



*Promoting higher quality*

**The Quality Assurance Agency  
for Higher Education**

## **Subject Review Report**

February 2001 Q203/2001

**University of Nottingham**

Economics

## Reviewing the Quality of Education

The Quality Assurance Agency for Higher Education (QAA) was established in 1997. It has responsibility for assessing the quality of higher education (HE) in England and Northern Ireland from 1 October 1997 under the terms of a contract with the Higher Education Funding Council for England (HEFCE).

The purposes of subject review are: to ensure that the public funding provided is supporting education of an acceptable quality, to provide public information on that education through the publication of reports such as this one, and to provide information and insights to encourage improvements in education.

The main features of the subject review method are:

### Review against Aims and Objectives

The HE sector in England and Northern Ireland is diverse. The HEFCE funds education in over 140 institutions of HE and 75 further education (FE) colleges. These institutions vary greatly in size, subject provision, history and statement of purpose. Each has autonomy to determine its institutional mission, and its specific aims and objectives at subject level.

Subject review is carried out in relation to the subject aims and objectives set by each provider. It measures the extent to which each subject provider is successful in achieving its aims and objectives.

Readers should be cautious in making comparisons of subject providers solely on the basis of subject review outcomes. Comparisons between providers with substantively different aims and objectives would have little validity.

### Review of the Student Learning Experience and Student Achievement

Subject review examines the wide range of influences that shape the learning experiences and achievements of students. It covers the full breadth of teaching and learning activities, including: direct observation of classroom/seminar/workshop/ laboratory situations, the methods of reviewing students' work, students' work and achievements, the curriculum, staff and staff development, the application of resources (library, information technology, equipment), and student support and guidance. This range of activities is captured within a core set of six aspects of provision, each of which is graded on a four-point scale (1 to 4), in ascending order of merit.

The aspects of provision are:

- Curriculum Design, Content and Organisation
- Teaching, Learning and Assessment
- Student Progression and Achievement
- Student Support and Guidance
- Learning Resources
- Quality Management and Enhancement.

### Peer Review

Reviewers are academic and professional peers in the subject. Most are members of the academic staff of UK HE institutions. Others are drawn from industry, commerce, private practice and the professions.

### Combination of Internal and External Processes

The review method has two main processes:

- Preparation by the subject provider of a self-assessment in the subject, based on the provider's own aims and objectives, and set out in the structure provided by the core set of aspects of provision.
- A three-day review visit carried out by a team of reviewers. The review team grades each of the aspects of provision to make a graded profile of the provision, and derives from that profile an overall judgement. Provided that each aspect is graded 2 or better, the quality of the education is approved.

### Published Reports

In addition to individual review reports, the QAA will publish subject overview reports at the conclusion of reviews in a subject. The subject overview reports are distributed widely to schools and FE colleges, public libraries and careers services. Both the review reports and the subject overview reports are available in hard copy and are also on the world-wide web (see back cover for details).

## Introduction

1. This Report presents the findings of a review in February 2001 of the quality of education in economics provided by the University of Nottingham.
2. The University of Nottingham was established in 1881 as a University College, and gained its full University charter in 1948. The main buildings of the University are situated in a parkland campus about three miles from the city centre. A further 30 acre campus is located 10 miles from the main campus at Sutton Bonnington. This was formerly the Midlands Agriculture and Dairy College, which became part of the University College in 1947. An additional campus has recently been opened within half a mile of the main campus on an inner urban site. The University has 14,882 full-time equivalent (FTE) undergraduate students and 3,978 FTE postgraduate students. The University operates a semester system in which most undergraduate and taught postgraduate programmes are modular.
3. The provision forming the basis of this review is taught within the School of Economics. In the 2000-01 session there were 492 full-time undergraduates and 46 students on taught postgraduate programmes, taught by 31 full-time academic staff.
4. The following provision forms the basis of the review:
  - BSc/BA Economics
  - BSc/BA International Economics
  - BSc/BA Economics and Agricultural Economics
  - BSc Economics and Econometrics
  - BA Economics with European Union Studies
  - BA Economics with a Language (French, German, Hispanic Studies or Russian)
  - BA Economics and Philosophy (joint)
  - Diploma (conversion) Economics
  - MSc Economics
  - MSc Economics and Econometrics
  - MSc Economics and International Econometrics
  - MSc Economics and Development Economics
  - MSc Economics and Financial Economics
  - MA Economic Analysis
  - MA Economics Development and Policy Analysis
  - MA Health Economics.
5. The statistical data in this Introduction are provided by the institution itself. The aims and objectives are presented overleaf. These also are provided by the institution.

