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**Programme Specification**

**Title of Course:**

MA Political Economy

**Date Specification Produced:** December2012

**Date Specification Last Revised:** September 2016

This Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in Student Handbooks and Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

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| **Title:** |  |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Kingston University |
| **Location:** | Penrhyn Road |
| **Programme Accredited by:** | N.A. |

**SECTION2: THE PROGRAMME**

**A. Programme Introduction**

The MA Political Economy gives students the opportunity to master the knowledge of the recent emerging discipline of political economy. It offers an approach to economics that highlights issues of effective demand, social conflict and financial instability as features of modern capitalism. The course covers Neoclassical, Post Keynesian and Marxist theories and applies them to contemporary issues of austerity policy, neoliberalism, financialisation and globalisation. They receive thorough grounding both in the theoretical and applied aspects of the discipline: macroeconomic theory and policy, a range of alternative approaches for dealing with economic policy issues in a political economy context, the issues surrounding the workings of contemporary finance in the global economic landscape and contemporary controversies concerning industry and labour in the international economy. There is furthermore the study of the long term historical and conceptual context of the contemporary issues and debates relevant to high level consideration of economic and political questions. In the module dedicated to political economy, students have an opportunity to study contrasting approaches to economic problems – neo-classical, Marxian, Keynesian and Post Keynesian – to a range of political economy issues. The dissertation is the culmination of the degree, in which students have the opportunity to acquire and demonstrate full mastery in dealing with a major contemporary issue in a political economy context; they produce in depth research and work with a member of the Department of Economics specialising and pursuing research into issues concerned with political economy. The MA Political Economy gives students excellent preparation for a range of employment possibilities in the public and private sector. Depending on the topic chosen for the dissertation, it is excellent preparation for a range of employment possibilities in government agencies, think tanks, research institutes or in international agencies such as the International Labor Organization.

The MA Political Economy is focused on giving graduates a facility and confidence at analysing and offering solutions to real world problems. Graduates develop the ability to make a critical evaluation of political conjunctures, economic policies and the theories and research that underpin them and gain the ability to write and communicate on a range of political economy topics at an advanced level, using lucid and precise language rather than highly technical analysis.

The Department of Economics of Kingston University is well established for its long term focus on high quality teaching and for research into applied and policy areas. Publications from the Department deal with a range of topics concerning finance, economic development, international economics, globalisation and political economy, with an especial emphasis on the implications of developments in these areas for economic policy. The Department’s Political Economy Research Group (PERG) is active in holding conferences as well as pursuing and co-ordinating research in the area, and actively encourages student participation in its activities. This research informs both classroom teaching and the supervisory role of members of the Department in students’ research.

**B. Aims of the Programme**

The MA Political Economy aims to:

* to develop students’ advanced knowledge of the theories of Political Economy—the interaction of power relations, class conflict and effective demand formation in explaining economic performance.
* To enable students to contribute at a professional level to debates on the foundation of economic policy in Neoclassical, Post Keynesian and Marxist theories and the effects neoliberalism, financialisation and globalisation
* To enable students to identify, locate and critically appraise secondary and primary sources for academic research and to write an piece of independent research
* To prepare student for employment in in government agencies, think tanks, research institutes or in international agencies such as International Labor Organization or for further postgraduate research

**C. Intended Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA subject benchmarks for (undergraduate) Economics and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student.

This field is part of the University’s Postgraduate Credit Framework. Fields in the PCF are made up of modules which are designated principally at level 7. Single modules in the framework are valued at 30 credits. The minimum requirement for a Postgraduate Certificate is 60 credits, for a Postgraduate Diploma is 120 credits and for a Masters degree is 180 credits. In some instances the Postgraduate Certificate or Postgraduate Diploma may be the final award and Postgraduate Certificates and Postgraduate Diplomas may be offered to students who only complete specified parts of a Masters degree.

