

Course record information

Name and level of final award	<ul style="list-style-type: none"> Master of Science - Economics <p>The award is Bologna FQ-EHEA second cycle degree or diploma compatible</p>
Name and level of intermediate awards	<ul style="list-style-type: none"> Postgraduate Diploma (Pg Dip) - Economics Postgraduate Certificate (Pg Cert) - Economics
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)	Economics
Professional statutory or regulatory body	
Westminster course title, mode of attendance and standard length	<ul style="list-style-type: none"> Economics, 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 Economics is designed to provide students with a rigorous and comprehensive knowledge of economic theory and applied analysis. It equips students with both the conceptual understanding and the practical analytical tools required for a wide range of careers in economics and related fields. Whether aiming to work in the public or private sector, in academia, or for international institutions, this course prepares graduates to engage critically with real-world economic challenges.

Economics remains a vital discipline for interpreting and responding to global economic issues, informing business strategies, and shaping public policy. As such, demand for graduates with strong economic training continues to grow across government bodies, international organisations, research institutes, financial institutions, consultancies, and non-governmental organisations.

The MSc Economics reflects this demand by offering students the opportunity to develop advanced skills in economic analysis and quantitative techniques, along with the capacity to apply economic reasoning to a broad range of practical and theoretical problems.

Course Aims

1. To provide students with a systematic understanding of core and advanced economic principles, alongside a critical awareness of current developments in the discipline.
2. To develop students' analytical and technical skills to enable them to apply economic models and methods in a variety of professional and research contexts.
3. To enhance students' ability to apply economic reasoning to diverse and novel scenarios, integrating insights from related fields when appropriate.
4. To strengthen students' ability to critically assess economic arguments and to communicate complex economic issues clearly and effectively to both specialist and non-specialist audiences.
5. To equip students with the skills to collect, manage, and analyse data from various sources using modern quantitative tools and econometrics software.
6. To provide an in-depth understanding of key economic debates and policy challenges in domestic and international contexts.
7. To support students' development of transferable skills, including independent research, critical thinking, problem-solving, and reflective learning.

Distinctive Features

- The MSc Economics offers a balance of theoretical rigour and applied relevance, allowing students to develop skills that are directly transferable to the workplace or further academic study.
- The programme emphasises the practical application of economic principles to real-world issues, such as market behaviour, strategic interaction, financial stability, and macroeconomic policy.
- Students will gain experience using industry-standard statistical and econometric software to analyse and interpret economic data.
- Teaching is informed by staff expertise in both academic research and practical consultancy work for organisations such as government departments and international bodies.
- The programme is suited to students with a strong interest in economics and its application across a variety of sectors, providing a pathway to careers in economic consultancy, financial analysis, policy development, research, and beyond.

Employment and further study opportunities

Today's organisations need graduates with both good degrees and skills relevant to the workplace, i.e. career/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 Economics programme:

- **Professional skills are embedded throughout.** For example, students engage in the analysis of real-world economic challenges—whether related to market dynamics, business strategy, or public policy—and practice forming and communicating recommendations based on sound economic reasoning. This prepares them for roles that require problem-solving, evidence-based analysis, and effective communication with both specialist and non-specialist audiences.
- **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.
- **Academic staff bring real-world insight into the classroom,** having worked in or consulted for a wide range of institutions.
- **Students benefit from a research-informed curriculum,** shaped by the course team's active engagement with contemporary economic debates and employment trends.

Graduates of the MSc Economics programme will be well prepared for careers as professional economists, analysts, consultants, or policy advisors in a variety of contexts, including international organisations, government departments, think tanks, financial institutions, and private sector firms. Many also go on to further study, including PhD programmes in economics and related fields.

What will you be expected to achieve?

Course learning outcomes

Learning outcomes are statements of what successful students have achieved as a 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)

Cognitive Skills, are learning outcomes that help build conceptual understanding that is necessary to devise and sustain arguments, and/or to solve problems and comment on research.

