

BA (Hons) Economics with Law

Programme Specification

Awarding Institution:

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

Teaching Institution: Goldsmiths, University of London

Final Award: BA (Hons) Economics with Law

Programme Name: BA Economics with Law

Total credit value for programme: 360 credits

Name of Interim Exit Award(s):

Certificate of Higher Education in Economics

Diploma of Higher Education in Economics

Duration of Programme: 3 years

UCAS Code(s): L1M2

HECoS Code(s): Applied Economics (100597) & Comparative Law (100683)

QAA Benchmark Group: Economics and Law

FHEQ Level of Award: Level 6 for final award

Programme accredited by: Not applicable

Date Programme Specification last updated/approved: October 2022

Home Department: IMS

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

Programme Overview

The current economics programmes (BA/BSc in Economics, BA Economics with Marketing) give students a formal and rigorous training in economic theory and application, but also make them aware of the social, historical and political context of economic analysis. It allows them to explore key areas of modern economy and society from an interdisciplinary point of view, thereby putting them at the forefront of what is happening in the world today and equipping them to apply their knowledge to real world issues.

The current BA (Hons) in Economics with Law extends the logic of the Economic curriculum by exploring the connection between Economics and Law. The pioneering new Law degrees in Goldsmiths are professionally relevant programmes that address Law in the context of major contemporary socio-political, cultural and economic questions. Today Economic questions are directly related to political and legal structures as issues of domestic and international disputes require an understanding not only of political and economic realities but also of the legal structures that enable or inhibit action and change. This new degree intends to advance student knowledge in these disciplines in the following three ways: 1) To offer a rigorous foundation of economic thinking and the tools (both theory and empirical analysis) that are part of the trade. 2) To ground students to the context of application of these tools both historically and in the different political and social realities of today. 3) To inform students of the way legal structures and legal argument form the modern political and social reality and how this relates to economic argument. To achieve these objectives students across the years will have modules in economic analysis (e.g. Introductory Economics, Intermediate Microeconomics, Intermediate Macroeconomics, International Economics, Public Economics), in mathematical and statistical analysis (e.g. Mathematics for Economics and Business, Quantitative Economics, Applied Quantitative Economics), in the context of economic ideas and the broader political and social context of today (e.g. Introductory Economics, History of Economic Ideas, Economic History, Economic Reasoning), and in Legal studies especially in how it relates to business both nationally and internationally and to important modern social issues of today (21st century

Legal Skills, Contract Law, Intellectual Property Law, Commercial Law and International Trade Agreements, Company Law).

We expect this degree will not only make graduates that are well informed in two key areas of the modern social reality but will also be able to instigate change and have successful professional careers. For this interdisciplinary knowledge is necessary, as solutions to society's problems that are not encompassing political, economic and legal considerations will not be successful. This degree intends to equip graduates with the skills necessary to not only envision such possibilities but also to be in a position to enact them.

Programme entry requirements

ABB in A level grades.

BTEC: DDD

IB: 33 Points

International non-English native speakers will need to demonstrate an adequate level of English for academic purposes. This is defined as IELTS 6.0 (with a minimum of 6.0 in the written element and no individual element lower than 5.5).

Programme learning outcomes

Each component module of this programme has its own detailed learning outcomes and related methods of assessment that complement the overall learning outcomes of the programme. Reaching these learning objectives will enable students to synthesise rigorous knowledge of economic theory with an understanding of the appropriate use of models and statistical techniques in the real world and its relation to law. By the end of the programme, a typical student engaging fully with the programme modules and activities should expect to have acquired knowledge and understanding of economic theory and application, data analysis, and of several core topics in law.

