

Course record information

Name and level of final award	• Master of Science - MSc Economic Policy and Analysis FT The award is Bologna FQ-EHEA second cycle degree or diploma compatible
Name and level of intermediate awards	• Postgraduate Diploma (Pg Dip) - Economic Policy and Analysis Msc • Postgraduate Certificate (Pg Cert) - Economic Policy and Analysis Msc
Awarding body/institution	University of Westminster
Teaching institution	University of Westminster
Status of awarding body/institution	Recognised Body
Location of delivery	Primary: Central London
Language of delivery and assessment	English
QAA subject benchmarking group(s)	N/A
Professional statutory or regulatory body	N/A
Westminster course title, mode of attendance and standard length	• MSc Economic Policy and Analysis FT, Full-time, September or January start - 1 year standard length
Valid for cohorts	From 2026/7

Admissions requirements

There are standard minimum entry requirements for all postgraduate courses. Students are advised to check the standard requirements for the most up-to-date information. For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements. More information can be found here: <https://www.westminster.ac.uk/courses/postgraduate/how-to-apply>.

Aims of the programme

The MSc Economic Policy and Analysis has been designed to provide students with a programme of study which develops both the knowledge of economic theories and principles, and the practical skills, to enable them to be well qualified to enter or develop a career as a professional economist. The unique focus of the MSc Economic Policy and Analysis reflects the needs of both private and public sector employers in developing within prospective professional economists both the ability to apply an advanced knowledge and understanding of economics to business problems and public policy and to communicate relevant analysis and advice.

Economics, as a discipline, is more relevant than ever as a means of understanding contemporary events in the global economy and in providing the tools and techniques for business and governments to analyse and interpret the issues and problems they face. This increased recognition of the value of economic analysis by private, public and 'third' sector organisations, worldwide, over the past 30 years has led to expanding opportunities for economists. Against this background there are expanding opportunities in careers as professional economists (in governments, international organisations or the private sector) or working in roles (as managers, business analysts or consultants) that require a strong practically-focused knowledge of economics. The formally stated aims of the course are:

1. To provide students with a systematic understanding of knowledge of economic policy and analysis and a critical awareness of the latest developments in professional practice.
2. To develop students' understanding of the wide variety of analytical and technical skills required to work within the relevant decision-making and policymaking environments of professional economists.
3. To enhance the students' capacity for originality in the application of economics and thus enable them to effectively apply relevant economic principles to new scenarios, alongside inputs and perspectives from other scientific disciplines.
4. To enhance the students' capacity for critical evaluation in the application of economics and their capacity for communicating complex issues to specialist and non-specialist audiences.
5. To develop the students' ability to access, manipulate and interpret data from a range of sources, both primary and secondary, and to introduce them to the tools necessary to explore these and, in addition, to enable students to apply more advanced techniques of data analysis.
6. To provide students with an in-depth understanding of major economic policy debates and a systematic understanding of the theoretical and empirical dimensions of the international economic environment.
7. To develop the students' capability for self-awareness and reflection on their own performance and that of others.

Distinctive features of the course:

Reflecting the needs of both private and public sector employers, our highly practical MSc prepares students to assess business problems, interpret public policy and effectively communicate the insights that economic analysis can provide.

Aimed at those with a genuine interest in the application of economics to real-world situations, this course aims to provide an in-depth knowledge of the latest theories, practices and key concepts in economics that underpin public sector policy and business decision making. This includes the various scenarios where we explore strategic interaction, market failure and macroeconomic objectives.

The focus is very much on developing the practical skills needed by a working economist – the ability to apply economic techniques to complex problems and provide specialist advice. Students will gain hands-on experience of the industry-standard computing and econometrics software used to analyse and manipulate data.

Students will be taught by staff who share their experience working and consulting for government departments such as Department for Transport, local authorities and supranational organisations such as the OECD.

Employment and further study opportunities

Today's organisations need graduates with both good degrees and skills relevant to the workplace, i.e. employability skills. The University of Westminster is committed to developing employable graduates by ensuring that:

- Career development skills are embedded in all courses
- Opportunities for part-time work, placements and work-related learning activities are widely available to students
- Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision
- Staff are provided with up-to-date data on labour market trends and employers' requirements, which will inform the service delivered to students.

