**BA (Hons) Economics**

**Business, Law and Social Sciences**

**Department of Strategy, Marketing and Economics**

## Section One

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| Programme Philosophy | |
| Economics is a fantastic subject that is highly regarded by employers for the knowledge and skills it gives graduates. It is also an incredibly important subject, notable for the fact there is a Nobel Prize awarded for research into it. At BCU we have designed our three economics programmes to be practice-based in order to prepare you to work as an economist. In these degrees you will continually relate economics to real world issues that affect businesses and policy-making. The subject and fields within it (such as financial economics and business economics) are concerned with what we produce, how we produce it, and for whom. People make choices; but there are also limits to the resources they have. As consumers, you spend your incomes in order to purchase the goods and services which will make you most satisfied. Firms try to use their resources as wisely as they can, in order to make profits for their shareholders, grow or innovate. And governments use their limited monies, allocating it, for example, between health, education, social welfare and defence, to try and satisfy the electorate. Economics is, therefore, fundamental to understanding society.  The BA (Hons) Economics programme prepares you to work as an economist, or in a related role which is concerned with the allocation of resources. Economists work in a number of settings: they work in government departments, in local government, in firms and organisations, and in the financial services industry (for example forecasting). Economics graduates are well paid, and the suite of programmes on offer at BCU gives you a range of options dependent on the kind of career you want. The BA (Hons) Economics is especially interested in the role of government. In contrast, the BA (Hons) Business Economics prepares you for work in industry, and the BA (Hons) Financial Economics offers a solid foundation for working in banking or other financial services jobs.  In developing our programmes we have been mindful of the kind of skills you will need. We will introduce you to how to “think like economists”. Economic theory provides you with these conceptual tools, which have developed over many years, from Adam Smith — the face on the back of a £20 banknote — to Karl Marx, John Maynard Keynes and Milton Friedman (Nobel Prize winner, 1976). But, as anyone who knows anything about these great thinkers knows, they disagreed. One distinctive feature of our BA (Hons) Economics is that we will lay bare these disagreements, especially in regard to the size, role and actions of government, as it pertains to business and society. We will also introduce you to a range of methods — both quantitative and qualitative — which will allow you to investigate how the economy actually works.  In this programme we will explain how economics, as a discipline, developed through different periods. We will also examine the different ways of practicing economics through exploring its methods of analysis. These are important since they lie at the heart of understanding and explaining how the economy works, using quantitative and qualitative data. We also want you to be able to articulate, communicate and present economic arguments to non-specialist audiences. In so doing we will prepare you to attain employment as a career economist.  This exciting and new suite of programmes is delivered from a forward-thinking and growing business school at the heart of the UK’s second city. Economics provides modes of thought which have practical applications in business and society. And, in this regard, it is an essential social science which stimulates and enthuses the economics staff at BCU. The importance of economics as a discipline is something which we hope to demonstrate to you as you study with us. | |
| Programme Aims This section articulates the programme aims framed by the five themes of the Academic Plan and Section 3 of the QAA Subject Benchmark Statement: Economics (July, 2015). | |
| 1. Pursuing Excellence | The programme will provide you with education and training in economic concepts, theories, ideas and tools, and their application to a wide variety of economic problems. It aims:   * To stimulate you through the study of economics and foster an understanding of its application to a range of problems in a variety of contexts. * To foster an understanding of alternative approaches to the analysis of economic phenomena, including different methodological strategies and scholarly traditions. |
| 1. Practice-led, knowledge-applied | In studying economics we aim to provide you with a solid foundation about the workings of economic systems and to develop the relevant skills for the constructive use of that knowledge in a range of settings. Specifically, the programme aims:   * To enable you to develop the ability to apply economic knowledge and skills to the solution of specific theoretical and applied problems. This will utilise appropriate tools of analysis to address issues and problems of economic policy. * To provide you with the analytical skills and an ability to develop simplifying frameworks for studying the real world. * To foster in you an appreciation of the appropriate abstraction levels required to study a range of economic issues. The specific assumptions that guide simplification will be explored. |
| 1. Interdisciplinarity | The programme will locate economics within the context of other social science and business disciplines. It aims:   * To generate an appreciation of the economic and welfare dimensions of wider social, political and environmental issues. * To foster understanding of the development of economics, assimilating knowledge from other social science disciplines. |
| 1. Employability-driven | In preparing you for employment as economists, or in relevant related fields where your subject knowledge and analytical methods are useful, we aim:   * To provide you with the understanding and analytical skills expected from a work-ready graduate. * To develop a range of transferable skills that will be of value in employment and self-employment. * To provide you with the knowledge and skill base so you can proceed to further studies in economics, related areas, or in multidisciplinary areas that involve economics. |
| 1. Internationalisation | In the increasingly globalised world this programme aims to explore and articulate its complex nature. Specifically, we will seek:   * To investigate how globalisation influences all aspects of household, organisational and national activity, and the consequences of these interactions for sustainability. * To examine global linkages and economic interactions between nation states and international economic institutions. |