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

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate competence in basic mathematical manipulation of economic formulas.	Mathematics for Economics and Business
A2	Have an understanding of basic economic terminology.	Introductory Economics
A3	Demonstrate knowledge of practical applications of English contract law, in their socio-political and economic context.	Contract Law

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Have a basic understanding of core economic concepts.	Introductory Economics
B2	Can identify differences between economic and Law discourses.	21 st century Legal Skills, Economic Reasoning

Code	Learning outcome	Taught by the following module(s)
B3	Communicate key theories underpinning contract law.	Contract Law

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Demonstrates understanding of different schools of economic thought	Introductory Economics
C2	Learn mathematical operations for the manipulation of algebraic expressions in economics	Mathematics for Economics and Business
C3	Adopt an evidence-based approach to legal analysis to challenge conventional views.	Contract Law, 21 st Century Legal Skills

Transferable skills (Elements)

Code	Learning outcome	Taught by the following module(s)
D1	Demonstrate basic skills in evaluating evidence, bibliographic searching, systematic reading, and use of internet resources	All level 4 modules
D2	Demonstrate basic computing skills and familiarity with information technology	All level 4 modules
D3	Discuss and explain the importance and limits of the economics approach in solving social problems.	Introductory Economics; Economic Reasoning
D4	Utilise essay and report writing skills.	Introductory Economics
D5	Independently manage workloads and submit work to a deadline	All level 4 modules
D6	Use the English language and legal terminology with care and accuracy, as a result of engaging with simulation-based exercises and other experiential learning activities	Contract Law, 21 st Century Legal Skills

Students who successfully complete 240 credits of the BA Economics with Law and decide to discontinue their studies and who are awarded a Diploma of Higher Education in Economics, in addition to the learning outcomes outlined above, will be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate competence in performing statistical analysis of economic data	Quantitative Economics; Applied Quantitative Economics
A2	Demonstrate detailed knowledge of core microeconomic and macroeconomic concepts	Intermediate Microeconomics; Intermediate Macroeconomics
A3	Sketch key institutions, and relevant institutional frameworks and practice in relation to intellectual property.	Intellectual Property Law

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Articulate consistent interpretations of statistical analysis and data	Quantitative Economics; Applied Quantitative Economics
B2	Demonstrate an ability to analyse key principles and concepts of economic theory	Intermediate Microeconomics; Intermediate Macroeconomics
B3	Critically analyse the relationship between social and legal norms in relation to specific issues affecting contemporary society	Intellectual Property Law

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Demonstrate a clear understanding of core technical competence in the fields of microeconomics, macroeconomics and statistics for economics	Intermediate Microeconomics; Intermediate Macroeconomics; Quantitative Economics; Applied Quantitative Economics
C2	Demonstrate an analytical understanding of the historical, social and political context of economic theory	History of Economic Ideas; Economic History

Transferable skills (Elements)

Code	Learning outcome	Taught by the following module(s)
D1	Use computer programming effectively to perform data analysis	Applied Quantitative Economics
D2	Engage with complex texts and summarise their arguments effectively	History of Economic Ideas; International Property Law; Optional modules.
D3	Apply skills necessary for employment, such as taking personal responsibility and decision-making	All level 5 modules
D4	Actively contribute to theoretical discussion, and develop strengths in relation to speaking confidently in public	All level 5 modules

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

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate a systematic understanding of economic theory.	International Economics; Public Economics; Individual and Institutional Economic Behaviour; Manias, Bubbles, Crises and Market Failure
A2	Demonstrate specialised knowledge in at least two subfields of economic theory.	International Economics; Public Economics

Code	Learning outcome	Taught by the following module(s)
A3	Be able to articulate clear arguments on the strengths, limits and context of economic analysis for understanding the economy and society.	Public Economics; International Economics; Individual and Institutional Economic Behaviour; Manias, Bubbles, Crises and Market Failure
A4	Compare and contrast key legal institutions, and illustrate contemporary issues and debates in relation to the specialist areas of law studied at level 6	Commercial Law and International Trade Agreements; Company Law

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Explain real-world phenomena through the use of economic theory	Public Economics; International Economics; Individual and Institutional Economic Behaviour; Manias, Bubbles, Crises and Market Failure
B2	Be able to employ complex arguments from different schools of economic thought	Public Economics; International Economics; Individual and Institutional Economic Behaviour; Manias, Bubbles, Crises and Market Failure
B3	Synthesize complex texts, theories and jurisprudence, at the domestic and international law level	Commercial Law and International Trade Agreements; Company Law
B4	Relate legal solutions to social problems, and draw conclusions about the relationship between legal policies and wider structural processes	Commercial Law and International Trade Agreements; Company Law
B5	Critically assess and compare the normative foundations of public intervention.	Public Economics; Commercial Law and International Trade Agreements.

