economic communication.

## **KNOWLEDGE AND UNDERSTANDING**

A student will be able to:

- KU LO1 Master economic terminology, frameworks, and given theory, and carry out verbal, graphical, and/or statistical analysis in economics;
- KU LO2 Describe a given set of statistical techniques, and be able to solve problems using the key concepts of statistical analysis;
- KU LO3 Describe and discuss key concepts and ideas in communication studies;
- KU LO4 Formulate and evaluate economic policy in a variety of situations, whether clearly outlined or ambiguous, in situations where constraints or parameters are either given or not;
- KU LO5 Critically analyse the assumptions behind academic theories in economics.

## **Teaching & learning**

- Interactive lectures
- Group seminars and/or small-group tutorials
- Directed reading
- Independent study
- Revision lectures/tutorials
- Access to lecturers on request (flexible office hours)

## **Assessment methods**

- Examination (formative and summative)
- Project
- Academic essay
- Evaluative essay (to evaluate a particular piece of writing or conversation)
- Presentation
- Research proposal
- Dissertation
- Viva voce

## **INTELLECTUAL SKILLS**

A student will be able to:

- INT LO1 Evaluate economic commentary made by others;
- INT LO2 With guidance and independently, identify relevant academic literature and use it for the production of original analysis or new knowledge;
- INT LO3 Critically discuss the ethical issues present in economic policymaking and economic communication;
- INT LO4 Critically analyse information available in a wide range of sources, including but not limited to academic sources.

### **Teaching & learning**

- Interactive lectures
- Group seminars and/or small-group tutorials
- Directed reading
- Independent study
- Revision lectures/tutorials
- Dissertation supervision meetings
- Access to lecturers on request (flexible office hours)

### **Assessment methods**

- Examination (formative and summative)
- Academic essay
- Evaluative essay (to evaluate a particular piece of writing or conversation)
- Research proposal
- Dissertation

### **PRACTICAL SKILLS**

A student will be able to:

- PRACT LO1 Communicate economic ideas, theories, findings, and/or circumstances to expert economic audiences and/or interpret expert economic communication;
- PRACT LO2 Communicate economic ideas, theories, findings, and/or circumstances to non-expert audiences and/or interpret non-expert economic communication;
- PRACT LO3 Communicate in writing and using academic conventions where relevant;
- PRACT LO4 Present ideas and findings verbally.

### **Teaching & learning**

- Interactive lectures
- Group seminars and/or small-group tutorials
- Directed reading
- Independent study
- Revision lectures/tutorials
- Dissertation supervision meetings
- Access to lecturers on request (flexible office hours)

### **Assessment methods**

- Examination (formative and summative)
- Project
- Academic essay
- Evaluative essay (to evaluate a particular piece of writing or conversation)
- Presentation
- Research proposal

- Dissertation
- Viva voce

### **TRANSFERABLE SKILLS**

A student will be able to:

- KS LO1      Collect, organise and deploy a range of qualitative or quantitative data and/or evidence to formulate a clear argument;
- KS LO2      Contribute effectively to verbal discussion on topics in economics and economic communication;
- KS LO3      Receive feedback from others on their own work and use the feedback constructively;
- KS LO4      Tolerate ambiguity in situations where their professional guidance is required, and be able to produce clear and appropriate policy suggestions.

### **Teaching & learning**

- Interactive lectures
- Group seminars and/or small-group tutorials
- Directed reading
- Independent study
- Revision lectures/tutorials
- Dissertation supervision meetings
- Access to lecturers on request (flexible office hours)

### **Assessment methods**

- Examination (formative and summative)
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- Viva voce

## MAP OF COURSES TO PROGRAMME LEARNING OUTCOMES

	Programme Learning Outcomes																
	Knowledge and Understanding					Intellectual skills				Practical Skills				Transferable Skills			
Core/Compulsory Modules	KU LO1	KU LO2	KU LO3	KU LO4	KU LO5	INT LO1	INT LO2	INT LO3	INT LO4	PRAC LO1	PRAC LO2	PRAC LO3	PRAC LO4	TS LO1	TS LO2	TS LO3	TS LO4
<b>CQFW Level 7 (old level M - SU)</b>																	
<b>Microeconomic Principles</b>	TPA	—	—	TPA	TP	TP	TPA	—	TP	TPA	TPA	TPA	TP	TPA	TP	TP	TPA
<b>Public and Industrial Economic Policy</b>	TPA	—	—	TPA	TPA	TPA	TPA	T	TP	TPA	T	TPA	TP	TPA	TP	TP	TPA
<b>Communication and Public Understanding of Economics</b>	—	—	TPA	TPA	T	TPA	TPA	T	TPA	TPA	TPA	TP	TPA	TPA	TP	TP	TPA
<b>Statistics and Quantitative Research Skills</b>	TPA	TPA	—	T	TPA	—	TP	—	—	TPA	TPA	TPA	TP	TPA	TP	TP	TPA
<b>Macroeconomic Principles</b>	TPA	—	—	TPA	TP	TP	TPA	—	TP	TPA	TPA	TPA	TP	TPA	TP	TP	TPA
<b>International Economic Policy</b>	TPA	—	TPA	TPA	TPA	TPA	TPA	—	TP	TPA	T	TPA	TP	TPA	TP	TP	TPA
<b>The Making and Communication of Economic Knowledge</b>	TPA	—	TPA	TP	TPA	TPA	TPA	T	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TP	TPA
<b>Research Design and Data Collection</b>	TPA	TP	—	TPA	TP	TPA	TPA	TP	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA
<b>Ethics and Evaluation of Communication</b>	TPA	—	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TP	TPA	TP	TP	TPA
<b>Dissertation</b>	TPA	TP	TP	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA