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| Programme Learning Outcomes |
| On successful completion of this programme you will demonstrate:   1. A critical understanding of theoretical and model-based analytical methods. 2. An appreciation of contemporary and historical schools of economic thought, and of the differing methods of analysis that have been, and are, used by economists. 3. An ability to apply economic reasoning to applied topics. 4. An ability to relate differences in economic policy recommendations to differences in the theoretical and empirical features of economic analysis that underlie such recommendations. 5. An ability to discuss, analyse and evaluate government policy and to assess the performance of the UK, other national economies, and of the global economy. 6. An understanding of verbal, graphical, mathematical and econometric representation of economic ideas and analysis, including the relationship between them. 7. Appropriate techniques to enable manipulation, treatment and interpretation of the relevant quantitative and qualitative data. 8. An ability to articulate, communicate and present economic arguments to both specialist and non-specialist audiences.   These learning outcomes are consistent with Section 4 of the QAA Subject Benchmark Statement: Economics (July, 2015).  The programme learning outcomes are achieved by successively building up knowledge and understanding of the theories, methods and applications of economics. This is in line with the programme philosophy whereby we ensure that successful students can make an immediate impact on the world of work whilst possessing the conceptual and methodological understanding to make a long term difference. In developing knowledge and understanding you will develop your skills as an economist through the successive levels of study. The level learning outcomes for the BA (Hons) Economics are as follows.  On successful completion of level 4 you should be able to demonstrate:  L.4.1. Knowledge and understanding of economic theory, principles, concepts and business operations.  L.4.2. Familiarity with the quantitative and qualitative methods and techniques of economics within a wider social and business context.  L.4.3. Acquisition of key transferable skills essential to a career as an economist.  L.4.4. Productive application of acquired economic knowledge and transferable skills within defined social and business environments.  On successful completion of level 5 you should be able to:  L.5.1. Apply economic reasoning to increasingly complex policy issues.    L.5.2. Identify and explain the underlying motivation for the actions of economic agents, including households, individuals, organisations and government.  L.5.3. Demonstrate understanding of the methodological approaches used in macro and microeconomics, applying formal logic and empirical insight into the investigation.  L.5.4. Exhibit knowledge and understanding of the evolution of economic ideas in historical context.  In the final year you build upon previous learning and should, additionally, be able to:    L.6.1. Utilise economic knowledge, understanding and skills to critically evaluate and formulate evidence-based arguments, identifying solutions to both defined and uncertain economic events and problems.  L.6.2. Compose and construct effective methods of communicating economic concepts and other relevant work accurately and reliably using a range of specialist techniques and practices.  L.6.3. Apply professional skills in contexts where the scope of the task and the criteria for decisions are generally well defined, but where some personal responsibility and initiative is required.    L.6.4. Utilise and apply professional and academic skills to create, justify and forecast compelling economic policy solutions. |