## The Aims and Objectives for Economics

### Aims

The University of Nottingham aims to sustain and improve the high quality of its teaching provision, whilst seeking to be one of the UK's leading research universities. It is also committed to providing a high-quality learning environment for students, with high-grade teaching underpinned by excellent research. The School of Economics shares these aims. It aims to be a vibrant, research-led School with a strong commitment to a high-quality learning environment for its students.

*The principal aims of the School and its programmes of study are:*

- to provide students with a well-founded education in economics;
- to provide structured curricula which support the academic development of students;
- to provide and adapt undergraduate and postgraduate curricula that prepare our graduates for employment and further study as economists;
- to provide students with transferable and analytical skills suitable for a range of graduate careers;
- to provide students at both the undergraduate and postgraduate level with the opportunity to pursue courses that emphasise quantitative and theoretical aspects of economics;
- to provide students at both the undergraduate and postgraduate level with the opportunity to focus on applied and policy issues in economics;
- to provide programmes that allow students to choose from a wide range of economic specialisms;
- to provide a well-resourced learning environment for economics;
- to provide a comprehensive system of pastoral support for students.

### Objectives

*The broad objectives for the undergraduate programme are such that, on graduation, students should be able to:*

- demonstrate a broad knowledge of core areas of economics;
- display knowledge of a range of applied and optional areas as provided by the curriculum at Nottingham;
- demonstrate intellectual, subject-specific and transferable skills (for example, information technology (IT), teamwork, time-management etc.) essential for independent learning;

- demonstrate that they have taken responsibility for the direction of their studies, through their choice of modules where allowed for by degree regulations;
- indicate knowledge of other disciplines, dependent on degree course;
- identify appropriate economic concepts and modelling techniques to be used to analyse and solve a range of problems;
- communicate effectively in written and oral formats;
- exhibit appropriate knowledge of core quantitative (mathematical and statistical) skills;
- display teamwork and presentational skills;
- exhibit knowledge of the use of a range of software packages;
- demonstrate research-based and report writing skills;
- display the knowledge and skills to gain employment in graduate careers for economists or go on to further study.

*In addition to these general learning outcomes, specific objectives exist for parts of the undergraduate programme.*

*For specific undergraduate courses, students should be able to demonstrate:*

- appropriate knowledge and skills in other subjects (philosophy, specific foreign languages or European Community studies) or more extensive knowledge of specific specialisms within economics (econometrics, international economics or agricultural economics).

*For BSc courses, students should be able to demonstrate:*

- more extensive knowledge and skills of quantitative or theoretical modelling areas of economics and/or econometrics.

*For the Diploma, on completion students should be able to demonstrate:*

- knowledge of quantitative techniques that form a basis for further study at a higher level;
- knowledge of core and applied economics that allow them to proceed to a masters degree.

*The broad objectives for the masters programme are such that on graduation students should be able to demonstrate:*

- higher-level knowledge of core areas of economics;
- higher-level knowledge of core quantitative skills and research methods;
- research-based and report-writing skills;
- that they have the knowledge and skills to gain employment as professional economists or in other careers;

*and in addition, those students achieving an appropriate standard should have:*

- the knowledge and skills to undertake postgraduate research.