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 digital and real-world contexts (KU GA PPP CS)
- 002 Appraise the intended economic effects of a range of policy interventions in unpredictably complex digital and real-world contexts. (KU GA PPP)
- 003 Evaluate the subsequent economic impacts of policy interventions in complex and unpredictable digital and real-world contexts. (KU GA PPP)
- 004 Recommend economic policy interventions informed by abstraction, objectivity and evidence in unpredictably complex digital and real-world contexts (KU GA PPP)
- 005 Formulate and investigate research questions using advanced economic scholarship to examine and assess policy interventions in complex and unpredictable real-world contexts (KU GA PPP KTS)

- 006 Examine and appraise quantitative and qualitative economic data by applying a range of established statistical and econometric techniques. (KU GA KTS)
- 007 Design and assess appropriate methods to communicate economic ideas clearly and persuasively to both specialist and non-specialist audiences using verbal and non-verbal formats. (GA KTS CS)
- 008 Examine and assess the ethical and social implications of economic policies and practices, and formulate inclusive approaches that promote equality, diversity, and inclusion in economic analysis and decision-making, with explicit reference to the UN Sustainable Development Goals SDG 8: Decent Work and Economic Growth and SDG 10: Reduced Inequalities. (PPP KTS)
- 009 Critically examine the boundaries of economics as a discipline by investigating its practical limitations and appraising the value of interdisciplinary perspectives in professional contexts. (GA PPP CS)
- 010 Critically analyse economic policy within specialist economics contexts, including microeconomics, macroeconomics, international trade, finance and digital economics. (KU GA)

How will you learn?

Learning methods

The MSc Economics programme is underpinned by teaching that reflects current developments in the discipline and professional practice. Students are encouraged to engage with economic concepts through original application, deepening their understanding of how economic knowledge evolves through research and practical implementation. Throughout the course, students will develop the ability to analyse complex economic and social issues using a structured, critical, and innovative approach. They will also enhance their capacity to propose and communicate effective solutions, drawing on sound economic judgement and independent thinking.

A student-centred learning environment is embedded across the curriculum, using diverse teaching methods that support a wide range of learning styles. Modules are designed to reflect real-world contexts, enabling students to apply theory in practical settings. The programme makes effective use of blended learning, combining traditional lectures and seminars with digital and interactive resources. These include datasets from the Office for National Statistics, access to the Blackboard virtual learning environment, and hands-on experience with industry-standard software.

Workshops are a key part of the learning strategy in several modules, offering hands-on, applied learning and reinforcing technical skills. Students also benefit from peer-to-peer and group learning opportunities, such as collaborative projects, group presentations, and structured feedback sessions, which foster teamwork, communication, and critical reflection. This integrated approach ensures that students gain both the theoretical foundations and the practical skills expected of economics graduates in today's data-driven economy.

Equality, Diversity, and Inclusion (EDI) Strategy

Our MSc Economics course welcomes a diverse range of students, with learners at the centre of everything we do. We encourage all students to draw on their unique experiences to enrich class discussions and group work. The study of economics equips students with the knowledge and skills to critically examine economic systems and contribute to a fairer, more inclusive society by producing policy analysis and recommendations that reflect a broad range of perspectives.

We are actively committed to decolonising our curriculum by integrating diverse voices, perspectives, and histories across course materials. Westminster's student body represents many backgrounds, creating a rich cultural environment that fosters mutual support and cross-cultural understanding. This enables students to collaborate effectively and contribute meaningfully to society.

Inclusion and Equality

We provide a safe, inclusive environment where everyone feels valued and empowered to participate fully in the course. Our gender balance is approximately equal, and we strive to ensure all voices are heard. Career development opportunities are embedded throughout the programme, enabling students to thrive well beyond graduation.

We offer mentorship and targeted support for students from underrepresented groups to enhance their academic success and career prospects.

Neurodiversity and Disability

Our course team has extensive experience supporting students with diverse learning needs. We work closely with the University's disability services to design accessible course materials and assessments that accommodate various learning styles and abilities, ensuring an inclusive learning experience for all.

Active Learning Strategies

Active learning is central to our teaching approach, encouraging participation through group work, discussions, and collaborative projects. We actively seek and respond to student feedback to ensure that diverse learning needs are met.

Technology and Inclusion - Assessment

We are committed to eliminating barriers to student success. Our assessment methods promote equality by using authentic, real-world tasks that reflect challenges students are likely to face in their 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.