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| Programme Learning, Teaching & Assessment Strategy |
| The course has been developed to incorporate self-managed learning and prepare you for an increasingly complex, dynamic and ambiguous international economic environment. This approach will facilitate an appreciation of the interrelationships both within and external to the organisation. It is a powerful approach dealing with problem solving in a holistic way, empowering students to achieve their full potential. The progressive development of the learning outcomes across the three levels can be clearly traced in the module specification templates.  There are a range of learning and teaching approaches, activities and experiences that the BA (Hons) Economics will offer. This is aligned to the assessments and types of feedback and feedforward you will encounter and how these will support your continuous learning throughout the programme. Our approach to teaching, learning and assessment is a partnership which seeks to develop the skills and attributes you require to work in a professional environment.  A variety of delivery approaches will be utilised throughout the programme to manage the learning process, including: lectures; seminars; tutorials; workshops; peer teaching and learning; project-based learning; experiments; games; and, technology-enabled learning. Blended learning is adopted, using a mixture of face-to-face education with online and independent study. Face-to-face sessions will vary in format including large, medium and small group interactive sessions and workshops. In preparing you for work you will be expected to arrive at sessions fully prepared and willing to participate throughout. The application of key concepts during lectures and workshops are developed further during seminars and self-directed study. Two of the characteristics employers want from you are the “soft skills” acquired through interacting effectively in groups, and the ability to work independently. This profile of teaching and learning strategies embedded in each module therefore prepares you for the world of work by inculcating these transferable skills.  As a practice-based course, sessions will often involve the application of academic concepts and themes to real world scenarios and case studies using actual data. In developing your research skills you will frequently have to derive, source and extract this data. Case studies will also be used to explore concepts applied to real-world scenarios. Experiential learning is encouraged via project-based assignments. Analysis, synthesis and evaluation are developed as themes throughout the programme and online delivery will also be provided via the University’s virtual learning environment (Moodle). This provides electronic copies of materials used during face to face sessions, and the virtual learning environment will facilitate engagement with additional content including eLearning packages, quizzes and discussion forums. Modules will require students to engage with online study to prepare for, participate in, and further develop the necessary employability skills.  These approaches to the learning process are supported by appropriate resources including access to economic data, such as the Office of National Statistics database, the Bloomberg Trading Room (utilising near-live data), further information technology-based resources, and written materials. The use of such resources encourages your active learning and the ability to select and make appropriate use of supporting evidence. In particular, by using these resources in an active way, you will develop problem-solving skills and higher-order skills of reasoning and analysis, as well as exploring information, and drawing appropriate policy conclusions.  A wide variety of assessment methods are used and throughout the programme you will be expected (with the appropriate support) to deliver both individually and in groups. You will prepare substantial research project reports, policy reports, presentations (oral and poster), essays, project plans, exams (of various types) and research proposals. This balanced approach to assessment furthers the programme aim to develop progressive graduates, as well as employability and other transferable skills within a relevant economic context. For example, the ability to undertake a substantial piece of relevant policy research (e.g. the level 6 Integrated Business Research Project) would prepare you for work as an economist in the Government Economic Service, and poster presentations are also used as methods for disseminating economics research.  Feedback will be provided on a formative basis during structured and semi-structured sessions, and staff will assist in practical work being undertaken. More formal feedback on coursework will also be available from your tutors at appropriate times throughout the programme. In addition to examination marks, generic feedback on examination will be provided via the virtual learning environment, and individual feedback on examinations will be available on request from tutors, in one-to-one sessions.  Learning and teaching on the course is supplemented by:   * Initial Induction. This includes preparation for learning, teaching and assessment, and VLE resources for each level of study. * Course handbook. This will contain supporting guidance on course structure plus learning, teaching and assessment guidelines. * Module handbooks. These contain key learning materials, and formative and summative assessment tasks. * Work placement lectures. This structured series of lectures are delivered by the employability and placement team during level 5, and they will orientate you to work placements, and support you in finding suitable opportunities. * Volunteering or study abroad. This series of lectures will be delivered by the International Office and Study Abroad team during levels 4 and 5 to orientate students to opportunities to study or volunteer abroad, with support in making study abroad applications.   Throughout the programme, you will receive assistance for your own development through personal tutors and co-curriculum activities including dedicated employability challenge weeks and extended induction and transition programmes. You are encouraged to identify and, with guidance, reflect on your own learning needs and are offered the following support as appropriate to meet those needs:   * Personal tutors for academic and personal support and guidance. * Module tutors and lecturers are available for individual student support and guidance. * Academic study skills from Learner Support tutors. * Business English support. * Course administrators. * Employability Office. * Student services (ASK) including Careers, Disability Services, health and child care, financial advice and Counselling Services.   These are part of the BCU community and we will work with you as co-producers of knowledge and understanding. To increase the employability of our graduates, co-curriculum activities will be implemented utilising the BCU Graduate+ framework that is designed to augment the subject based skills that students develop through their programmes with broader employability skills and techniques to enhance their employment options when they leave university. This need has been identified by a number of reports including the McDonalds’ report (2015): ‘The value of soft skills to the UK economy’.  By the end of your undergraduate studies, a BCU graduate will:   * Be a creative problem-solver; * Be enterprising; * Be professional and work-ready; * Have a global outlook.   These are the four BCU graduate attributes and each are embedded throughout the undergraduate curriculum. Embedding of graduate attributes within the programme is done through learning and assessment activities within the modules, as indicated in the module specification templates. Graduate attributes are reinforced through the extended induction and transition programme, delivered at levels 4, 5 and 6. In more detail:   1. The creative problem-solving attribute is developed formatively and summatively throughout the programme, primarily through tasks which require creative and critical thinking as well as the ability to apply theory in practice and active problem solving. 2. The enterprising attribute is developed formatively and summatively assessed throughout the programme, primarily through tasks which require an opportunistic outlook and resource identification skills. These elements are identified within module specifications where they apply. 3. The professional and work-ready attribute is developed and assessed throughout the programme, developing students’ soft skills such as being digitally literate (see the use of digital media in various module specifications, including use of software packages for organising and presenting work). Likewise communication, teamwork and collaboration and planning skills (including individual and group presentations, reports, portfolios, posters and podcasts) are implicit in assessments. 4. The global outlook attribute is an integral part of all elements of the BA (Hons) Economics programme. Modules will have an explicit focus via teaching and assessment on understanding the business environment in an international context, with a view to understanding international organisations, global economic policies and practices. |
| The Whole Experience We recognise that there are key aspects to every programme that need to be addressed to ensure we are inclusive, holistic and open about how your programme fits into your wider university experience and your ambitions for your future. Below are statements of intent to explain how you will experience these critical learning themes. Each section offers a brief explanation of the theme, why it is important, and how your programme addresses these.   * **Widening Participation** * **Inclusivity** * **Information & Digital Literacy** * **Sustainability & Global Citizenship** * **Student Engagement** * **Partnership Engagement** * **Induction & Transition** * **Progression & Retention** * **Support & Personal Tutoring** * **Personal Development Planning** * **Employability (incl. Birmingham City University Graduate Attributes)** |