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Demonstrate a refined understanding of the following fields of specialised economic knowledge	Public Economics; International Economics
C2	Demonstrate an understanding the strengths and limits of rationality in economic theory	Individual and Institutional Economic Behaviour; Manias, Bubbles, Crises and Market Failure
C3	Undertake targeted legal research and effectively communicate information, ideas, legal problems and solutions concerning specialist areas of study	Commercial Law and International Trade Agreements; Company Law

Transferable skills (Elements)

Code	Learning outcome	Taught by the following module(s)
D1	Work independently and evaluate evidence for complex theoretical and applied problems	Public Economics; International Economics; Commercial Law and International Trade Agreements
D2	Use deductive reasoning to analyse individual and institutional behaviour	Individual and Institutional Economic Behaviour; Manias, Bubbles, Crises and Market Failure
D3	Link economic with non-economic approaches to analyse and solve social problems	Public Economics; International Economics; Commercial Law and International Trade Agreements
D4	Demonstrate excellent ability in the use of public speaking skills and the development of coherent argumentation orally	Commercial Law and International Trade Agreements; Company Law

Marking criteria

Mark	Description	Generic Grading Descriptors	Specific Grading/Marking Criteria
0%	Non-submission or academic misconduct	A categorical mark representing either the failure to submit an assessment or a mark assigned in case of academic misconduct.	0% is a non-submission or the mark that will usually be given to an assessment subject to academic misconduct.
1-9%	Very Bad Fail	A submission that does not attempt to address the specified learning outcomes.	Not a Valid Attempt (1-9%). This is typically awarded to an answer that does not attempt to address the topic or question.
10-39%	Fail	Represents a significant overall failure to achieve the appropriate learning outcomes.	<p>Work given a fail mark is likely to:</p> <ul style="list-style-type: none"> a. Fail to address the topic or answer the question; b. Lack a structure or framework; c. Fail repeatedly to relate statements to each other; d. Lack a line of argument; e. Fail to use evidence to support claims that are made. <p>10-24% is a significant failure to achieve learning outcomes but is deemed a valid attempt. Marks in this band might be awarded to an answer that shows that the student has attended relevant lectures, even if there is little in the</p>

			<p>answer that is of direct relevance to the question.</p> <p>25-39% represents an overall failure to achieve the learning outcomes of the module. Marks in this band might be awarded to an answer that contains some indication that the student can recall having heard or read something relevant to the question.</p>
40-49%	Threshold III: Third	<p>Represents the overall achievement of the appropriate learning outcomes to</p> <p>a threshold level (honours).</p>	<p>Work awarded a third class mark is likely to:</p> <ol style="list-style-type: none"> Address the topic or question by reproducing material that is only partly relevant; Have an unclear or illogical structure or framework; Present relationships between statements that are often difficult to recognise; Have a poor quality line of argument; Make poor use of evidence to support most claims. <p>At a minimum, a third class piece of work must contain some relevant material. Typically, this means providing a clear indication that the appropriate lectures have been attended, and/or some recommended reading has been read; however, the reproduction of this material is either scant or inaccurate. A high third is likely to reproduce this material with fewer inaccuracies, but still lacks structure, argument, and evidential support.</p>
50-59%	Good Ilii: Lower Second	<p>Represents the overall achievement of the appropriate learning outcomes to</p> <p>a good level.</p>	<p>Work awarded a lower second class mark is likely to:</p> <ol style="list-style-type: none"> Present relevant material without using it to address the question or issue in a precise way; Have a structure, but one that is vague and/or illogical; Present relationships between statements that are sometimes difficult to recognise; Have a reasonable line of argument; Tend to make claims with some but not sufficient supporting evidence. <p>At minimum, a lower second class piece of work must show that the student has a fair knowledge of the basic material relating to the question or issue concerned. Higher marks within this</p>