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| **Programme Learning Outcomes**  MA Political Economy | | | | | | |
|  | **Knowledge and Understanding**  **On completion of the course students will be able to:** |  | **Intellectual skills – able to:**  **On completion of the course students will be able to:** | |  | **Subject Practical skills**  **On completion of the course students will be able to:** |
| A1 | demonstrate an advanced knowledge of the theories of political economy and its methodology in the context of substantive historical and contemporary issues | B1 | engage in rigorous and critical analysis of a range of complex issues | | C1 | select and apply appropriate techniques and methodologies to a professional standard |
| A2 | show mastery of theories which combine power relations, class conflict and effective demand formation in explaining economic performance | B2 | evaluate information from a range of sources | | C2 | Prepare reports to professional standards |
| A3 | discuss on an advanced level the functions and foundation of economic policy, the effects neoliberalism, financialisation and globalisation | B3 | summarise, evaluate and present in oral and written form complex arguments from a variety of perspectives | | C3 | competently undertake a substantial research and writing task at an advanced level, largely self-directed |
| A4 | demonstrate deep familiarity with major issues in economic history and economic thought, macroeconomics | B4 | synthesise information with critical awareness and use it to sustain an argument | | C4 | Manage their own work effectively |
| A5 | write an extended piece of research applying theories and methodologies of political economy to an applied or theoretical topic | B5 | systematically reason, formulate and reach conclusions | |  |  |
|  |  | B6 | think self-critically about their own work, priorities and ambitions | |  |  |
|  |  | B7 | retrieve, critically analyze, organise and present information from a variety of sources | |  |  |
| **Key Skills** | | | | | | |
|  | **Self Awareness Skills** |  | **Communication Skills** | |  | **Interpersonal Skills** |
| AK1 | Take responsibility for own learning and plan for and record own personal development | BK1 | Express ideas clearly and unambiguously in writing and the spoken work | | CK1 | Work well with others in a group or team |
| AK2 | Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | BK2 | Present, challenge and defend ideas and results effectively orally and in writing | | CK2 | Work flexibly and respond to change |
| AK3 | Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | BK3 | Actively listen and respond appropriately to ideas of others | | CK3 | Discuss and debate with others and make concession to reach agreement |
| AK4 | Work effectively with limited supervision in unfamiliar contexts |  |  | | CK4 | Give, accept and respond to constructive feedback |
|  |  |  |  | | CK5 | Show sensitivity and respect for diverse values and beliefs |
|  | **Research and information Literacy Skills** |  | **Numeracy Skills** | |  | **Management & Leadership Skills** |
| DK1 | Search for and select relevant sources of information | EK1 | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | | FK1 | Determine the scope of a task (or project) |
| DK2 | Critically evaluate information and use it appropriately | EK2 | Present and record data in appropriate formats | | FK2 | Identify resources needed to undertake the task (or project) and to schedule and manage the resources |
| DK3 | Apply the ethical and legal requirements in both the access and use of information | EK3 | Interpret and evaluate data to inform and justify arguments | | FK3 | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |
| DK4 | Accurately cite and reference information sources | EK4 | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | | FK4 | Motivate and direct others to enable an effective contribution from all participants |
| DK5 | Use software and IT technology as appropriate |  |  | |  |  |
|  | **Creativity and Problem Solving Skills** |  |  | |  |  |
| GK1 | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |  |  | |  |  |
| GK2 | Work with complex ideas and justify judgements made through effective use of evidence |  |  | |  |  |
| **Teaching/learning methods and strategies** | | | | | | |
| The range of learning and teaching strategies includes lectures, seminar discussions and student presentations, and feedback on coursework. | | | | | | |
|  | | | |  | | |
| **Assessment strategies** The assessment strategies employed in the fields include the following: examinations, class tests, course work and problem sets in seminar (summative and formative), and feedback on weekly assignments (formative). | | | | | | |

**D. Entry Requirements**

Normal entry requirements

One or more of the following will normally be regarded as appropriate admission requirements:

• successful completion of a certified programme of study in an area appropriate to the content of the degree (normally a good second class honours undergraduate degree or its equivalent, including, where appropriate, quantitative methods having been studied to an appropriate standard); strong academic performance in other disciplines will be considered on a case-by-case basis;

• relevant non-certificated learning;

• an appropriate combination of certificated and non-certificated learning.

Where a candidate’s first language is not English, advanced English language competence in the form of appropriate certificated learning (IELTS requirement of 6.5) or equivalent must be demonstrated as detailed in Kingston University’s Admissions Regulations.

All certificated and non-certificated learning will require verification. In the case of certificated learning, this will require the presentation of relevant certificates and/or confirmation from the award giving body. In the case of non-certificated learning, verification will be established in the course of the interview to which all applicants will be invited, or, where appropriate, through the submission of supporting documentation and evidence. Where the evidence of the fulfilment of the appropriate admission requirements is inconclusive, the applicant may be asked to complete a written exercise.