Learning outcomes shown in this programme specification are related to the outcomes of individual courses. This map shows where intended outcomes are developed but not assessed (**taught = T**, and **opportunity to practice = P**) and the courses where the outcome is specifically **assessed (A)**. Several of the learning outcomes contain various topics and skills. It is difficult to disaggregate some of this information and thus some individual courses may cover one skill but not another. If any element of a learning outcome is undertaken then one of the relevant codes has been recorded in the table. This curriculum map is a working model to aid tutors and programme planners. The information contained in this map should not be seen as fixed. For example, a topic may be assessed one year but not the next - this reflects the development, updating and review of curriculum content, style of delivery and assessment.

## TEACHING AND LEARNING STRATEGIES

### TEACHING METHODS

- Interactive lectures
- Group seminars and/or small-group tutorials
- Directed reading
- Independent study
- Revision lectures/tutorials
- Dissertation supervision meetings
- Access to lecturers on request (flexible office hours)

### LEARNING AND TEACHING METHODS

The MA Communicating Economic Policy is delivered through lectures and seminars, with the balance of the two depending on course material, and with weekly lecture and tutorial sessions in most courses. Individual supervision is offered at the Dissertation stage. Guided and independent reading forms a large part of the learning experience.

### LEARNING OPPORTUNITIES

Students will be mostly taught at the College, with access to Senate House Library and the College's digital learning materials. The programme makes use of the College's Science Literacy and Applied Ethics lectures, delivered by a set of external speakers and College staff (with some variation from year to year). Policy courses can include field trips to relevant organisations or public lectures in London, depending on staff specialisms and events available in each year. The onus, however, is on both lecturers and students to use a wide range of available digital and print media, as well as relevant live or online events, to widen students' perspectives about economic conversations.

### INCLUSIVE LEARNING AND TEACHING

The MA in Communicating Economic Policy is ideally placed to widen participation in Economics and Economic Policy. Students may be admitted to the programme on the basis of academic merit from a variety of backgrounds, including first degrees in relevant subjects not normally taught at top schools and universities (including, but not limited to, Media Studies or any type of policy studies). Therefore, access to the programme is considerably wider than for postgraduate programmes requiring a full degree in a particular subject.

In addition to formal qualifications, students may also demonstrate aptitude for the programme through prior activities in policy or media work, such as blogs, social media activity, or participation in the work of civil society organisations, all of which are accessible forms of participation in public policy conversation.

Once on the programme, inclusivity is fostered through a variety of approaches. The high staff-student ratio and small group tutorials help account for each student's individual progress, and enable tutors to address individual queries. Formative assessment, and individual feedback, helps students gauge their performance and polish their study and revision strategies.

The Faculty has previously used teaching methods specifically intended to improve the individualisation of teaching and learning: for example, the use of Flipped Learning in undergraduate teaching, and its dissemination in College-wide Teaching and Learning events, has invited staff to consider how students' individual strengths and weaknesses can be accommodated in teaching groups.

## **E-LEARNING**

The MA Communicating Economic Policy makes imaginative use of information and communication technologies, for both teaching and assessment. In all courses, students are supported outside of class time by a virtual learning environment (Moodle), in which students have access to lecture and tutorial materials.

One course (Communication and Public Understanding of Economics) is partly assessed through a social media portfolio assignment, in which students write a commentary on economic discussions they find on social media. One course (Statistics and Quantitative Research Skills) involves a project done using a common data analysis software package (e.g. Microsoft Excel). Several members of the Economics Faculty have, to date, made use of various innovative teaching tools and methods, such as the use of Adobe Connect for remote revision tutorials, or the use of Flipped Learning with a recorded online lecture followed by a student-led workshop.

## **RESEARCH-LED PRACTICE-DRIVEN TEACHING**

The Economics Faculty hosts a number of research-active academics, and teaching is allocated according to research interests. The Faculty is particularly strong in the fields of Microeconomics and Development Economics, and both have been incorporated into the MA curriculum (in the courses Public and Industrial Economic Policy and International Economic Policy respectively). All full-time Faculty members are supported by an individual annual research budget and contractual sabbatical leave, and all members of the Faculty are encouraged to remain research-active and complement their teaching with ideas and findings from their research.

## **WIDENING PARTICIPATION**

The faculty is committed to widening participation in Economics, both through outreach programmes and through a teaching environment that is inclusive towards a variety of backgrounds and learning styles. The faculty visits a wide range of schools, hosts open lectures, engages with mass and social media, and publishes in accessible formats. Members of the faculty are highly engaged with, and committed to, the public dissemination of their discipline. Individual tutorials, and the high staff-student ratio, are especially important to our ability to be inclusive towards a variety of backgrounds and learning styles. The faculty facilitates a wide range of academic and social events in which academics and students are brought together.