			category will be awarded according to how accurately the material is handled, the relevance of the material that is presented, and the clarity of the writing. Thus, a good lower second is likely to reproduce material that is relevant to the essay topic or question with reasonable accuracy, and to structure that material clearly. It is principally distinguished from an upper second by not going much beyond what was presented in lectures or what is available in recommended reading.
60-69%	Very good Ili: Upper Second	Represents the overall achievement of the appropriate learning outcomes to a very good level.	<p>Work awarded an upper second mark is likely to:</p> <ol style="list-style-type: none"> a. Address the topic or answer question; b. Have a logical structure; c. Have relationships between statements that are generally easy to follow; d. Have a good quality line of argument; e. Support claims by reference to relevant literature. <p>At minimum, an upper second class piece of work must answer the question or address the issue concerned, be clearly written, and show signs that the student has read beyond the basic source material. For lecture-based assessments, this usually means going beyond what was presented in the lectures themselves; for work that is not lecture-based, this means going beyond basic recommended reading. A top upper second will in addition be likely to have a clearer structure, a stronger line of argument, and draw on a broader range of material.</p>
70-79%	Excellent I: First	Represents the overall achievement of the appropriate learning outcomes to an excellent level.	<p>Work assigned a first class mark is likely to:</p> <ol style="list-style-type: none"> a. Address the topic in an explicit manner; b. Have a logical, clear and well-delineated structure; c. Have relationships between statements that are very easy to recognise; d. Have an excellent or original line of argument that is easily followed; e. Give wide-ranging and appropriate evidential support for claims.

			At minimum, a first class piece of work needs to answer the question or address the issue concerned, be well-constructed, and show evidence of independent reading and thinking. The particularly important qualities are those concerned with structure, argument and evidence. Thus, a good First has to be very well written, develop an argument that is original, and draw on a wide range of material.
80-90%	Outstanding I: First	Represents the overall achievement of the appropriate learning outcomes to an outstanding level.	Work assigned an Outstanding First will meet all of the suggested achievements of an Excellent First at an outstanding level.
90-100%	Exceptional I: First	Represents the overall achievement of the appropriate learning outcomes to an exceptionally accomplished level.	Work assigned an Exceptional First will meet all of the suggested achievements of an Excellent First at an exceptionally accomplished level.

Mode of study

The teaching and learning methods to which students are exposed have been designed in recognition of: (a) the different knowledge routes to learning; (b) the learning requirements of different types of information and skills; and (c) the need for students to engage in a complementary range of learning activities, leading to the synthesis of academic knowledge and professional skills/competencies.

To achieve the learning outcomes, students experience a range of teaching/learning methods, including formal lectures, analysing case studies, seminars, tutorials, summative coursework (essays and reports), and independent research projects. Formal lectures are integral to the acquisition of subject specific skills and understanding, but these also provide the opportunity for discussion, group work and debate. This learning strategy is designed to challenge students' preconceptions, facilitate independent thought, and enable students to develop a critical perspective. In some instances, seminars and workshops provide a further opportunity to develop an independent and critical perspective.

Students receive feedback on written work (essays and practical reports) relating to the logic of arguments, their coherence, references, coverage of background literature, etc., highlighting the major strengths and weaknesses sufficient to allow students to know how to improve their work. During meetings with their module lecturers and personal tutor, students have a further opportunity to receive feedback and academic guidance. The written and oral feedback serve a number of functions: (a) to identify areas in need of further development, serving a diagnostic function; (b) the discussion accompanying oral feedback provides an opportunity to develop knowledge and appreciation of theoretical and applied material, and to encourage students to think critically and independently; and (c) feedback provides students with tangible criteria against which progress can be monitored. Group meetings between tutors assure the reliability and validity of these forms of assessments. In addition, all summative work is moderated. Detailed criteria for marking bands are provided for students in the Programme Handbook.