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| Widening Participation Higher education has a vital role in improving social mobility and BCU’s Strategic Plan highlights the importance of our responsibilities in regards to supporting economic, social and cultural improvement in the city region. We are committed to providing access, and facilitating retention and progression if you come from a disadvantaged background or underrepresented group. We do this by forging strong relationships with local colleges and schools, providing defined and clear progression routes to facilitate lifelong learning. The Schools and Colleges Liaison Team plays an important role here in ensuring that you are attracted to the right programme, regardless of your background. They work proactively with schools and colleges to provide master classes and campus visits. In the Faculty, our open days provide plenty of encouragement for applicants from all backgrounds to access the University and we provide bursaries to support you if progressing from our partner colleges and schools. We try to deliver our programme flexibly to help you if you have family or other commitments. We also go to great efforts to support you during your time at BCU. You are allocated a personal tutor and students can access a range of additional support through ASK, the University's integrated and confidential student enquiry service. Essentially, ASK is a one-stop-shop for student queries, linking you with advice on health and wellbeing, careers, finances, visas, and student records.  Through our personal tutor programme we help you to achieve your potential, progressing through the course. At key points in the academic year and through your studies our students have the chance to choose degree route and options. Help and guidance is given to ensure that all students embrace the flexibility of the suite of the programmes to meet your career aspirations. Inclusivity We make every effort to ensure that BCU is an inclusive environment, where explicit consideration is given to the full diversity of you, our students. We provide an environment which is compliant with the requirements of the Equality Act (2010). Our curriculum is designed to ensure that you will succeed to your potential, regardless of any protected characteristics (disability, sexuality, religion, gender and/or other socio-cultural identities). Most importantly, we recognise that diversity leads to a richer learning experience for all. Where required, and where possible, learning and teaching can be adapted to your specific needs, through the adaptation of delivery and teaching materials. Information & Digital Literacy JISC define digital literacies as those capabilities which fit an individual for living, learning and working in a digital society. As a student, you are expected to have high levels of digital & information literacy both at University and outside: it is an essential ‘life skill’ to be able to access, process and assimilate information in the broadest sense. The ability to articulate that information and to construct new understanding is also critical to graduate success. Through the BA (Hons) Economics programme, you are encouraged to recognise different types of information and resources, to develop your ability to question the validity of that information or resource, and to recognise the importance of both print and online resources to facilitate development of your own knowledge.  Through the use of specific modules such as the level 4 Professional Development module, as well as the module in Business Analysis, Methods and Techniques, you will have the opportunity to consider the importance of your digital understanding and create content and artefacts that showcase your skills. You will use appropriate tools and software — such as MS Excel, SPSS, and MS Movie Maker — to create material that evidences proficiency in industry standard applications. Sustainability & Global Citizenship BCU is committed to integrating sustainability into the curriculum. The notion that we should all seek to find ways to reduce waste, increase recycling, and lower levels of environmental impact will be familiar, but this is a narrow view of sustainability. The United Nations define global citizenship in education as enabling students to develop the attributes, behaviours and skills needed to work and live in a way that safeguards ecological, social and economic wellbeing, both in the present and for future generations. The normative basis of these issues will be explored in the BA (Hons) Economics. We encourage you to live and work more sustainably whilst recognising the impact your decisions and actions have on the local, national and global communities to which you belong. We have made a commitment as an institution to create graduates with a global outlook (“Graduate Attributes”) and each of our programmes will now include an internationalised programme aim: the inclusion of sustainability within that is a logical connection. The Faculty and Programme demonstrates internationalisation by:   * *Using cultural and international experiences or knowledge as a learning resource.* * *Encouraging intercultural experiences, partnerships and collaborations.* * *Contributing to international scholarly activity and knowledge exchange.* * *Embedding and debating global exemplars and perspectives in the curriculum.* * *Providing and promoting a range of accessible opportunities for international and intercultural learning.* * *Facilitating ongoing intercultural and international dialogue and partnerships.* * *Proactively developing inclusive learning outcome, practices, skills, and/or attitudes appropriate for diverse societies, culture and individuals.* * *Using flexible and inclusive approaches that appreciate and respect individual differences in knowledge, education and culture.*  Student Engagement BCU is renowned across the sector for its commitment and approach to student engagement, which aligns with aim 5 of BCU’s Strategic Plan which states ‘we will become recognised as the sector leader for student engagement’. We are committed to the notion that your full participation in all aspects of University life facilitates a more coherent, active and vibrant learning community, which increases the sense of ownership of your learning experience (both on the BA (Hons) Economics and at the institutional level) which, in simple terms, leads to better student satisfaction levels. For example, there are significant opportunities for you to participate in OpportUNIty student engagement initiatives, which operate through a partnership between the University and Students’ Union. The aim is to enable you to work as co-designers and collaborators with staff on projects that strengthen the development of the University learning community and enhance the student experience. This includes offering support for Student Academic Partner [(SAP)](https://icity.bcu.ac.uk/celt/student-engagement/SAP-Projects) projects and for initiatives relating to Student Academic Mentoring [(StAMP)](https://icity.bcu.ac.uk/celt/student-engagement/StAMP-Projects).  Our [Student Engagement Policy](https://icity.bcu.ac.uk/Notice/Student-Engagement-Policy) gives further insights into the University's expectation of what engagement should look and feel like for you at both undergraduate and postgraduate level.  Programme mentors are also in place, providing a valuable learning resource for you, and benefits for all stakeholders. For the employed mentors it strengthens their interpersonal, communication and team working skills which will aid their employability through these enhanced softer skills. For the mentees, they have a peer that is appreciative and knowledgeable of the issues they face. The mentor is an individual who can provide guidance so that that students can be successful. This partnership aids attainment, helping you to realise your potential.  In addition you will undertake co-curriculum activities on the BA (Hons) Economics programme such as study trips, internships and placements. These provide you with the opportunity to work with a wide variety of organisations, with the projects equally valued by both students and the organisations alike. This opportunity aids your employability, enhances your learning and improves your confidence. Partnership Engagement Engagement with partners is a key BCU priority which features strongly in BCU’s 2020 Strategic Plan. You are our partners, as are the wider educational community, and external stakeholders such as employers. Through our partnership working, we aspire to be recognised in the region as a collaborator supporting economic, social and cultural improvement in the city region. You are our most important partners and we try to involve you in every level of decision making within the University. We are committed to building on the strong partnerships with education providers in the city and region and try to be pro-active in developing relationships with our local schools and colleges. Employers are also valued partners, advising us on our curriculum developments, providing work experience opportunities for you and contributing to your learning and teaching activities. Our overseas partnerships often result in opportunities for you to mix with students from different countries and to gain different perspectives, as well as opportunities to undertake a period of study overseas. Induction & Transition Coming to University for the first time is exciting but it is also very different from attending school or college. We know that some of you struggle to adjust to the freedom and independence of University education but our induction and transition support helps you to adapt to the different experiences you will have, enabling you to develop independent learning skills that enable you to be successful on your programme and prepare you for graduate level employment or further study. To help you settle in, the University runs a detailed programme that helps you with the following:     * *A range of pre-programme activities that allows new students to meet their teaching team and fellow students.* * *Identification of support mechanisms to aid transition.* * *Social activities.* * *Tailored programmes for level 5 and level 6 to address specific issues such as placement support, career planning.* * *Identification of resources to prepare you for autonomous learning and help you to set short, medium and long-term goals for you own academic and personal development.*  Progression & Retention We want all students to succeed to their potential so that your stay at BCU is successful and progress through the different stages of your programme. We try to provide the best learning and assessment experiences we can to help you achieve this. Your education is a partnership. We can provide you with learning materials, guidance and stimuli, but you won’t succeed unless you engage with the University and take full advantage of everything it has to offer. For this reason, we do monitor your attendance and try to help if we notice you are not attending regularly. To help students a series of measures are in place for all programmes. This include, but are not limited to:   * *Proactive monitoring of engagement through attendance and participation.* * *Specified personal tutor review meetings.* * *Peer support through the mentor programme.* * *Tutorial support for all modules.* * *Emphasis on the importance of pastoral care amongst all staff.*  Support & Personal Tutoring Every student has a Personal Tutor. The personal tutor is there to provide with advice you on your academic progress and, should you experience personal problems, they can direct you to additional help, if you need it. You can expect to meet your Personal Tutor for formal meetings three times a year but he or she will also be available if you need additional help or guidance. In addition, every School also has a Student Success Adviser, a recent graduate who has also experienced life as a BCU student. If you are having any problems, your Student Success Adviser can also help you. The University as a whole offers an array of support, such as the Centre for Academic Success, careers, child care, finance/money matters, health and wellbeing, visas and immigration, and student mentoring. All of these services can be accessed direct or via our ‘one-stop-shop’, ASK. Personal Development Planning Personal Development Planning (PDP) enables you to be in control of your own future by reflecting on your progress so far and making changes for the future. At BCU, we provide structured opportunities for you to become more self-aware, more aware of how to learn and how to improve personal performance. Thus you are better able to cope with the transition to your chosen career. The suite of economics programmes allows you, our students, to choose a specialism that not only aids employability but also caters for your interests. In addition all Programmes have an optional placement year.  **Employability (incl. Birmingham City University Graduate Attributes)**  The BA (Hons) Economics programme aims to provide graduates with a set of attributes which prepare them for their future careers. The BCU Graduate is:   * *Professional and work ready;* * *A creative problem solver;* * *Enterprising;* * *Has a global outlook.*   The Faculty of Business, Law and Social Sciences is committed to practice-led learning and teaching that will give you experiences of the world of work through a range of activities which include work placements, voluntary work, live projects, economics problem-solving case studies, visits to businesses and economic institutions. These experiences will contribute towards the BCU Graduate Attributes that will prepare you for graduate level employment.  In addition, the University has introduced the BCU Graduate+ programme, which is an extra-curricular awards framework. This is designed to augment the subject-based skills that you develop through the BA (Hons) Economics with broader employability skills and techniques that will enhance your employment options when you leave university. The key components of the programme are:   * *A personalised approach for each student.* * *Each student completes a range of activities and builds CPD points towards completion of the award.* * *Recognised activities to include cross-University opportunities, career development, ‘employability’ activities delivered within faculties, part-time work experience, volunteering and community action.* * All elements will be clearly linked to the University’s new Graduate Attributes. Employability is embedded throughout the programme as well and is linked to every single module; indeed, it is a core ethos of the BA (Hons) Economics as evidenced in the programme philosophy, approach to teaching and learning, as well as underpinned by co-curriculum activities. |

