# PROGRAMME SPECIFICATION: Executive MSc Political Economy of Europe

|  |  |  |
| --- | --- | --- |
| **1.** | **Awarding Body** | LSE |
| **2.** | **Details of accreditation by a professional/statutory body,  e.g. ESRC; BPS etc** | N/A |
| **3.** | **Name of final award** | Executive MSc |
| **4.** | **Programme Title** | Political Economy of Europe |
| **5.** | **Duration of the course** | Two years, part-time as a modular programme |
| **6.** | **Based in the Department/Institute:** | European Institute |
| **7.** | **Relevant QAA subject benchmark statements** | N/A |
| **8.** | **UCAS Code** | L2U0 |
| **9.** | **First written/last amended** | Sept 2014 |

|  |  |
| --- | --- |
| **10.** | **The programme aims to:** |
| Provide mid-career professionals in government, NGOs and the private sector, who have a professional interest in questions of political economy as applied to Europe, with an in-depth knowledge of different processes of economic integration and fragmentation. The current crisis of EMU has demonstrated that different aspects of European integration are closely linked, and our degree intends to help these professionals understand how and why these linkages exist. | |

|  |  |
| --- | --- |
| **11.** | **Programme outcomes: knowledge and understanding; skills and other attributes** |
| Broadly speaking, we aim for two types of knowledge and understanding to be developed.  1. The first is an analytical and empirical knowledge of areas beyond those where our target group currently may be operating. E.g. an analyst or strategist for a pharmaceutical company or an industry lobbying group may discover a lack of deep analytical knowledge of the development of new markets and production systems in central Europe, or that the crisis of EMU has negative effects on health budgets, with a concomitant impact on his or her industry. The aim of the MSc is to develop an understanding of political-economic processes in these adjacent areas and, as the case may be, how these might have an impact on the core expertise that the student already has developed.  2. A more analytical understanding of problems in areas in which some of our prospective audience is currently active, relying on LSE’s ‘Socratic method’. E.g. the academic staff in the EI boasts several analysts of EMU, each with her or his own focal points and arguments. Exposing European professionals who are already active in the area of economic governance to these different views will alert them to dynamics that they may have overlooked because of the ‘organizational culture’ of their home organization.  3a. The specific skill transfer that we aim for is, therefore:  - for our students to be able to explore links between different areas of the political economy of Europe;  - to increase the specialised skill set in their main area of work and expertise.  3b. The more general skill set that we aim to transfer is to be able to present these linkages in coherent arguments and in short, analytical reports, which build on a more systematic understanding, grounded in scientific debates and method, than they are likely to have developed thus far. | |

|  |  |
| --- | --- |
| **12.** | **Teaching, learning and assessment strategies to enable outcomes to be achieved and demonstrated** |
| **Teaching and learning strategies:**  Every substantive course consists of a week-long seminar of intensive, small-group interactive sessions around the central themes of our existing MSc courses in PE of Europe, preceded and followed by home work during their presence in London. These are followed up with one (formative) research paper on a topic of their choice from among a set offered by the teachers. Students will organize a group project in the broad area of PE of Europe.  The seminars at the LSE take place at long intervals. To bridge these long periods, we are developing methods to keep students actively involved in the degree. These consist of:  - Regular email and telephone/Skype office hours. The aim is to establish contact at least once a month with every student on how essays are evolving. We thus supervise the development of essays in stages, with comments on an essay outline soon after the seminars at the LSE, comments on a short paper which details how they plan to set up the relevant debates, discussions on how to organize the empirical material and one critical reading of the formative essay before submission.  - Moodle-based electronic resources.  Seminars on research design, including how to develop questions and falsifiable arguments, and link these to data-based research strategies; how to use empirical material as an analytical lever, and how to make writing more effective by linking the text clearly and explicitly to the questions and analysis at the basis of the paper. While these seminars are in the first instance designed as support for the dissertation component of the degree, they will be mainstreamed as much as possible by picking up on them in the course work for the substantive courses.  **Assessment strategies:**  Formative and summative assessments, as in the standard degree, but with more (supported) independent work.  - Detailed comments on the stages in essay development, in writing and in discussion.  - Detailed comments on formative and summative essays, in writing and in discussion.  - One group project (non-assessed) on a topic in the broad area of the degree, to be started early in the first and finished and presented early in the second year.  - A trial exam in the course of the first year.  - A take-home exam that encourages understanding rather than reiteration. | |