Programme structure

In each year of the programme, students will have to take compulsory modules that cover a number of subfields of economics: microeconomics, macroeconomics, statistics, mathematical economics, history of economic thought, economic history, public economics and international economics; also modules in different areas of law: contract law, intellectual property law, company law, commercial law and modules on our social environment and employment skills. The compulsory economics component for the BA in Economics with Law comprises of 120 credits in the first year, 90 credits in the second year and 75 credits in the third year.

The programme progresses building competence in economic theory and statistical analysis, and also the context of economic thought. Furthermore, the programme gives a thorough grounding in law primarily as it relates to company and market operations with modules in contract law, intellectual property law, company law and commercial law. The structure progresses from an introduction of concepts in year 1 to advanced specialized study both in economics and law in year 3, where natural complementarities develop. For example, in year 3 students learn both about international economics, a module taught by economists in the IMS, and legal aspects of international trade in Commercial Law and international Trade Agreements taught by the Law department. Equally issues of contracts or intellectual property are presented both in modules by the Law department in years 1 and 2, and in core economics modules across the years. This gives the programme a structure that allows students to revisit core aspects of the economy from different disciplinary perspectives creating a unique educational journey for the students across the three years of their undergraduate degree.

Full-time mode

Academic year of study 1

Module Name	Module Code	Credits	Level	Module Type	Term
Introductory Economics	IM51010A	30	4	Compulsory	1-2
Contract Law	LA51002A	30	4	Compulsory	1-2
21 st Century Legal Skills	LA51001A	15	4	Compulsory	1-2
Economic Reasoning	IM51009B	15	4	Compulsory	2
Mathematics for Economics and Business	IM51012C	30	4	Compulsory	1-2

Academic year of study 2

Module Name	Module Code	Credits	Level	Module Type	Term
Intermediate Microeconomics	IM52006C	15	5	Compulsory	1
Intermediate Macroeconomics	IM52007A	15	5	Compulsory	2
History of Economic Ideas	IM52010A	15	5	Compulsory	1
Quantitative Economics	IM52008B	15	5	Compulsory	1
Applied Quantitative Economics	IM52009B	15	5	Compulsory	2
Intellectual Property Law	LA52006A	15	5	Compulsory	2
EITHER: My Career Strategy		15	5	Optional	1
OR: The Goldsmiths Project	TBC	15	5	Optional	2
OPTIONAL MODULE IN ECONOMICS OR LAW INCLUDING:	Various	15	5	Optional	1-2
Economic History	IM52011B	15	5	Optional	2

Module Name	Module Code	Credits	Level	Module Type	Term
Land Law	LA52002A	15	5	Optional	1
Trusts	LA52004A	15	5	Optional	2
Money, Banking and the Financial System	IM52025A	15	5	Optional	2
Economic Reasoning	IM52013A	15	5	Optional	2

Academic year of study 3

Module Name	Module Code	Credits	Level	Module Type	Term
Public Economics	IM53012B	15	6	Compulsory	2
International Economics	IM53011B	15	6	Compulsory	1
Commercial Law and International Trade Agreements	LA53004A	30	6	Compulsory	1-2
Company Law	LA53005A	15	6	Compulsory	2
Individual and Institutional Economic Behaviour	IM53015A	15	6	Compulsory	2
Optional modules including:	Various	30	6	Optional	1-2
AI, Disruptive Technologies and the Law	LA53002B	15	6	Optional	1
Art Law	LA53003A	15	6	Optional	2
Behavioural Economics	IM53033A	15	6	Optional	2
Manias, Bubbles, Crises and Market Failure	IM53014A	15	6	Optional	2
Gender, Race and Economic Relations	IM53041A	15	6	Optional	2
Development Economics	IM53030C	15	6	Optional	1

Part-time mode

Not applicable

Academic support

Support for learning and wellbeing is provided in a number of ways by departments and College support services who work collaboratively to ensure students get the right help to reach their best potential both academically and personally.