Admission with Advanced Standing

Students may be allowed to enter a course with Advanced Standing, subject to the following condition: the maximum number of credit points awarded for admission with advanced standing will be two thirds of the credit points required for the exit award.

Consideration for Admission with Advanced Standing will be based on

a) successful completion of a relevant programme of certificated learning at level 7;

b) relevant non-certificated learning at an appropriate level;

c) a combination of relevant certificated and non-certificated learning at an appropriate level.

**CRB clearance will not be required.**

**E. Programme Structure**

This programme is offered in full-time/part-time mode, and leads to the award of PG Cert, PG, Dip and MA. Entry is normally at BA level (see section D). Intake is normally in September.

**E1. Professional and Statutory Regulatory Bodies**

NA

**E2. Work-based learning, including sandwich programmes**

Work placements are actively encouraged – although it is the responsibility of individual students to source and secure such placements. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice.

NA

**E3. Outline Programme Structure**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **All modules compulsory** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |
| Macroeconomic Theory and Policy | EC7004 | 30 | 7 | 1 + 2 |
| Financialisation, Globalisation and Economic Policy | EC7005 | 30 | 7 | 1 + 2 |
| Political Economy: effective demand, exploitation and crisis | EC7006 | 30 | 7 | 1 + 2 |
| Dissertation | EC7011 | 60 | 7 | 3 |
| **Elective modules** |  |  |  |  |
| Economic Policy modelling | EC7025 | 30 | 7 | 1+2 |
| Economic Change and Ideas | EC7002 | 30 | 7 | 1+2 |

**F. Principles  of  Teaching  Learning  and  Assessment**

The teaching and learning strategy of the MA Political Economy designed to support a curriculum providing an in-depth knowledge and understanding of the complex range of analytical and empirical material associated with an MA Economics degree, and giving students the ability and confidence to pursue high level applied research in their specialisation. Using the framework of the KU Curriculum Design Principles, it embraces a wide range of teaching and learning methods that will enable all students to be actively engaged throughout the degree. These teaching and learning methods are carefully crafted to suit the wide range of content and learning outcomes that must be mastered in the various modules; this wide range is necessitated by the breadth of analytical and expository skills to be mastered in the MA degree. Lectures are typically the vehicle for ensuring the delivery of the central core of knowledge relating to each module, and through a variety of forms of group and seminar work as well as practical and laboratory sessions students are given the opportunity to develop more individual interests and personal and key skills.

A range of formative and summative assessment methods are used to reinforce, and to enable student to demonstrate, the acquisition of knowledge and skills and the achievement of learning outcomes. Summative assessment includes a diverse range of course work, including as appropriate short essays and extended pieces of research, oral presentations and examinations. In seminars, interactions between tutors and students, often linked to class-based assignments, as well as discussions between students, submission of outlines and first drafts to summative assessments and in-class exercises promote formative development throughout the degree. The assessment regime for each module has thus been designed to provide formative opportunities that allow students to practice and to receive feed forward on their performance in preparation for summative assessments.

All students are required to complete a dissertation, testing the range of skills acquired throughout the course. The topic of the project will be negotiated with the Dissertation Coordinator and the supervisor of the dissertation. The dissertation project also allows students to develop and hone their research skills and integrate the multifarious aspects of the course; formative feedback from the supervisor and the summative evaluation of the completed dissertation permit students to achieve research mastery of the discipline under study.

The development of academic skills is threaded throughout the course and assessed both formatively and summatively. Monitoring of individual student progress takes place in the course of the programme through interaction with Personal Tutors and Dissertation Supervisors. The personal tutor scheme is designed to give each student on the graduate programme access to personal advice and consultation. At the time of induction in the MA course, students will be assigned a personal tutor who will be available to deal with any initial problems of orientation related to the course or the University. They will meet together at an early stage in the programme and arrange consultation meetings to monitor academic progress throughout the period of registration. These meetings will also be an opportunity for the tutor to receive feedback from students on any personal issues impinging on progress in the course and specific problems related to the course or individual modules. The tutor will also offer guidance on the identification of an appropriate supervisor for the dissertation and will be available for consultation on dissertation issues not related to the specific topic, e.g. progress towards dissertation completion. With regard to employment, tutors will offer advice on job search, e.g. appropriate web-sites for particular fields of employment, will be available to examine student CVs and job applications, and offer guidance on other staff members’ expertise and on university facilities and services.

Students in need of specialized assistance can receive additional support which may come via the Centre for Academic Skills and Employability (CASE) or other tailored support.