Within the MSc Economic Policy and Analysis course:

- Professional skills are embedded in key aspects of the course. For example, through examples of appraisal and evaluation so that students gain experience of the sort of activities undertaken by working professional economists on a day-to-day basis; reviewing a situation (whether related to policymaking within government or business strategy within firms), applying an appropriate economic framework and then providing an appraisal of what needs to be done with advice communicated to specialists and non-specialists.
- Teaching and assessment within modules provide practice and training for students in interview, presentation and other communication scenarios thus preparing them for the challenges they will encounter when applying for jobs and within the workplace.
- The course team are actively engaged in research on recent developments in employment providing them with up-to-date data on labour market trends and employers' requirements which will inform the service delivered to students.
- Teaching, learning and assessment strategies are based on the experience of the course team who have held various posts or acted as consultants for the following organisations: HM Treasury, HM Revenue & Customs, the Department of Work & Pensions, the House of Lords, the Federation of Small Businesses, the European Commission, the International Labour Office and major international financial firms.

On successful completion of the course, students will be suitably equipped to work as economists or to hold other professional roles (such as market analysts or management consultants, for instance) in a variety of employment contexts in international, national and local government, other public sector organisations and large firms, particularly those with an international focus. Several graduates have become Fast Stream economists in the UK's Government Economic Service, while others have gained employment as Economists or Economic Analysts in central banks, charities or the private sector. The taught aspects of the course have also enabled students to progress to study economics at the PhD level.

What will you be expected to achieve?

Course learning outcomes

Learning outcomes are statements on what successful students have achieved as the result of learning.

These are threshold statements of achievement the learning outcomes broadly fall into four categories:

The overall knowledge and understanding you will gain from your course (KU)

Graduate attributes are characteristics that you will have developed during the duration of your course (GA)

Professional and personal practice learning outcomes are specific skills that you will be expected to have gained on successful completion of the course (PPP)

Key transferable skills that you will be expected to have gained on successful completion of the course. (KTS)

Level 7 course learning outcomes: upon completion of Level 7 you will be able to:

- 001 Apply a systematic understanding of economic theories, principles, concepts and analytical methods to unpredictably complex real world contexts (KU PPP SS CS)
- 002 Appraise the intended economic effects of a range of policy interventions in unpredictably complex real world contexts (KU PPP SS)
- 003 Evaluate the subsequent economic impacts of a range of policy interventions in unpredictably complex real world contexts (KU PPP SS)
- 004 Recommend economic policy interventions informed by abstraction, objectivity and evidence in unpredictably complex real world contexts (KU PPP SS)
- 005 Independently research using advanced scholarship in unpredictably complex real world contexts involving economic policy interventions (KU PPP KTS)
- 006 Critically analyse quantitative and qualitative economic data using a range of established statistical and econometric techniques (KU KTS SS)
- 007 Effectively communicate economic policy and analysis verbally and non-verbally to both specialist and non-specialist audiences (KTS CS)
- 008 Apply an advanced awareness of the ethical and social dimensions of equality, diversity and inclusion within the context of economic policy and analysis (PPP KTS)
- 009 Utilise self-reflection in practical and professional settings to recognise the limitations of economics as a discipline and the contribution of other disciplines within the context of economic policy and analysis. (PPP SS CS)
- 010 Critically analyse economic policy within specialist economics contexts including microeconomics, macroeconomics, international trade, sustainable energy and economic development. (KU SS)

How will you learn?

Learning methods

The majority of the learning material on the course will be informed by the latest developments in professional practice. Students are given opportunities to undertake original applications of economic knowledge so as to realise how that knowledge is advanced via research. Students will be able to analyse complex real world issues using a systematic and creative approach, and will also be able to develop and communicate original solutions to problems, showing sound judgement and personal initiative.

Most modules embody a student-centred approach to learning, employing a variety of techniques to promote learning for differentiated learners in authentic settings. The use of blended learning across the modules will incorporate web-based resources such as Office for National Statistics datasets, the Blackboard virtual learning environment and industry computing tools such as EViews, SPSS and Stata, alongside more traditional classroom-based sessions.

EDI strategy:

We teach a diverse range of students on the course. Students are at the core of everything we do, and we encourage everyone to draw on their own experience when approaching class discussions and group exercises. The study and practice of economic policy contributes to a more equal, fair and inclusive society. By studying economics, our students are equipped with the skills and knowledge to critically engage with the economic status quo and to produce policy analysis and recommendations that reflect diverse perspectives and experiences.

We are actively working to decolonise our curriculum and to include diverse voices, perspectives, and histories in course materials and curricula. Students come to Westminster from many different backgrounds, and this rich cultural heritage enables an exciting atmosphere of mutual support, where students learn about policy issues and approaches of other communities. Students have the opportunity to collaborate with peers of diverse backgrounds, to contribute to society in a meaningful way.