## Section Two

This section addresses the key regulatory and quality assurance requirements for validation. The programme learning map tracks the programme level learning outcomes, credit structure and (where appropriate) KIS data, assessment and feedback scope and forms, module delivery mode and module learning outcomes, and any exit awards that are possible from the programme.

**Programme Overview**

The programme is part of a suite of programmes which includes the BA (Hons) Business Economics and the BA (Hons) Financial Economics. A feature of these programmes is that they offer you the opportunity to deepen your understanding of the subject at level 4, enabling you to transfer to a specialised programme should you wish. This will reflect your career aspirations or interests. For example if you wish to work as an economist in national or local government you may be best suited to pursue the BA (Hons) Economics whereas if you wish to work as an economist in the financial services industry you would be better taking the BA (Hons) Financial Economics). If you start on the BA (Hons) Economics or BA (Hons) Business Economics and wish to keep the option of transferring onto the BA (Hons) Financial Economics you will need to take the option “Introduction to Management Accounting” in the first year.

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| Level 4 | Level 4 Induction – 2 weeks | | | |
| S1 | Professional Development | Business Foundations | Principles of Economics |
| S2 | Business Analysis, Methods and Techniques | OPTION | Applied Economics |
| Level 5 | Level 5 Transition Programme - 2 weeks | | | |
| S1 | Microeconomics | Political Economy | Contemporary Business: Practice and Solutions |
| Optional International Exchange | | |
| S2 | Macroeconomics | OPTION | OPTION |
| Optional International Exchange | | |
| Work Placement | | | | |
| Level 6 | Level 6 Transition Programme - 2 weeks | | | |
| S1 | Advanced Economic Theory | Integrated Business Research Project | The Economics of Trade and Development |
| S2 | OPTION | OPTION |

**Table 1:** BA (Hons) Economics Programme Structure

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| **Level 4 Options**   * Introduction to Management Accounting\* * Marketing Foundations | **Level 5 Options**   * Creative Problem Solving * Econometrics * Ethics, Corporate Governance and Law | **Level 6 Options**   * Business and Economic Forecasting * Labour Economics * One Planet Business |