*For specific masters courses, students should be able to demonstrate:*

- more intensive knowledge of specific specialisms within economics (econometrics, international economics, development economics, financial economics, health economics, economic policy analysis or development policy analysis).

*For the MSc courses, students should be able to demonstrate:*

- more intensive knowledge of economic and econometric theory and research methods.

## Summary of the Review

6. The graded profile in paragraph 7 indicates the extent to which the student learning experience and achievement demonstrate that the aims and objectives set by the subject provider are being met. The tests and the criteria applied by the reviewers are these:

### Aspects of provision

1. Curriculum Design, Content and Organisation
2. Teaching, Learning and Assessment
3. Student Progression and Achievement
4. Student Support and Guidance
5. Learning Resources
6. Quality Management and Enhancement.

### Tests to be applied

To what extent do the student learning experience and student achievement, within this aspect of provision, contribute to meeting the objectives set by the subject provider?

Do the objectives set, and the level of attainment of those objectives, allow the aims set by the subject provider to be met?

### Scale points

**1**  
The aims and/or objectives set by the subject provider are not met; there are major shortcomings that must be rectified.

**2**  
This aspect makes an acceptable contribution to the attainment of the stated objectives, but significant improvement could be made.

The aims set by the subject provider are broadly met.

**3**  
This aspect makes a substantial contribution to the attainment of the stated objectives; however, there is scope for improvement.

The aims set by the subject provider are substantially met.

**4**  
This aspect makes a full contribution to the attainment of the stated objectives.

The aims set by the subject provider are met.

7. The grades awarded as a result of the review are:

Aspects of provision	Grade
Curriculum Design, Content and Organisation	<b>4</b>
Teaching, Learning and Assessment	<b>4</b>
Student Progression and Achievement	<b>4</b>
Student Support and Guidance	<b>4</b>
Learning Resources	<b>4</b>
Quality Management and Enhancement	<b>4</b>

8. The quality of education in economics at the University of Nottingham is **approved**.

## The Quality of Education

### Curriculum Design, Content and Organisation

9. The seven undergraduate courses offered by the School within the University's modular programme combine a thorough grounding in the fundamentals of economics with specialisation in the area of choice. Economics with a language allows the study of French, German, Hispanic Studies or Russian for suitably qualified students. The joint degree in Economics and Philosophy is administered by the School but run jointly with the Department of Philosophy

10. The masters courses also offers a range of specialisms and most awards have Economic and Social Research Council recognition. The Diploma (conversion) is based on an appropriate set of second and final-year modules and provides a conversion to economics, preparing applicants with related educational backgrounds for entry into the masters programme. Students on the masters programme who fail to reach the criteria required for the award of an MSc or MA may be awarded a Graduate Diploma.

11. The design, content and organisation of the curriculum are consistent with the stated aims and objectives; appropriate to the different levels and provide good opportunities for the study of economics both in breadth and depth. Careful organisation, with appropriate use of a system of prerequisites, ensures coherence and academic progression. However, the School might consider modifying progression regulations from Level 1 to Level 2 to ensure that higher-level study has the benefit of full underpinning. For undergraduate courses, modules at Levels 1 and 2 address core areas of subject-specific knowledge, including a substantial element of quantitative methods; provide exposure to a range of options in applied economics, and establish the foundation for Level 3. At Level 3, students have a choice of modules, informed by the research interests of staff. These give students the opportunity to apply the principles learnt in the first two levels to specific economic problems and policy issues. Throughout the curriculum, the content of the modules is of a high quality and characterised by analytical rigour.

12. The curriculum design provides opportunities for students to develop progressively subject-specific, cognitive and transferable skills; to study specific applications of theory and consider policy issues, and to select free-choice economics and non-economics modules. It is possible to transfer between the BA and BSc pathways and between courses, which entail different degrees of a mathematical/statistical approach to the discipline.