Importantly, the course recognises the growing importance of AI in economics and related fields. Our teaching and assessment design, therefore, seeks to familiarise students with the responsible use of AI, helping them develop the judgement, critical awareness, and ethical understanding required to work in a fast-changing professional landscape.

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 in the MSc Economics programme combine traditional face-to-face learning through lectures, seminars, and workshops with an interactive online environment. This blended approach provides students with a wide range of learning resources, opportunities for discussion, and flexible engagement with course content.

The programme's Teaching, Learning and Assessment strategies are aligned with its overall structure, which is designed to build both theoretical understanding and practical capability:

1. **Fundamental modules** introduce students to fundamental economic theories, concepts, and analytical techniques, forming a strong foundation in both microeconomics and macroeconomics, as well as quantitative and research methods.
2. **Specialist applied modules** offer students the opportunity to explore how economists use theoretical and empirical tools to assess real-world challenges. Through hands-on analysis and case-based learning, students develop the skills to critically assess the economic dimensions of business decisions and public policy.
3. **The Economics Project module** provides students with an opportunity to carry out independent research on a topic of their choice, applying economic reasoning and quantitative methods to investigate a specific question. This experience strengthens research, analytical, and communication skills, and encourages reflective practice.

The combination of theory, application, and independent enquiry ensures graduates leave the programme with the knowledge and confidence to operate as professional economists or pursue further academic study.

Assessment methods

A wide range of formative and summative assessment methods are used throughout the MSc Economics programme to support student learning and to evaluate the extent to which learning outcomes have been achieved, both at the module level and across the programme as a whole. These assessments are designed not only to test knowledge and understanding but also to foster the development of practical, transferable skills.

Assessment methods include written reports, essays, videos, problem-solving tasks, and data analysis exercises. Different modules adopt assessment approaches tailored to their specific learning objectives: while some focus on the demonstration of theoretical knowledge, others place greater emphasis on the application of economic analysis, critical appraisal, and effective communication of findings.

Many assessments are designed to reflect real-world professional practice, giving students experience of the types of activities undertaken by working economists. These forms of authentic assessment enhance students' readiness for employment or further study by bridging academic learning with practical application.

Importantly, most assessments incorporate opportunities for formative feedback, enabling students to reflect on their progress, identify areas for improvement, and strengthen their performance over time.

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 one or 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 during 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

please note all modules on this course are core

Module Code	Module Title	Status	UK credit	ECTS
	Digital Economics and Big Data	Core	20	10
7ECON001W	Econometric Analysis	Core	20	10
	Economics Project	Core	20	10
7ECON021W	International Economy and Financial Markets	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
	Professional Development for Economists	Core	20	10
7ECON014W	Research Methods	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.

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 and additional support available. You will be provided with a Course Handbook, which provides detailed information about the course. Each course has a course leader or equivalent. 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 utilises 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. In addition to online resources in Blackboard, students can also attend Study Skills workshops and schedule one-to-one appointments. Further information on the Academic Learning Development Centre can be found at westminster.ac.uk/academic-learning-development.

Learning support includes our libraries, each of which holds 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.

Support Services

The University of Westminster's Student and Academic Services department provides a range of advice and 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 annually by the College to ensure it is running effectively and that any issues that might affect the student experience have been appropriately addressed. Staff will consider evidence from various sources, including student surveys, student progression and achievement, and reports from external examiners, to evaluate the effectiveness of the course and make necessary changes.

Periodic reviews are also conducted to ensure that the curriculum remains up-to-date and that the skills acquired on the course continue to be relevant to employers. Representative students meet with a panel to provide feedback on their experiences. Student feedback from previous years is also part of the evidence used to assess the course's performance.

How do we act on student feedback?

Student feedback is important to the University, and student views are taken seriously. Student feedback is collected in various ways.

- Through student engagement activities at the course and 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 for each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be improved.
- Final-year undergraduate students will be asked to complete the National Student Survey, which helps inform the national university league tables. Postgraduate students will be asked to complete the Postgraduate Taught Survey (PTES).

This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student may reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities 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 – 2025©

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