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| **Level 4** Core Modules | **Core A**  **Professional Development** | **Core B**  **Business Foundations** | **Core C**  **Principles of Economics** | **Core D**  **Business Analysis, Methods and Techniques** | **Core E**  **Applied Economics** |
| Credit level (ECTS value) | 20 (10) | 20 (10) | 20 (10) | 20 (10) | 20 (10) |
| Study Time (%) S/GI/PL | 30:70:00 | 30:70:00 | 30:70:00 | 30:70:00 | 30:70:00 |
| Assessment method | An individual electronic page | Individual Patchwork | Individual Computer-based Moodle Patchwork | Computer-based Portfolio of Coursework | Patchwork (Individual report -70%; Group presentation -30%) |
| Assessment scope | 3000 words | 3000 word patchwork assessment | Two in-class Moodle quizzes of 45 minutes each | 6 elements (comprise text and output from commercial software and data) equivalent to 3000 words | 2000 words  7-8 minutes |
| Semester | 1 | 1 | 1 | 2 | 2 |
| Assessment week | 15 | Throughout the module | 15 | 15 | 15 |
| Feedback scope | Written | Written | Written | Written | Written |
| Delivery mode | Standard blended | Standard blended | Standard blended | Standard blended | Standard blended |
| Learning Outcomes | Undertake an audit of skills and capabilities, reflecting on the outcomes and engage with a programme of professional development | Explain the complimentary roles of the key functional areas of marketing, operations, and finance within a given organisation | Show knowledge and understanding of basic economic principles, theories and models. | Present data and text in a logical and robust way. | Describe real world economic problems |
| Become more effective in the use of the systems and software necessary for study and valued by employers | Describe how a business creates value from its inputs through to its outputs | Analyse contemporary economic issues and problems applying relevant economic theory. | Perform appropriate statistical and mathematical calculations relevant to business and economics, correctly interpreting the results. | Identify the appropriate model for reviewing economic problems |
| Evidence skills in the context of professional development and evaluate impact. | Reflect on personal academic and professional development needs | Understand how the economic environment shapes the activities and performance of businesses. | Demonstrate proficiency in the use of commercial software packages to investigate and provide insight into business problems. | Utilise economic models to provide insight and recommendations into economic issues |

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|  | n/a | Apply key transferrable skills to experiential business situations |  |  | Communicate your understanding of applied economics in the context of a policy based scenario |
| Programme Aim Links | 1🗹 2🗹 3🗹 4🗹 5🞏 | 1🗹 2🗹 3🗹 4🗹 5🗹 | 1🗹 2🗹 3🞏 4🗹 5🗹 | 1🗹 2🗹 3🞏 4🗹 5🞏 | 1🗹 2🗹 3🞏 4🗹 5🞏 |
| Linked PSRB (if appropriate) | N/A | N/A | N/A | N/A | N/A |

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| **Level 4** Optional Modules | **Opt 1**  **Marketing Foundations** | **Opt 2**  **Introduction to Management Accounting\*** |
| Credit level (ECTS value) | 20 (10) | 20 (10) |
| Study Time (%) S/GI/PL | 60:40:00 | 30:70:00 |
| Assessment method | Poster | Business Meeting/Exam (30:70%) |
| Assessment scope | A2 Size | Video of Business meeting (15-20 minutes) & reflective report (1000+/-)/Close book electronic exam (2 hours as requested by professional body) |
| Semester | 2 | 2 |
| Assessment week | 15 | 9 - Business meeting Video & reflective report; exam period – Electronic exam |
| Feedback scope | Audio | Written feedback on reflective report;  A examination report on general; individual feedback is available on specific request |
| Delivery mode | Standard blended | Standard blended |
| Learning Outcomes | Propose opportunities for the creation of value for a range of stakeholders through the application of marketing concepts and practices in a variety of for-profit and not-for-profit organisations | Explain the nature of costs and employ a range of cost accounting techniques in order to account for materials, labour and overheads. |
| Demonstrate transferable skills that are essential to a career in marketing and business, such as creativity, commercial awareness, problem solving and communication | Prepare, interpret and reconcile profit statements using different costing systems. |
| Explain the fundamental role that research into consumer behaviour and decision making plays in enabling effective decision making within a marketing led organisation | Produce a range of budgets for an organisation and discuss the benefits and relevance of budget preparation in decision making. |
| Creatively apply theories and concepts of marketing, such as the marketing mix, strategy and planning and marketing communication towards the solution of a defined marketing problem | Present and interpret information in a range of forms to allow informed decisions to be made. |
| Programme Aim Links | 1🗹 2🗹 3🗹 4🗹 5🗹 | 1🗹 2🗹 3🞏 4🗹 5🞏 |
| Linked PSRB (if appropriate) | N/A | Yes |

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| **Level 4 Programme** | | | | | |
| Entry Requirements and pre-requisites, co-requisites & exclusions | Accreditation of Prior Experience or Learning (APEL) | Study Time Breakdown | | | Exit award(s) |
| 3 A levels BBC or equivalent  At the point of enrolment, students must have GCSE English Language and Mathematics at Grade C or above. Equivalent qualifications will be considered.  No pre-requisites, co-requisites and exclusions. | In line with university, faculty and programme guidelines | **Scheduled** learning and teaching activities  (including time constrained blended or directed tasks, pre-sessional and post-sessional tasks) | | 30% | Certificate in Higher Education  in the following programmes:  - Economics  - Business Economics (if a student on BA Economics route has selected **Marketing Foundations** as an option)  - Financial Economics (if a student on BA Economics route has selected **Introductions to Management Accounting** as an option) |
| **Guided Independent** learning (including non-time constrained blended tasks & reading and assessment preparation) | | 70 |
| **Pl**acement (including external activity and study abroad) | | 0% |
| **Impact of options** (indicate if/how optional choices will have a significant impact) |  | |

