# PROGRAMME SPECIFICATION: MSc Economy, Risk and Society

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| **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** | MSc |
| **4.** | **Programme Title** | Economy, Risk and Society |
| **5.** | **Duration of the course** | Full-year programme |
| **6.** | **Based in the Department/Institute:** | Department of Sociology |
| **7.** | **Relevant QAA subject benchmark statements** | N/A |
| **8.** | **UCAS Code** | L3UI |
| **9.** | **First written/last amended** | June 2012 / September 2012 |

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| **10.** | **The programme aims to:** |
| 1. give students an understanding of key theoretical traditions and research strategies in economic sociology, the sociology of risk and the sociology of markets; 2. induce students into recent theoretical, methodological and empirical developments in the sociology of risk and regulation, economic sociology and the sociology of markets; 3. provide students an opportunity to design, implement and present an original research project on the sociology of risk and/or economic life; 4. give an opportunity to study and conduct research in a leading specialist institution for the social sciences. | |

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| **11.** | **Programme outcomes: knowledge and understanding; skills and other attributes** |
| Students that successfully complete the MSc programme will have a thorough understanding of:  concepts, methods, historical contexts and theoretical traditions relevant to economic sociology, the sociology of risk and the sociology of markets;  the interactions between social, political and economic processes, as well as the role of both formal and informal institutions in shaping and managing the such processes, and strategies for their sociological analysis;  quantitative and qualitative research methods relevant to sociological analysis and how these are designed and deployed in engaging with real-world problems;  practical issues associated to planning and conducting independent and original scholarly work.  Skills and other attributes:  Analysis and interpretation of theoretical and empirical arguments;  Writing critical essays and research reports;  Preparing and delivering oral presentations;  Conducting and presenting collaborative projects;  Using a variety of information sources, including specialist libraries, archives and internet databases. | |

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| **12.** | **Teaching, learning and assessment strategies to enable outcomes to be achieved and demonstrated** |
| **Teaching and learning strategies:**  Teaching in the programme is based on a combination of lectures, active seminars and practical workshops.   * Core courses have a weekly lecture followed by a seminar discussion; * Seminars are designed to induce students with skills in the critical analysis of key authors and theories in the sociology of risk and economic life as well as familiarity with paradigmatic case-studies in the literature; * Workshops are aimed at providing students with practical use of research methods and research instruments, including specialize software packages for the analysis of survey data, interview data, and social networks; * Informal presentations in seminars and workshops are aimed to develop a sophisticated understanding of key topics and of training presentation and communication skills; * Students will be supported by the use of a Virtual Learning Environment that will serve as the basis for information dissemination and communication in each course and will provide a space for after-class discussions through virtual forums of different designs.   **Assessment strategies:**  Assessments will have several formats, aimed at evaluating key components of student knowledge and abilities. These include:   * Unseen examination papers in the Summer Term that assess students’ grasp of conceptual, theoretical and/or empirical knowledge; * Assessed essays throughout the academic year in which students must deploy research skills, critical analysis and construct detailed arguments on selected topics;   Students receive assistance from an academic advisor in preparing their dissertations and other staff with the necessary specialist knowledge may be consulted if necessary;   * Students normally meet their advisors 2 or 3 times per term; * Dissertation proposals must be submitted early in the second term; * Students also participate in a dissertation workshop in the Summer Term where they present a summary of their research proposal and receive additional advice. | |

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| **13.** | **Programme structures and requirements, levels, modules and awards** |
| [MSc in Economy, Risk and Society](http://www.lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/2014_MScEconomyRiskAndSociety.htm) | |

**Additional information**

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| **14.** | **Criteria for admission to the programme** |
| Applicants with good first degrees in any cognate discipline, with an interest in themes relevant to the sociology of risk and economic life are welcomed. | |

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| **15.** | **Indicators of quality** |
| * According to the 2011 Complete University Guide, the LSE comes third in Sociology when the universities are ranked by subject (produced in association with *The Independent* newspaper. * *The Guardian* University Guide 2011 places LSE Sociology at sixth nationally. * The *Times Good University Guide* *2010* placed the Sociology Department at 5th in the UK in terms of student satisfaction. * Demand for the programme has increased since 2008. * External examiners reports have been consistently positive about the programme over many years. * Graduates are regularly accepted onto doctoral programmes at some of the most prestigious universities in the UK, USA and elsewhere. | |

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| **16.** | **Methods for evaluating and improving the quality and standard of teaching and learning** |
| **Departmental-wide mechanisms:**  Since 2002 the Department has had a Teaching and Learning Committee (TLC), which has a responsibility exclusively for teaching issues. For example, new course proposals, new programmes or changes in assessment are discussed by TLC before being implemented or taken further (e.g. to the Department or to the Graduate School). In addition, the department also uses the following procedures:   * Annual monitoring of courses and periodic reviews every 3-5 years. The outcomes of the annual reviews are presented to the LSE’s TLAC; * Appointing voluntary students representatives for each graduate programme; representatives are encouraged to take any issues to course convenors, programme directors or to the Student-Staff Committee; * An MSc Student-Staff Committee which meets once per term; * Mentoring/review process includes an assessment of teaching;   **School-wide mechanisms:**   * regular staff appraisal and review; * improvements in teaching technique by the Teaching and Learning Centre through observations, advice and further training; * induction programme and mentoring scheme for new members of staff; * questionnaires administered by the Teaching Quality Assurance and Reviews Office; * an improved system for ensuring that External Examiners’ comments/recommendations are fed through to Departments and acted upon; * the School’s Teaching, Learning and Assessment Committee, which regulates all aspects of teaching quality; this includes a complete review of each department’s teaching activity every five years; * the School’s Graduate Studies Sub-Committee, which oversees all masters 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. | |