## **ASSESSMENT**

### **ASSESSMENT METHODS**

- Examination (formative and summative)
- Project
- Academic essay
- Evaluative essay (to evaluate a particular piece of writing or conversation)
- Presentation
- Research proposal
- Dissertation
- Viva voce

Appendix B is the programme structure and assessment summary.

## **ASSESSMENT REGULATIONS**

Swansea University assessment regulations are followed for this programme. The assessment regulations can be found [here](#).

## **STUDENT SUPPORT**

### **DISABILITIES AND/OR SPECIFIC LEARNING DIFFICULTIES (SPLDS)**

When students arrive they are asked to complete a Medical Disclosure Form, where they can list any medical conditions, disabilities and/or SpLDs and make a note of who can have access to this information. During 'Welcome Week' a number of talks and events are held which are designed to support and inform students with regard to mental health, disabilities, safety and learning support.

The Student Wellbeing Coordinator (SWC) meets with students soon after Induction week to discuss their needs and help set up support systems both within the College (if appropriate) and externally. If requested by the student, the SWC will then arrange to meet with relevant academic staff to discuss the student's needs and the ways these might impact on their studies. If students request specific arrangements (for e.g. submission extensions, use of a laptop, special exam conditions, etc.) they are asked to submit approved medical documentation to Student Support.

If a student is undiagnosed but believes they may have an SpLD (e.g. Dyslexia) the SWC will help them to access support groups and assessment centres. If the assessment confirms an SpLD, the SWC will discuss further support options with the student and their tutors. The SWC is in contact with local dyslexia tutors for advice to the College or student referral. The College can help provide students with special learning equipment (e.g. coloured paper, reading pens, dictation software, etc.).

For more information, please click [here](#).

### **CAREERS EDUCATION, INFORMATION AND GUIDANCE**

Masters students will have access to the College's Careers Advisory Service. This includes employer receptions with representatives from a wide range of sectors and our electronic Careers Centre, containing features and functionality for careers guidance, interview advice and job searching.

In addition Careers Advisers, supplemented with support from tutors, offer advice, often one-to-one, on securing a professional future tailored to students' skills and ambitions.

## **QUALITY EVALUATION AND ENHANCEMENT**

### **AWARD STANDARDS**

Every programme of study is developed and approved by the College's Academic Board and then validated by Swansea University.

### **REVIEW AND EVALUATION MECHANISMS**

Procedures are in place to assure the quality of the programme development, delivery, management, systematic monitoring and ongoing review and enhancement of all College programmes. Enhancements are made as necessary to ensure that systems remain effective and rigorous.

- Annual programme reports, written by the Head of Faculty, are prepared in order to enhance individual programmes and to plan ahead.

- Annual Examiner reports are prepared by independent External Examiners, as appointed by the validating University, to confirm that a programme has been assessed in accordance with the approved documentation and that the student performance meets the appropriate academic standards.
- Formal student feedback mechanisms consist of course surveys on a termly basis, termly Student-Staff Liaison Committee meetings and annual Student Satisfaction Survey.
- Informal student feedback is also valued by the College and this can take the form of students talking to their tutor or professional staff (Registrar, Student Wellbeing Coordinator, etc.). Students may also raise matters with their personal tutor.

### ABOUT THIS DOCUMENT

<b>Head of Faculty for Master of Arts degree in Economic Policy and Communication</b>	Dr Marianna Koli
<b>Start date</b>	October 2017
<b>Date of approval</b>	May 2017
<b>Date(s) updated/amended</b>	August 2018

**APPENDIX A – EXIT AWARDS**

**POSTGRADUATE CERTIFICATE**

4 x 15 credit Level 7 courses = 60 credits

**POSTGRADUATE DIPLOMA**

8 x 15 credit level 7 courses = 120 credits

**APPENDIX B - PROGRAMME STRUCTURE AND ASSESSMENT SUMMARY**

Code	Course Title	Credit	Core or Optional	Assessment Weighting % & Activity Type			
				Assessment 1		Assessment 2	
MN-M046	Microeconomic Principles	15	C	100%	Exam		
MN-M047	Public and Industrial Economic Policy	15	C	100%	Exam		
MN-M045	Communication and Public Understanding of Economics	15	C	30%	Commentary	70%	Essay
MN-M048	Statistics and Quantitative Research Skills	15	C	25%	Project	75%	Exam
MN-M577	Macroeconomic Principles	15	C	100%	Exam		
MN-M576	International Economic Policy	15	C	100%	Exam		
MN-M049	The Making and Communication of Economic Knowledge	15	C	30%	Presentation	70%	Essay
MN-M578	Research Design and Data Collection	15	C	20%	Presentation	80%	Dissertation Proposal
MN-M575	Ethics and Evaluation of Communication	15	C	50%	Essay	50%	Essay
MN-D011	Dissertation	50	C	90%	Dissertation	10%	Viva Voce