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| **Level 5** Core Modules | **Core A**  **Microeconomics** | **Core B**  **Political Economy** | **Core C**  **Contemporary Business: Practice & Solutions** | **Core D**  **Macroeconomics** |
| Credit level (ECTS value) | 20 (10) | 20 (10) | 20 (10) | 20 (10) |
| Study Time (%) S/GI/PL | 30:70:00 | 30:70:00 | 30:70:00 | 30:70:00 |
| Assessment method | Exam | Poster presentation, including an oral defence. | Portfolio | Closed book exam |
| Assessment scope | 1.5 hours | A2 Size | A paper; participation of a Group debate; A reflective paper – equivalent of 3000 words | 1.5 hours |
| Semester | 1 | 1 | 1 | 2 |
| Assessment week | Week 15 | Week 15 | During the module taught period and week 15 | Exam Weeks |
| Feedback scope | Written | Written | Written | Written |
| Delivery mode | Standard Blended | Standard Blended | Standard Blended | Standard Blended |
| Learning Outcomes | Demonstrate knowledge and understanding of microeconomic concepts, theories and models at an intermediate level | Demonstrate familiarity with the work of Smith, Marx, Keynes and Hayek | Choose and apply appropriate conceptual strategic management models and frameworks to analyse differing external environment and organisational scenarios | Demonstrate knowledge and understanding of macroeconomic concepts, theories and models at an intermediate level |

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|  | Apply knowledge to specific situations, using appropriate economic models | Demonstrate understanding of the links between the perspectives of these great thinkers and contemporary (present-day) schools of economic thought | Generate, evaluate and justify specific views for differing organisational scenarios | Analyse macroeconomic problems by selecting appropriate economic models using verbal, mathematical and graphical methods |
| Solve microeconomic problems using mathematical and graphical methods, analyse and evaluate evidence and arguments related to policy recommendations | Outline and apply their theoretical models to the historical events which they investigated | Construct and defend arguments regarding specific Contemporary Issues based on research conducted of an Industry (dynamics, Key Success Factors, etc.) | Derive and calculate main macroeconomic variables from statistical datasets |
| Demonstrate skills to design and critically evaluate public policies | Comprehend and articulate the ongoing relevance of their approaches in national and international context | Discuss knowledgeably current business issues with business managers and demonstrate this knowledge and understanding through an assessed reflective paper | Recommend and evaluate economic policy mix appropriate for a particular scenario |
| Programme Aim Links | 1🗹 2🗹 3🗹 4🗹 5🗹 | 1🗹 2🗹 3🗹 4🗹 5🗹 | 1🗹 2🗹 3🗹 4🗹 5🗹 | 1🗹 2🗹 3🞏 4🗹 5🞏 |
| Linked PSRB (if appropriate) | N/A | N/A | N/A | N/A |

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| **Level 5** Optional Modules | **Opt 1**  **Econometrics** | **Opt 2**  **Ethics, Corporate Governance and Law** | **Opt 3**  **Creative Problem Solving** | **Opt 4**  **Study Abroad** |
| Credit level (ECTS value) | 20 (10) | 20 (10) | 20 (10) | 20 (10) |
| Study Time (%) S/GI/PL | 30/70/00 | 30/70/00 | 30/70/00 | 30/70/00 |
| Assessment method | Individual technical report | Portfolio (Examination -75%; Video Presentation -25%) | An electronic page | Digital Story with accompanying narrative |
| Assessment scope | 3,000 words | 1.5 hours;  5 minutes | An electronic page allows the individual to make choices about the use of multi-media material. | 3000 words equivalent |
| Semester | 2 | 2 | 2 | 2 |
| Assessment week | Week 15 | Week 13-15 | Week 15 | Week 15 |
| Feedback scope | Written | Oral and Written | Oral and written | Oral and written |
| Delivery mode | Standard Blended | Standard Blended | Standard Blended | Standard Blended |
| Learning Outcomes | Understand the econometric analysis involved in the building of linear regression models | Explain how the law determines the validity of contract law and how to manage both termination / breaches and identify the essential elements of the English legal System & tort of negligence | Identify, describe and evaluate a creative approach to problem solving evidencing the management of the creative problem solving process | Examine a disciplinary topic within an international setting |
| Apply the econometric analysis performing appropriate statistical tests. | Differentiate between different types of business organisations and evaluate the law relating to Financing and management of companies | Choose and justify the use of appropriate tools and techniques for creative problem solving, presenting the outcomes that should show imagination and diversity | Reflect on the impact of the international experience on the ‘self’ |
| Appraise the results of regression models run using a statistical software (Stata) | Demonstrate an understanding of management of Directors & employees within a businesses, recognising the consequences of any wrongful and fraudulent activity, from both a governance and legal perspective | Reflect upon the impact of ‘self’ on the problem solving process and how individual creativity can be achieved | Create a digital story suitable for a range of audiences |
| Demonstrate skills in problem solving and technical report writing | Investigate the meaning, theories, structures and rules of corporate governance and ethics and create a report on an aspect of the interplay of governance and ethics |  |  |
| Programme Aim Links | 1 🗹 2🗹 3🞏 4🗹 5🗹 | 1🗹 2🗹 3🗹 4🗹 5🗹 | 1🗹 2🗹 3🗹 4🗹 5🞏 | 1🗹 2🗹 3🗹 4🗹 5🗹 |
| Linked PSRB (if appropriate) | N/A | N/A | N/A | N/A |

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| **Level 5 Programme** | | | | | |
| Entry Requirements and pre-requisites, co-requisites & exclusions | Accreditation of Prior Experience or Learning (APEL) | Study Time Breakdown | | | Exit award(s) |
| 120 credits or equivalent at level 4 with evidence of alignment to learning outcomes | In line with university, faculty and programme guidelines | **Scheduled** learning and teaching activities  (including time constrained blended or directed tasks, pre-sessional and post-sessional tasks) | | 30% | Diploma in Higher Education  in the following awards:  -Economics  -Business Economics (note if a student on BA Economics route has selected a diet of modules aligned to particular pathway they will leave with a diploma in that pathway rather than Economics) |
| **Guided Independent** learning (including non-time constrained blended tasks & reading and assessment preparation) | | 70% |
| **Pl**acement (including external activity and study abroad) | | 0% |
| **Impact of options** (indicate if/how optional choices will have a significant impact) |  | |