Inclusion and Equality

We provide a safe and inclusive environment for all, so that everyone feels valued and

contributes to our course, and throughout the program we embed diversity and inclusion in all that we do. We have about an equal proportion of men and women on the course and we ensure that all voices can be heard. We provide career enhancement opportunities that allow our community of students to flourish well beyond graduation into the world of work.

We also offer mentorship and support to students, particularly those from underrepresented groups, to help them succeed in their studies and future careers.

Neurodiversity and Disability

Our course team is experienced in providing the necessary support to meet the unique needs of our students and we are committed to creating course materials and assessments that are accessible to all students, regardless of their learning style or ability. We work closely with the disability team to ensure that our course is structured in a way that is truly inclusive, with activities that cater for a range of learning styles and needs. We ensure that our assessments and teaching formats are adapted to accommodate our diverse student body.

Active Learning Strategies

We use active learning strategies that encourage students to participate in group work, discussions, and collaborative projects. We encourage student feedback throughout the course to ensure that their diverse needs and concerns are being met.

Technology and Inclusion - Assessment

We are committed to removing any barriers that prevent students from succeeding. Our assessment methods are designed to contribute to equality. We include authentic assessment methods that mimic real-world scenarios and tasks that students might encounter in their future careers or professional lives.

Course AI statement:

Generative AI can be used for non-assessed tasks and independent learning, but its use in assessed work must be disclosed. Whatever the use, it is important to maintain academic integrity, give proper attribution, and follow the learning process.

If a student has used any AI-driven tool, they must include a statement at the top or bottom of their submission, specifying which tools and how they were used.

Acceptable uses of generative AI include grammar checks, keyword generation, outline planning and concept explanation. However, using Generative AI to generate original content for assessments is prohibited and considered cheating unless an assessment design permits this. This would be explicitly stated in the corresponding Assessment Brief. Specific additional restrictions on generative AI use may apply to certain assignments.

Ultimately, students should be able to explain and justify their work if interviewed about their assignment. Misuse of generative AI constitutes academic misconduct and may result in penalties.

Teaching methods

Teaching methods will involve face-to-face contact during lectures, seminars and workshops. There will also be an interactive online environment providing learning resources and discussion. Teaching, Learning and Assessment strategies are driven by the overall structure of the degree:

1. Modules provide students with the knowledge and understanding of fundamental economic theories, principles, concepts and analytical methods.
2. The Applied Economics module gives students extensive experience of how a working economist uses this knowledge and understanding on a day-to-day basis, when appraising the proposed actions of governments and business; and subsequently advising them on action.
3. The Economic Evaluation Project module (focusing on economic evaluation as well as other aspects of the modules) then considers the outcomes following implementation of these actions; these evaluations feed back into good practice and sensible reflection on the validity of initial appraisals.

Assessment methods

A variety of formative and summative assessment methods are used to help students to learn and to ascertain how successful they have been in achieving the learning outcomes of the modules and the course as a whole. These assessment methods include individual and collaborative written reports and presentations, essays and data-handling exercises. As suggested above, certain elements of assessment in particular modules primarily emphasise application, appraisal, evaluation and communication while others are more directed to testing of knowledge and understanding. Generally speaking the elements that focus on application, appraisal, evaluation and communication use forms of authentic assessment that more closely resemble activities carried out as part of professional working. The majority of assessments are designed to provide formative feedback to students to aid their learning.

Assessment strategy

Formative and summative assessment is performed in every module to evaluate the student's learning throughout the course. Following College policy, module assignments are due within the teaching term. Each module will have on average two elements of assessment and include different assessment types such as individual or group presentations, essays, policy reports and computer-based econometric exercises.

Practical assessments such as presentations and policy reports serve to assess the student's ability to produce a coherent oral or written work that is critically informed and presented to a professional standard. When produced in groups, these assessments also assess the students' ability to work collaboratively.

As economic analysis requires the rigorous application of appropriate methods, some assessments will be of a technical nature and assess students' proficiency in the methods taught.

Feedback will be provided within three weeks as per College regulations. This feedback will not only reflect the performance on that assessment, but also provide constructive advice on how to make progress. This will be available on Blackboard for assessments submitted online. There will also be oral or email feedback for presentations. Students are responsible for consulting this feedback once available. They are invited to visit their instructor in their academic support hours without delay to obtain any further explanations and guidance they may need.

Graduate Attribute	Evident in Course Outcomes
Critical and creative thinker	001, 002, 003, 004, 005, 006, 008, 009
Literate and effective communicator	007
Entrepreneurial	010
Global in outlook and engaged in communities	010
Socially, ethically and environmentally aware	008, 010

Course Structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Postgraduate students study 180 credits per year. Additional free text information on the choices may also be included, for example where students must choose one of two modules.. Course structures can be subject to change each academic year following feedback from a variety of sources.