|  |  |
| --- | --- |
| **13.** | **Programme structures and requirements, levels, modules and awards** |
| This programme is based in the European Institute and aims to provide a set of high quality, integrated courses to equip students with an analytical understanding of the political-economic processes of integration and fragmentation in Europe. Specifically it provides:  ■ Study in one of the most highly rated research centres in the subject area in the world, both for its research and its institutional links.  ■ A modular course structure, allowing students to take the course whilst engaged in employment through attendance at four two-week LSE-based intensive seminars.  ■ The opportunity for individuals in government, NGOs, and lobbying groups to achieve a formal graduate qualification in the Political Economy of Europe even if they are unable to devote themselves to full-time study.  ■ Teaching by specialists who are at the forefront of Political Economy research in Europe.  ■ An international and multidisciplinary environment with links to several specialist research groups based at the LSE.  The course offerings in this degree are designed to provide you with sophisticated analytical skills as well as detailed empirical knowledge. These will help you better understand the key political-economic challenges facing Europe today, from the crisis of monetary integration, with its possible spill-over into other areas of the European economies, to the reform of labour markets and welfare states in the old and new member-states. The aim of the Political Economy of Europe programme is to complement the specialist knowledge that you may already have in one or a limited number of areas in this broad field with an in-depth understanding of other areas and, where appropriate, their interrelations. Upon completion of the degree, you are likely to explore new career opportunities, either with your current employer, where you are certain to take on new responsibilities, or with a new employer; both will value your broad, analytical and integrated knowledge of different political-economic processes in Europe at a time of unknown political-economic challenges for the continent.  Applicants with a good first degree in any of the social sciences and/or with substantial work experience in a field related to the core of the degree will be considered.  You can supply one academic and one professional reference to be considered for this programme. It is in your interest to supply academic references wherever possible. If you graduated from your most recent academic study before January 2002 and no academic references are available, you may supply two professional references.  The Executive MSc comprises the equivalent of seven half-unit taught courses spaced over two years and a dissertation equivalent to one half unit. Students will attend LSE for three two-week and one one-week sessions over the two-year period. Evaluations take into account the availability of students and will consist of formative and summative essays as well as written exams throughout the year.  A key component of the MSc is a dissertation of up to 6,000 words on a topic individually selected, to be prepared in conjunction with a personal supervisor. Special research training and supervision sessions in a week-long seminar will guide students in this process.  Each course consists of a minimum of 20 hours of contact (40 for the full-unit course). Over the course of the MSc, students will have 150 face-to-face contact hours alongside additional meetings with their tutors and support while off-campus from faculty through online and Skype revision sessions as well as one virtual seminar per term.  Compulsory courses  (\* half unit)   * Political Economy of Europe * Interest Representation and Economic Policy-Making in Europe\* * European Models of Capitalism\* * Patterns of Economic Integration in Europe: Institutions and Politics of EMU\* * The Political Economy of Transition and EU Accession in Central and Eastern Europe\* * The Political Economy of European Welfare States\* * Research seminar for Dissertation\*   Start date: First 2-week session to commence December 2013  Duration: Modular programme. 24 months (maximum 50) for the MSc  Minimum entry requirement: 2:1 or equivalent in any discipline, with social science background and/or work experience in the field of Political Economy (see entry requirements|)  English requirement: Standard (see entry requirements on [Graduate Admissions](http://www.lse.ac.uk/study/graduate/taughtProgrammes2015/MScPoliticalEconomyOfEurope(Modular).aspx) webpage)  GRE/GMAT requirement: None  Fee level: see [Graduate Admissions](http://www.lse.ac.uk/study/graduate/taughtProgrammes2015/MScPoliticalEconomyOfEurope(Modular).aspx) webpage.  Financial support: This programme is not eligible for the Graduate Support Scheme (see Fees and financial support|)  Application deadline: see [Graduate Admissions](http://www.lse.ac.uk/study/graduate/taughtProgrammes2015/MScPoliticalEconomyOfEurope(Modular).aspx) webpage.  Note: The programme fee does not include accommodation costs, travel expenses or any additional expenses incurred while studying at LSE. The LSE Accommodation Office can offer advice for students looking for accommodation, including preferential rates for hotel accommodation near the LSE. Students will have full access to the Library and electronic resources available to all LSE students including an email address. | |