**G. Support  for  Students  and  their   Learning**

Students  are  supported  by:

* A  Module  Leader  for  each  module
* A  Course  Director  to  help  students  understand  the  programme  structure
* Personal Tutors to provide academic and personal support
* A Dissertation Supervisor for each student on the degree
* Technical  support  to  advise  students  on  IT  and  the  use  of  software
* A  designated  programme  administrator
* Staff  Student  Consultative  Committee
* StudySpace  ␣  a  versatile  on-­‐line  interactive  intranet    an  learning  environment
* A  substantial  Study  Skills  Centre  that  provides  academic  skills  support
* Student  support  facilities  that  provide  advice  on  issues  such  as  finance,  regulations,  legal matters,  accommodation,  international  student  support  etc.
* Disabled  student  support
* The Students’ Union
* Careers and  Employability  Service

**H. Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

* External examiners
* Boards of study with student representation
* Annual review and development
* Periodic review undertaken at the subject level
* Student evaluation
* Moderation policies

1. **Employability Statement**

The MA Political Economy gives students excellent preparation for a range of employment possibilities in the public and private sector. Depending on the topic chosen for the dissertation, students may have developed high level expertise relevant to a governmental regulatory agency in the domestic (e.g. UK) economy or to an international agency dealing with issues in which the interaction of political, economic and historical considerations demand an interdisciplinary political economy approach, such as those dealt with by the United Nations, the International Labor Organization and a range of NGOs. All students completing the programme will emerge with a sound understanding of the underlying analytical principles and research techniques involved when political and economic factors interact; they will emerge with the ability to write in a clear and coherent manner about the issues involved. The degree emphasises the cultivation of a flexible and wide-ranging approach to dealing with substantive political and economic problems. As a result, students are equipped, and will be seen to be attractive to a range of employers involved in, and dealing with issues concerned with international financial affairs, other issues surrounding the international economy, and the range of policy options available to governments and to non-governmental agencies. Institutions concerned with these issues are in both the public and private sector, including governmental and nongovernmental research organisations, governmental regulatory agencies and individual enterprises.

The dissertation evidences the ability to produce an extended piece of research in this field, integrating and demonstrating mastery of this range of skills. In the dissertation, students will have the opportunity to do intensive research into a topic involving the interaction of economic and political considerations in either the domestic or international arena. The dissertation evidences the ability to produce an extended piece of work in political economy and demonstrates mastery of the topic chosen. Furthermore, the topic explored may prove to be of direct interest to a potential employer.

For students are already working in this research area, the programme will provide them with a mixture of analytical insight and relevant skills that will enable them to enhance their existing career paths. For students wanting to proceed onto further study and research, the programme lays the foundations for the continuation of study on an academic career track. The Department of Economics is actively involved in research on questions of political economy with the Political Economy Research Group (PERG). Students will benefit from the active involvement of members of the Department in research projects for international economic organisations and think tanks. Assistance and advice on job search, such as appropriate web-sites for employment linked to economic development and globalisation, will be available from personal tutors, who will also assist by examining student CVs and job applications. They will also offer guidance on other staff members’ expertise in these areas and on university facilities and services, including the Careers and Employability Service.

1. **Approved Variants from the UMS/PCF**
2. **Other sources of information that you may wish to consult**

See subject benchmark for Economics:

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Economics.pdf>

Kingston University website:

<http://fass.kingston.ac.uk/schools/economics/>

Political Economy Research Group website: <http://fass.kingston.ac.uk/research/perg/>

**Development of Programme Learning Outcomes in Modules**

This map identifies where the programme learning outcomes are assessed across the modules for this programme. It provides an aid to academic staff in understanding how individual modules contribute to the programme aims, and a means to help students monitor their own learning, personal and professional development as the programme progresses and a checklist for quality assurance purposes. Include both core and option modules.