13. A compulsory dissertation, essay writing, small-group tutorial discussion and oral presentation develop a number of transferable skills, including the ability to communicate effectively, and to articulate and criticise theories and arguments. Students are also provided with opportunities to take advantage of developments in IT, including an increasing use of the Teaching Learning and Technology Programme and web site facilities. Students studying Economics with a Language undertake a one-year placement or study period in an appropriate country.

14. Taught masters and graduate diploma courses share a common first-term, which provides a rigorous study of advanced economic theory or analysis and quantitative methods, including research methods. The second term combines the study of core modules with a choice of options. A compulsory dissertation, representing a major component of the programme, provides students with practical experience of independent research, combining theory, applications and research methods. Extensive high-quality research and scholarship activity by staff ensures currency, breadth and depth of the postgraduate curriculum.

15. The appropriateness and currency of modules are monitored, and courses are regularly reviewed and modified when necessary. Module descriptions and external examiners' reports testify to the achievement of a high quality and confirm the currency of the curriculum. Reviews of curriculum design, content and breadth draw on perceived student demand, the research strengths and interests of staff, and changes in the nature of the subject.

16. This aspect makes a full contribution to the attainment of the stated objectives. The aims set by the subject provider are met.

### Curriculum Design, Content and Organisation: Grade 4.

### Teaching, Learning and Assessment

17. The School has placed increasing emphasis on the quality of teaching and assessment, and on improving students' learning experience. All the external examiners have commented favourably on the learning objectives of the programmes, which they see as developing and testing appropriate knowledge and skills, both subject-specific and generic. The skills developed in individual modules have been explicitly mapped, allowing students to build a skills profile in their personal academic record (PAR).

18. The 15 observed teaching sessions were generally of a high quality. Although there was some variability in the case of tutorials taken by graduate teaching assistants (GTAs),

the majority of sessions were at least satisfactory and many were excellent. Current and former students praised the high quality of teaching and the commitment of staff, and commended the use of small-group tutorials, typically comprising seven students, as an effective learning experience. They praised the accessibility of staff and their willingness to provide feedback and academic support. The views expressed to the team were confirmed by the module evaluation questionnaires, which give high scores for teaching quality and support across the programmes and modules. The external examiners also praise teaching quality and methods, as revealed by student performance. The external examiners comment that 'the teaching quality and methods are uniformly excellent'; and 'the Department is providing a well-rounded and up-to-date training in the subject along the lines identified in the recent Economics Benchmarking Statement'. The learning outcomes of students, as evidenced by assessed work, match the School's aims and objectives. Whilst the system of fortnightly tutorials of six to seven students is generally working well, the School might wish to consider alternative patterns of class size and frequency.

19. Assessment is primarily by examinations. Whilst this allows subject-specific skills to be tested, the School recognises that unseen examinations test only a limited range of key transferable skills. It therefore uses other forms of summative assessment in various modules. Oral and presentational skills are assessed through group presentations in second-year applied modules and research skills are assessed through the dissertation. Formative assessment is provided by marked essays and exercises. The School might wish to consider extending the amount of summatively assessed coursework, particularly to year three, in order to cover the skills which are not optimally assessed through examinations. Marking criteria are appropriate at all levels and great care is taken to ensure that marks are fair and accurate.

20. A recent innovation has been to provide feedback on each cohort's overall examination performance on each module, question by question. This was appreciated by the students who had taken the examination, as well as by those preparing for it. Feedback to individual students is given by personal tutors and sometimes by subject tutors. There was some inconsistency in the extent and quality of feedback. However, students at all levels felt that staff were very willing to provide it, if required.

21. A number of steps have been taken to enhance teaching quality through the quality management and enhancement system. These include peer observation of lectures, the mentoring of new staff and the use of

student evaluation of both modules and individual staff. A member of staff acts as a teaching quality officer and has a central role in the training and oversight of GTAs, who take a large proportion of tutorials at Levels 1 and 2. Research students are carefully screened before being offered a GTA appointment, and training is provided for them.

