Year of entry: 2022/23

Programme Specification

1	**Awarding body**	University of London						
2	**Teaching Institution**	**Birkbeck College**						
3	**Programme Title(s)**	**PG Cert Econometrics**						
4	**Programme Code(s)**	TPCEMNTC_C						
5	**UCAS code**	N/A						
6	**Home Department**	Economics Mathematics and Statistics						
7	**Exit Award(s)**	N/A						
8	**Duration of Study** (number of years)	1						
9	**Mode of Study**	FT		PT	✓	DL		
10	**Level of Award (FHEQ)**	Level 7						
11	**Other teaching depts or institution**	N/A						
12	**Professional, Statutory Regulatory Body(PSRB) details**	N/A						
13	**QAA Benchmark Statement**	N/A						

14	**Programme Rationale & Aims**
	The Postgraduate Certificate in Econometrics programme provides advanced training in econometrics using modules available on the MSc in Economics. On completing this programme, students should • be able to read and provide a critical interpretation of the econometric literature; • be able to formulate propositions, test them using quantitative techniques and report their conclusions; • be able to conduct an independent research project and produce a project report; • have developed an understanding of the process of modelling – making abstractions that yield analytical simplicity while retaining key features of the problem at hand – for analysing issues in economics.

15	**Entry Criteria**
	A second-class honours degree (2:2) or above, or its equivalent, in either a directly relevant or a highly quantitative subject, or an equivalent qualifications such as a merit on the Birkbeck Graduate Diploma. It is assumed that students admitted to the programme are already familiar with introductory statistics and econometrics and are familiar with the mathematical pre-requisites including matrix algebra. Students must pass the Quantitative Techniques course in September to progress on the programme.

16	**Learning Outcomes**
	To gain the qualification the learner will have demonstrated separately the skills specified in the objectives/learning outcomes for approved modules in the programme. These will ensure that they have

	1. Understanding of the basic mathematical and statistical techniques required for studying Econometrics at the Masters level. 2. Derive standard estimators (OLS, ML, and GMM) and tests, understand their properties and be able to use them in practice. 3. Develop and analyze basic univariate and multivariate time-series models for integrated and co integrated data and know how to choose between alternative models. **Intellectual** 4. The ability to think in a structured manner about economic issues. 5. The ability to interpret abstract material couched in formal language into economics. **Practical** 6. The ability to use standard econometrics packages and interpret their output. 7. The ability to collect and interpret data. **Personal and Social** 8. The ability to study independently. 9. The ability to learn from a wide range of sources including journal articles. 10. The ability to transfer knowledge from one context to another. 11. Self motivation, time-management and organization

17	**Learning, teaching and assessment methods**
	The primary constraint facing most of our students is time. At the same time, our courses cover large amounts of formal material. Given the binding time constraint facing students, as well as the formal content of courses, a teaching method that utilizes "chalk-and-talk" gives lecturers the opportunity to clarify each step in complex derivations, react instantly to clarificatory questions, tether discursive concerns, and vary the pace of delivery even within a lecture to suit the level of complexity of the material as well as the level and degree of preparedness of students. This results in delivery of the material in a manner more effective than teaching methods principally reliant on guided self study, and distance learning, as well as other student-centred and student-led methods primarily employing group discussion sessions, or student presentations. We have therefore adopted lectures as the principal pedagogic device. However, while lecturing is the primary method, it is by no means the only one. An important aspect of learning, especially in the core courses, involves solving problems. This is often crucial in ensuring effective learning of theoretical material. To this end, classes support lectures, and discuss solutions to problem sets. Except where a particularly appropriate textbook serves as a substitute, courses make use of substantial hand-outs designed to help digest material for busy students. Specific directions to texts, or extensive lecture notes also help students to obtain a clear idea of material covered in a particular lecture. Lectures also specify precise objectives at the outset. This knowledge is also particularly helpful in calibrating oneself with the state of the course if work commitments force absence at a previous lecture. Regular coursework and a variety of assessment methods are also designed to be formative and promote learning. Workstation sessions allow students to gain practical experience for themselves in the analysis and modelling of data. They are therefore self-paced and very informal. Students

	work individually using detailed guidance notes and discuss their results and any difficulties amongst themselves and with the members of staff present to provide tutorial assistance. The compulsory project is a substantial investigation giving students an extended opportunity to combine their theoretical knowledge with practical skills of data analysis, statistical modelling and computing. An important ingredient of learning is private study. Apart from providing reading lists, the programme requires students to produce independent project work, aiding development of analytical, quantitative as well as written communication skills. Course content as well as lecturing style of individual lecturers evolves through feedback from student learning experiences. The principal routine feedback channel is a half-termly meeting with student representatives elected from both full time and part time groups. Each course is also evaluated by students through completion of a course assessment form. Lecturers also submit their own assessment of the course as well as that of student evaluations. Comments from external examiners form a further important ingredient in the process of evaluation of individual courses as well as the structure of entire programmes. Programme directors are responsible for collating feedback, identifying problems, making recommendations to department meetings, and describing consequent actions in the annual programme reports.

18	**Programme Description**
	Students begin the programme in September with a short, intensive course (three evenings each week) to review basic techniques in statistics and mathematics. They take a series of examinations to test their ability in these subjects. Passing these exams is essential to proceed with the programme. The main econometrics course lasts through Autumn term (two evenings each week) and Spring term (one evening each week). The examination for this course comes in two parts, one in January and the other in May/June. They also submit a written project report for this course. In addition, students must choose one of two optional courses, with examinations in June.

19 **Programme Structure**

Part Time programme

Year 1

Level	Module Code	Module Title	Credits	Status*
7	BUEM007H7	Quantitative Techniques for Postgraduate Certificate	15	Compulsory
7	EMEC026S7	Econometrics	30	Compulsory
One 15-credit option chosen from:				
7	EMEC035H7	Advanced Econometrics	15	Optional
7	BUEM033H7	Forecasting Economic and Financial Time Series	15	Optional

Status*

CORE – Module must be taken and passed by student; COMPULSORY – Module must be taken, mark can be reviewed at sub-exam board; OPTIONAL – Student can choose to take this module

Year of entry: 2022/23

20	**Programme Director**	Prof Ron Smith
21	**Start Date** ***(term/year)***	Autumn 2008
22	**Date approved by TQEC**	Spring 2008
23	**Date approved by Academic Board**	Summer 2008
24	**Date(s) updated/amended**	February 2019