MA Political Economy

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | |  | | **All Level 7** | | | | |  |
|  | | **Module Code** | |  | EC7004 | EC7006 | EC7005 | EC7007   |  | | --- | | EC7002 | |  | |  | |  | | S,F | |  | | S,F | | S,F | | S,F | | S,F | | S,F | | S,F | | S,F | | S,F | | S,F | | S,F | | S,F | | S,F | | S,F | | S,F | | S,F | | S,F | | S,F | | S,F | |  | | S,F | | S,F | | S,F | | S,F | | S.F | | S,F | |  | | S,F | |  | | S,F | | S,F | | S,F | | S,F | | S,F | | S,F | | S,F | | F | |  | | S,F | | EC7011 | EC7025 |
| **Programme Learning Outcomes** | | **Knowledge & Understanding** | | A1 |  | S,F | S,F | S,F | S,F |  |
| A2 |  | S,F | S,F | S, F | S,F | S,F |
| A3 | S,F |  | S,F |  | S,F | S,F |
| A4 | S,F |  |  | S,F | S,F | S,F |
| A5 |  |  | S,F |  | S,F | S, F |
| **Intellectual Skills** | | B1 | S,F | S,F | S,F | S,F | S,F | S, F |
| B2 | S,F | S,F | S,F | S,F | S,F | S, F |
| B3 | F | S,F | S,F | F | S,F | S, F |
| B4 | S,F | S,F | S,F | S,F | S,F | S, F |
| B5 | S,F | S,F | S,F | S,F | S,F | S, F |
| B6 | S,F | S,F | S,F | S,F | S,F | S, F |
| B7 | S,F | S,F | S,F | S,F | S,F | S, F |
| **Practical Skills** | | C1 | S,F | S,F | S,F | S,F | S,F | S, F |
| C2 | S,F | S,F | S,F | S,F | S,F | S, F |
| C3 |  | S,F | S,F | S,F | S,F | S, F |
| C4 | S,F | S,F | S,F | S,F | F | F |
| **Key Skills** | | **Self Awareness Skills** | | AK1 |  | S,F | S,F | S,F | S,F | S,F |
| AK2 | S,F | S,F | S,F | S,F | S,F | F |
| AK3 | S,F | S,F | S,F | S,F | S,F | F |
| AK4 |  | S,F | S,F | S,F | S,F | S,F |
| **Communication Skills** | | BK1 | S,F | S,F | S,F | S,F | S,F | S,F |
| BK2 | S,F | S,F | S,F | S,F | S,F | S,F |
| BK3 |  | F | F |  |  |  |
| **Interpersonal Skills** | | CK1 |  | F | F | F |  | F |
| CK2 |  | S,F | S,F |  |  |  |
| CK3 |  | S,F | S,F |  |  |  |
| CK4 | S,F | S,F | S,F | S,F | S,F | F |
| CK5 |  | S,F | S,F |  |  |  |
| **Research and Information Literacy Skills** | | DK1 |  | S.F | S.F | S,F | S,F | S,F |
| DK2 | S,F | S,F | S,F | S,F | S,F | S,F |
| DK3 |  |  |  |  | S,F |  |
| DK4 |  | S,F | S,F | S,F | S,F | S,F |
| DK5 |  |  |  | S,F | S,F | S,F |
| **Numeracy Skills** | | EK1 | S,F | S,F | S,F | S,F | S,F | S,F |
| EK2 | S,F | S,F | S,F | S,F | S,F | S,F |
| EK3 | S,F | S,F | S,F | S,F | S,F | S,F |
| EK4 | S,F | S,F | S,F | S,F | S,F | S,F |
| **Management & Leadership Skills** | | FK1 |  | S,F | S,F | S,F | S,F | S,F |
| FK2 | S,F | S,F | S,F | S,F | S,F | S,F |
| FK3 | S,F | S,F | S,F | S,F | S,F | S,F |
| FK4 |  | F | F | F |  | S,F |
| **Creativity and Problem Solving Skills** | | GK1 | S,F |  |  | S,F | S,F | S,F |
| GK2 | S,F | S,F | S,F | S,F | S,F | S,F |

S,F

**S**  indicates where a summative assessment occurs.

**F** where formative assessment/feedback occurs.

**Technical Annex**

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| **Final Award(s):** | *MA Political Economy* |
| **Intermediate Award(s):** | *PgCert, PG Dip* |
| **Minimum period of registration:** | *1 year full time, 2 years part time* |
| **Maximum period of registration:** | *2 years full time, 4 years part time* |
| **FHEQ Level for the Final Award:** | *Masters* |
| **QAA Subject Benchmark:** | *Economics* |
| **Modes of Delivery:** | *Full time and part time* |
| **Language of Delivery:** | *English* |
| **Faculty:** | *Arts and Social Sciences* |
| **School:** | *Economics, History and Politics* |
| **JACS code:** | *L100* |
| **UCAS Code:** | *n/a* |
| **Course Code:** | *HFFKPMA1FPEC* |
| **Route Code:** | *HPPEC* |
|  |  |