22. This aspect makes a full contribution to the attainment of the stated objectives. The aims set by the subject provider are met.

#### **Teaching, Learning and Assessment: Grade 4.**

#### **Student Progression and Achievement**

23. The School attracts a large number of well-qualified applicants. For the undergraduate programme, the ratio of applications to enrolments is around 8:1 and the average GCE A-Level points score is in excess of 28. In 1999-2000, 65 per cent of entrants had GCE A-Level Economics and 66 per cent Mathematics. Between 15 and 20 per cent have equivalent international qualifications. The enrolment level for the undergraduate programme had been around 140, but there has been a sustained increase since 1999 to about 180. Between 25 and 30 per cent of students are female, and 95 per cent of entrants are under the age of 21.

24. On the postgraduate programme, the ratio of applications to enrolments is around 5:1 and the normal entry requirement is an Upper Second class honours degree in Economics or the equivalent. The total intake is around 40, of whom about 50 per cent are from the UK or European Union, and numbers of male and female students are approximately equal. Despite the relatively low numbers, the courses are viable because of the commonality of modules.

25. Progression and completion rates are very high across all undergraduate courses. Typically, over 95 per cent of students graduate in three years, and for some cohorts the progression rate is 100 per cent. For masters courses the progression and completion rates are also high. On the postgraduate conversion course, almost all students are awarded a Diploma or continue on to the masters course.

26. Approximately 60 per cent of graduates achieve First or Upper Second class honours degrees. At postgraduate level, around 60 per cent of the cohort achieve the quality necessary to continue to a PhD programme. Examination papers and coursework indicate a high level of attainment of the intended learning outcomes. The external examiners comment favourably on the level of student attainment. The

reviewers scrutinised a representative sample of student work and confirm this view. The work was appropriately marked and the degree classifications awarded are justified.

27. Evidence from first-destination surveys suggest that a high proportion of graduates quickly take up appropriate employment, or embark on further study.

28. This aspect makes a full contribution to the attainment of the stated objectives. The aims set by the subject provider are met.

**Student Progression and Achievement:  
Grade 4.**

**Student Support and Guidance**

29. The School of Economics has a well-structured and supportive admissions and induction system. Potential applicants are sent University and School prospectuses, and those offered places are invited to open days. Incoming students are sent information packs before starting. At induction, students are provided with a range of information in student handbooks and are given a detailed explanation of programme and course arrangements. They receive advice on support arrangements available within the School and those provided by university-wide services. Special arrangements are made for postgraduate students coming from overseas, who are sent comprehensive information before they arrive and for whom special induction courses are provided.

30. Academic support is provided by subject tutors and by year directors. In addition, all students have a personal tutor with whom they discuss their performance and progress, or personal problems that may affect their performance. It is the responsibility of the personal tutor to refer students to specialist support services, if necessary. Scheduled meetings occur at the end of each semester when examination results are known. Students are required to maintain a PAR. In addition to being a factual record of examination results, this is intended to be a device through which students can reflect, with their personal tutor, on their academic performance and the wider acquisition of transferable skills. In the third year, the PAR is used as a basis for the preparation of a curriculum vitae. Appropriate academic and pastoral support is provided to the Economics with a Language students in their year abroad, during which time they are preparing their project.

31. The web site maintained by the University and the School provides a comprehensive source of information about courses and modules, and student services available. All first-year students are offered accommodation in halls of residence. The study

bedrooms are connected to the University network so that students can access information at any time about academic and pastoral support from their rooms, as well as from the open-access computer suites.

32. Communication with staff outside classes can be achieved by email. In addition, the School has improved the labelling and location of notice-boards. All staff publish office hours indicating when they are available to see students, and there are School offices run by experienced support staff. Students abroad have full access to the University web site.