**Additional information**

|  |  |
| --- | --- |
| **14.** | **Criteria for admission to the programme** |
| Admission criteria are similar to those of the students on our standard MSc in PEoE, i.e. a good undergraduate degree, preferably in the social sciences (including history and law). In addition, we expect that candidates for this degree have several years (the guideline would be 5-10 years) of substantial work experience in areas broadly associated with politics, economics or political economy. These admission criteria come with the caveat that useful professional experience can, to some degree, substitute for academic qualifications.  The usefulness of these admission criteria will regularly be reviewed and, if deemed necessary, amended after discussion in the departmental TLC and in cooperation with other EMSCs, GAO and Student Recruitment. | |

|  |  |
| --- | --- |
| **15.** | **Indicators of quality** |
| The applications for the standard MSc in PEoE have been reasonably healthy for over a decade now. Since the programme sits at the intersection of two areas, Political Economy and Europe, and has a comparatively high price tag associated with it, demand is slightly lower than for other more generic disciplinary degrees. The ratio of applications over offers has been of the order of 2:1, while applications/places has been of the order of 3:1. The PEoE degree (formerly EPE) has, over the past decade, always recruited on or slightly over target.  The EI came first in the 2008 RAE, and is preparing for a strong showing in the 2013 REF. The Political Economy group, i.e. the teaching and research staff in the PEoE degree and the EMSc PEE, boasts both a wide variety of themes and approaches, and an internationally recognised staff in areas such as the political economy of EMU, comparative capitalism, transition studies and labour market analysis.  Successive external examiners have, since the establishment of the parent degrees (Political Economy of Transition in Europe and PE of Integration), been extremely laudatory with regard to the quality of the programmes and the efforts by staff to raise the achievement level of students. The current and previous external examiners on the integrated EPE (now PEoE) degree have commended it for being excellent, regularly indicating that our best students are on a par with the best students elsewhere. TLAC reviews on teaching and learning strategies have been very positive as well.  Overall, therefore, the EMSC in PEE can start from a very strong basis associated with the existing MSc in PEoE. | |

|  |  |
| --- | --- |
| **16.** | **Methods for evaluating and improving the quality and standard of teaching and learning** |
| The EI has several QA process in place.   * The Teaching and Learning Centre is available to monitor and observe teaching and offers constructive advice on how to improve the standard of teaching and quality. * Departmental TLAC review once every five years. * The Teaching Learning and Assessment Committee which regulates all aspects of teaching quality; * The Graduate Studies Sub-Committee which oversees all graduate programmes and ensures that significant changes to programmes and courses pass through a sequence of formal stages, so that curricular changes are appropriate and compatible with other developments. * Departmental Teaching Committee. * SSLC meetings. * Course teaching surveys by TQARO * The Institute’s system of periodic review for its programmes * Essays, Mock Exams, the exam, student evaluation forms, student questionnaires, regular contact with colleagues to discuss student’s progress and improvements to the course. | |