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| **Level 6** Core Modules | **Core A**  **Advanced Economic Theory** | **Core B**  **The Economics of Trade and Development** | **Core C**  **Integrated Business Research Project** |
| Credit level (ECTS value) | 20 (10) | 20 (10) | 40 (20) |
| Study Time (%) S/GI/PL | 30:70:00 | 30:70:00 | 30:70:00 |
| Assessment method | Written Exam | Policy Consultation Report | Individual Portfolio (Presentation & Coursework) |
| Assessment scope | 1.5 hours | 3000 words | 15 minutes and 6000 words |
| Semester | 1 | 1 | 1 and 2 |
| Assessment week | Week 15 | Week 15 | Week 30 |
| Feedback scope | Written | Written | Written |
| Delivery mode | Standard Blended | Standard Blended | Standard Blended |
| Learning Outcomes | Appraise and critique modern mainstream economic theory and its usefulness in analysing economic problems | Outline, evaluate and critique the dominant economic theories of international trade. | Identify, determine and justify a disciplinary-relevant project, including its aims, scopes and objectives |
| Calculate equilibrium allocations of economic resources as predicted by advanced economic models | Utilise data from international financial institutions to analyse trade exchanges at both quantitative and qualitative levels. | Self-manage research, including managing the supervisory process and reflecting critically on the work undertaken |
| Differentiate between economic models for the purposes of using them to review economic problems | For different stakeholders evaluate the impact of trade policies on economic growth, distribution and development. | Understanding of how to identify and synthesise the relevant conceptual and methodological techniques from the degree programme, using a range of sources and data, applying them to them to a particular topic, case or organisation |
| Formulate economic models to analyse real economic problems | Assimilate arguments so as to be able to make pertinent policy recommendations. | Show and review the results or the project, including drawing appropriate conclusions and recommendations, and assessing their impacts |
| Programme Aim Links | 1🗹 2🗹 3🗹 4🗹 5🗹 | 1🗹 2🗹 3🗹 4🗹 5🗹 | 1🗹 2🗹 3🗹 4🗹 5🗹 |
| Linked PSRB (if appropriate) | N/A | N/A | N/A |

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| **Level 6** Optional Modules | **Opt 1**  **Labour Economics** | **Opt 2**  **One Planet Business** | **Opt 3**  **Business and Economic Forecasting** |
| Credit level (ECTS value) | 20 (10) | 20 (10) | 20 (10) |
| Study Time (%) S/GI/PL | 30:70:00 | 30:70:00 | 30:70:00 |
| Assessment method | Individual Country report | Case study based examination | Patchwork Computer Based |
| Assessment scope | 3000 words | 1.5 hours | 1500 word equivalent computer-based project; 45 minute Moodle quiz utilising multiple choice and short answer questions |
| Semester | 2 | 2 | 2 |
| Assessment week | Week 15 | Exam Week | Week 15 |
| Feedback scope | Written | Written | Written |
| Delivery mode | Standard Blended | Standard Blended | Standard Blended |
| Learning Outcomes | Demonstrate an advanced and detailed knowledge of the labour market and its institutions | Critically apply sustainable business models, frameworks and practices in order to evaluate the effectiveness of sustainable business strategies aimed at achieving one planet business performance | Understand use of forecasting techniques including Linear Regression models for time series. |
| Show confidence and flexibility in identifying and defining complex problems related to the labour market | n/a | Extract data and apply time series analysis to business and economic problems. |
| Critically review and evaluate contradictory information related to the functioning of the labour market |  | Use appropriate software to implement forecasting techniques for time series |
| Apply appropriate knowledge to critically evaluate the specific characteristic of the labour market of a specific country in the World | n/a | Use statistical techniques to critically determine the accuracy and validity of forecasts as applied to business and economics |
| Programme Aim Links | 1🗹 2🗹 3🗹 4🗹 5🗹 | 1🗹 2🗹 3🗹 4🗹 5🗹 | 1🗹 2🗹 3🗹 4🗹 5🗹 |
| Linked PSRB (if appropriate) | N/A | N/A | N/A |

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| **Level 6 Programme** | | | | | |
| Entry Requirements and pre-requisites, co-requisites & exclusions | Accreditation of Prior Experience or Learning (APEL) | Study Time Breakdown | | | Exit award(s) |
| 240 credits or equivalent at level 5 with evidence of alignment to learning outcomes | In line with university, faculty and programme guidelines | **Scheduled** learning and teaching activities  (including time constrained blended or directed tasks, pre-sessional and post-sessional tasks) | | 30% | Ordinary/Honours/Sandwich Degree in   * Economics   note if a student on BA Economics route has selected a diet of modules aligned to particular pathway they will leave with an ordinary/honours/sandwich degree in that pathway rather than BA Economics |
| **Guided Independent** learning (including non-time constrained blended tasks & reading and assessment preparation) | | 70% |
| **Pl**acement (including external activity and study abroad) | | % |
| **Impact of options** (indicate if/how optional choices will have a significant impact) |  | |

## Section Three - *Module Guides for the following modules:*

Professional Development

Business Foundations

Principles of Economics

Business Analysis, Methods and Techniques

Applied Economics

Marketing Foundations

Introduction to Management Accounting

Political Economy

Macroeconomics

Microeconomics

Contemporary Business: Practice and Solutions

Creative Problem Solving

Study Abroad

Econometrics

Ethics, Corporate Governance and Law

Integrated Business Research Project

The Economics of Trade and Development

Advanced Economic Theory

Labour Economics

Business and Economic Forecasting

One Planet Business