All students are allocated a Personal Tutor (one in each department for joint programmes) who has overall responsibility for their individual progress and welfare. Personal Tutors meet with their student at least twice a year either face-to-face, as part of a group and/or electronically. The first meeting normally takes place within the first few weeks of the autumn term. Personal Tutors are also available to students throughout the year of study.

These meetings aim to discuss progress on modules, discussion of the academic discipline and reports from previous years if available (for continuing students). This provides an opportunity for progress, attendance and assessment marks to be reviewed and an informed discussion to take place about how to strengthen individual learning and success.

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

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

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

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

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is provided on the [Goldsmiths website](#) and for new students through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the department so that adjustments to learning and teaching are able to be implemented at a department level and students can be reassured that arrangements are in place. Opportunities are provided for students to review their support arrangements should their circumstances change. The [Disability](#) and [Wellbeing](#) Services maintain caseloads of students and provide on-going support.

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

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

Placement opportunities

Students will have a second year option module called my career strategy which will allow them to focus on their professional profiles.

More broadly the department runs a variety of employment related activities that include: a mentoring scheme, job related talks, networking activities with graduates and professionals, information on job openings, training in CV writing and developing your professional profile. All these activities together with the activities run by the careers service give a range of opportunities for students to explore and prepare for their professional careers.

Employability and potential career opportunities

Goldsmiths Graduate Attributes:

The unique character of Goldsmiths, which combines academic ability but also a critical view of established theory and policy, have formulated the key attributes that we believe are characteristic of the Goldsmith's Economics with Law Graduate.

The graduate, as a result of fully participating in life at Goldsmiths and also gaining competence in core economic theory and analysis, will:

1. Have developed knowledge and understanding appropriate to the level of their programme;
2. Have advanced data-handling skills;
3. Have developed core skills in literacy, data analysis, communication and presentation;
4. Be able to take responsibility for their academic, career and personal development whilst at Goldsmiths and beyond;
5. Be critical and self-reflective thinkers;
6. Be imaginative and creative and willing to take risks, and where necessary to engage in constructive, informed and critical challenges to economic orthodoxy;
7. Be flexible, adaptable, able to manage change and work effectively in a variety of contexts individually and collaboratively;
8. Be enterprising and resourceful with the knowledge and skills to secure appropriate employment, effectively manage their career and maintain lifetime job satisfaction;
9. Have developed personally in ways which will enrich their lives and encourage them take an active and responsible role in public life equipped with an awareness of broader world issues and a sense of their own role as a world citizen. In particular, we will encourage all of our students to respect and value diversity.

This degree equips you with an array of skills that will help you stand out in the marketplace and launch your career. Through our modules you will learn economic theory and application, and practice your skills in writing, presenting and data analysis.

Skills

This programme was created to give you a diverse set of skills that will help you to successfully overcome the challenges of a constantly evolving economy and society. We help you develop not only the technical skills necessary in becoming a successful economist today, but also the ability to understand economic change and adapt as the world changes.

Technical Skills

As an economist you will gain competence in the following fields: Macroeconomic and Microeconomic Analysis, Statistics and Economics, Quantitative Methods from a theoretical and practical perspective, data analysis using computer programs, Presentation skills and report writing. Also, from your law modules you will have the ability to read technical legal documents that relate to company structures and operations.

Broader Skills

The structure of this programme of studies also equips you with the following skills:

- An ability to explain economic ideas to non-economists in government and the business world.
- A knowledge of the limits of economic models for analysing real world data.
- An understanding of the economy that can meet new challenges and unforeseen crises.
- A personal philosophy of how the economy works.
- An understanding of legal processes.

You'll also gain skills in teamwork, time management, organisation, critical-thinking, reflection and independent research. All of these skills are greatly sought after by graduate employers.

Programme-specific requirements

Not applicable

Tuition fee costs

Information on tuition fee costs is available at: <https://www.gold.ac.uk/students/fee-support/>

Specific programme costs

Not applicable