33. Pastoral and welfare support is highly developed in the University and there is a full range of such services. These include learning skills support, medical services, counselling and disability services. The University also provides a careers advisory service, which runs sessions within the School. Economics students are pro-active users of this service and former students reported favourably on its effectiveness.

34. There is a range of formal and informal mechanisms within the School providing students with support and guidance. Current and former students are fully satisfied with their effectiveness. A recurrent theme expressed by all the students interviewed was the friendliness and approachability of the staff.

35. This aspect makes a full contribution to the attainment of the stated objectives. The aims set by the subject provider are met.

**Student Support and Guidance:  
Grade 4.**

**Learning Resources**

36. The School's strategy for the provision of learning resources is to offer a variety of teaching and learning vehicles across the curricula, and to provide appropriate resources for each of them. The resource requirements are monitored by the undergraduate and postgraduate teaching committees. These feed back to the Management Committee of the School, which has formal liaison mechanisms with the library and computer centre. From its devolved budget, the School funds the acquisition of specialist material and manages staffing levels. These structures are appropriate and the current provision of learning resources fully meets the needs of the students on all courses.

37. All lectures are given in centrally-allocated lecture theatres and teaching rooms with a range of audiovisual equipment. Staff offices and school space supplement centrally-booked rooms for small-group teaching. Observation of classes and student feedback confirmed the quality and appropriateness of teaching accommodation.

38. The University provides many 24-hour access networked PC rooms for students, one of which is in the School building. Currently the University has in excess of 4,500 open-access PCs with a students to PC ratio approaching 4:1. All students are registered on the University network and have access to a range of services and sources of information, including general and specialist software, email, the School's web site and the internet. The School's IT committee monitors the level of IT provision and provides formal mechanisms of liaison and co-ordination with the library and computer centre.

39. The School is making increasing use of its web site as a learning resource. It now contains school and module information, additional learning materials and general feedback from assessments.

40. The Hallward Library contains the main collection for economics, with some 450,000 books, 4,000 current periodical titles, 1,200 study spaces, microfiche readers and video playback facilities. This collection is supplemented by the Jubilee Library, which also stores books and periodicals relevant to students of economics. A regular free bus service is provided between these sites. Library staff and a designated subject librarian work with staff of the School to meet the needs of the students. There is also a small open-access School library that stores selected key texts and frequently used periodicals.

41. The libraries operate a short-loan system for items in heavy demand. The School ensures that the library has full information in good time for the material to be available to students when needed. Many of the relevant periodicals are accessible electronically.

42. Access to facilities, opening hours for the library and the quality of user support and services are generally good. Students commented positively and consistently on many aspects of learning resources provision, including technical and administrative support. A tour of facilities, teaching observations and meetings with students provided strong evidence of an excellent provision of the full range of learning resources.

43. This aspect makes a full contribution to the attainment of the stated objectives. The aims set by the subject provider are met.

#### **Learning Resources:**

##### **Grade 4.**

### **Quality Management and Enhancement**

44. The School delivers the courses within the University codes of practice, following prescribed quality assurance procedures and supplementing them with additional school-based monitoring, and review of teaching and course content. Quality assurance mechanisms are publicised in staff and student handbooks.

45. The schools have some flexibility in the way they operate their quality assurance mechanisms, but the University Teaching Quality Assurance Committee operates a rolling series of audits of schools' procedures. The audits of the School of Economics have confirmed the general effectiveness of its quality assurance systems and commended its pro-active quality enhancement activities. Obligatory follow-up reports are required from schools and these ensure that audit recommendations are acted upon. Relevant quantitative data on student enrolment are monitored centrally by the University, and progression data are monitored by the School.