Modules

Level 7

Module Code	Module Title	Status	UK credit	ECTS
7ECON015W	Applied Economics	Core	20	10
7ECON002W	Development Economics and Policy	Core	20	10
7ECON001W	Econometric Analysis	Core	20	10
7ECON016W	Economic Evaluation Project	Core	20	10
7BUSS027W	International Trade Policy	Core	20	10
7ECON008W	Macroeconomic Analysis and Policy	Core	20	10
7ECON010W	Microeconomic Analysis and Policy	Core	20	10
7ECON014W	Research Methods	Core	20	10
7ECON013W	Sustainable Energy Policy	Core	20	10

Please note: Not all option modules will necessarily be offered in any one year. In addition, timetabling and limited spaces may mean you cannot register for your first choice of option modules.

Professional body accreditation or other external references

N/A

Course management

- The Head of College holds overall responsibility for the course and for other courses run by Westminster Business School.
- The Associate Head of Westminster Business School (Education and Students) holds responsibility for the overall quality and delivery of the educational process.
- The Head of the School of Organisations, Economy and Society is responsible for monitoring academic quality and organising assessment procedures for those modules falling under the School's Subject Board and courses at Conferment Boards.
- The Course Leader has responsibility for the academic integrity of the programme. This includes the everyday management of the course, development of the curriculum, and ensuring the delivery in terms of quality control and equivalence of experience for course participants.

For purposes of monitoring academic quality and organising assessment under an appropriate Conferment Board, each postgraduate course is hosted by one of the School's four academic departments. This course is assigned to the School of Organisations, Economy and Society.

Academic regulations

The current Handbook of Academic Regulations is available at [westminster.ac.uk/academic-regulations](https://www.westminster.ac.uk/academic-regulations).

Course specific regulations apply to some courses.

Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities, additional support available and to your Campus Registry. You will be provided with the Course Handbook, which provides detailed information about the course. Each course has a course leader or Director of Studies. All students enrolled on a full-time course and part time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University uses a Virtual Learning Environment called Blackboard where students access their course materials, and can communicate and collaborate with staff and other students. Further information on Blackboard can be found at <https://www.westminster.ac.uk/current-students/studies/your-student-journey/when-you-arrive/blackboard>

The Academic Learning Development Centre supports students in developing the skills required for higher education. As well as online resources in Blackboard, students have the opportunity to attend Study Skills workshops and one to one appointments. Further information on the Academic Learning Development Centre can be found at [westminster.ac.uk/academic-learning-development](https://www.westminster.ac.uk/academic-learning-development).

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught in their College. Students can also securely connect their own laptops and mobile devices to the University wireless network.

Support Services

The University of Westminster Student and Academic Services department provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers, specialist advice for international students and the chaplaincy providing multi-faith guidance. Further information on the advice available to students can be found at <https://www.westminster.ac.uk/student-advice>

The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University. Further information on UWSU can be found at <https://www.westminster.ac.uk/students-union>

How do we ensure the quality of our courses and continuous improvement?

The course was initially approved by a University Validation Panel. University Panels normally include internal peers from the University, academic(s) from another university, a representative from industry and a Student Advisor.

The course is also monitored each year by the College to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the evidence of student surveys, student progression and achievement and reports from external examiners, in order to evaluate the effectiveness of the course and make changes where necessary.

A Course revalidation takes place periodically to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers. Students meet with revalidation panels to provide feedback on their experiences. Student feedback from previous years is also part of the evidence used to assess how the course has been running.

How do we act on student feedback?

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways.

- Through student engagement activities at Course/Module level, students have the opportunity to express their voice in the running of their course. Course representatives are elected to expressly represent the views of their peers. The University and the Students' Union work together to provide a full induction to the role of the course representatives.
- There are also School Representatives appointed jointly by the University and the Students' Union who meet with senior School staff to discuss wider issues affecting student experience across the School. Student representatives are also represented on key College and University committees.
- All students are invited to complete a questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced.
- Final year Undergraduate students will be asked to complete the National Student Survey which helps to inform the national university league tables.

This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate, if they take full advantage of the learning opportunities that are provided. This specification is supplemented by the Course Handbook, Module proforma and Module Handbooks provided to students. Copyright in this document belongs to the University of Westminster. All rights are reserved. This document is for personal use only and may not be reproduced or used for any other purpose, either in whole or in part, without the prior written consent of the University of Westminster. All copies of this document must incorporate this Copyright Notice – 2022©