46. Within the five-yearly cycle for full course reviews, the School operates additional periodic reviews of sets of modules that form themes, or of all modules in a year. These reviews encompass delivery methods and resourcing, as well as curriculum content, and draw on a variety of information sources, including progression data and student feedback. They provide effective monitoring and evaluation of both the approved module syllabus and the module teaching plans and other material provided to students. Undergraduate and postgraduate teaching committees supervise teaching quality. They also ensure that proposed, new or changed modules meet course aims and objectives. School meetings have ultimate responsibility for module and course approval, but the Humanities Academic Board also ensures that any module development issues that affect other schools are taken into account.

47. The views of students are obtained through several mechanisms. If their modules are not included in the University rolling system of student evaluation of teaching, economics staff are required to use school-based module questionnaires. Views on the course as a whole are also elicited through questionnaires from final-year students and graduates. Staff-student consultative committees meet once each semester, and points raised by students about teaching and the learning environment are acted upon. The minutes of these meetings are published and considered at School meetings and there is evidence that action points are followed up. There are also effective mechanisms to ensure that joint-degree students can feed back issues of concern both to the School of Economics and to other relevant schools. There is full consideration of external examiners' reports and any necessary action is followed up by the School.

48. There is an established system for the internal sample moderation of examination marking, and the second-marking of dissertations. The marking of and feedback on formative undergraduate coursework by GTAs, who provide undergraduate tutorials, is internally moderated. Lecturing staff also receive feedback from

tutorial staff. A formal system of peer observation of lectures has recently been introduced. The School may wish to consider extending this to include tutorials, workshops and seminars.

49. Staff development is fostered by a regular review and appraisal system, with particular support and mentoring for new staff. Attendance at relevant courses run by the University teaching and staff development unit is obligatory for new lecturing staff and also for those taking on new management roles. More generally, the School actively seeks to promote the development of teaching skills, and academic and pastoral support skills of all staff, including GTAs. It runs development away days for all staff; it encourages staff to attend training courses and it funds study leave and conference attendance.

50. The self-assessment document is well structured but mainly informative rather than evaluative. However, the overall subject review evaluation is being fed into the current internal review of the economics programme. There is a general ethos of enthusiasm for improvements in curriculum and teaching method development through the sharing of information and ideas, encouraged by the activities of the School's teaching quality officer and supported by evidence of staff take up of development opportunities and implementation of new developments.

51. This aspect makes a full contribution to the attainment of the stated objectives. The aims set by the subject provider are met.

#### **Quality Management and Enhancement: Grade 4.**

#### **Conclusions**

52. The quality of education in economics at the University of Nottingham is approved. All aspects make a full contribution to the attainment of the stated objectives and the aims are met. The reviewers come to this conclusion, based upon the review visit together with an analysis of the self-assessment and additional data provided.

53. The positive features of the education in economics in relation to the aspects of provision include the following:

- a. The coherence, progression and flexibility of the curricula and the balance between core and optional modules (paragraphs 9 to 15).
- b. The high quality and analytical rigour of the modules (paragraph 11).
- c. The wide range of options available to students, which reflect the research activity of staff and ensure currency of content (paragraphs 11; 12; 14; 15).
- d. The very high quality of much of the teaching observed (paragraph 18).
- e. The extent and quality of feedback on assessments (paragraph 20).
- f. The high quality of students enrolled (paragraphs 23; 24).
- g. The overall excellent progression and achievement of students (paragraphs 25 to 27).
- h. The comprehensive student support and guidance systems (paragraphs 29 to 34).
- i. The friendliness and approachability of staff and the excellent staff-student relationships (paragraph 34).
- j. The overall high quality of learning resources (paragraphs 36 to 42).
- k. The information technology facilities, particularly those for open-access and the extent of on-line material (paragraphs 38; 39).
- l. The overall quality management and enhancement system and its pro-active nature (paragraphs 44 to 50).
- m. The systems for staff development (paragraphs 48; 49).
- n. The overall ethos in the School for continuing improvement of the curricula and their delivery (paragraph 50).