

PROGRAMME SPECIFICATION

Programme Title: BSc (Hons) Economics

Partner Institution: GSM London

Start Date: October 2015

First Date of Award: 2017

Date(s) of Revision(s) to this Document: 31/1/2014, 06/07/2017

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PROGRAMME SPECIFICATION

This Programme Specification should contain no information referring to individual members of staff as it will be employed as a public document.

PS1. Programme Details

Awarding Institution:	Plymouth University
Teaching Institution:	GSM London
Accrediting Body:	N/A
Language of Study:	English
Mode of Study:	Standard (3 Years) / Accelerated (2 Years) Extended Standard (4 Years)/ Extended Accelerated (3 Years) Part-time Standard (4 Years)/ Part-time Extended (5 Years 1 Semester) (See Appendix: Programme Structure by Delivery Mode)
Final Award:	BSc (Hons)
Intermediate Award:	CertHE 120 credits; DipHE 240 credits; Ordinary degree 320 credits
Programme Title:	BSc (Hons) Economics
UCAS Code:	2 Year: L100 2 Year Extended: L101 3 Year: L102 3 Year Extended: L103
JACS Code:	L100
Benchmarks:	QAA Framework for Higher Education Qualifications in England, Wales QAA Subject Benchmark(s) for Economics QAA Code of Practice for the assurance of academic quality and standards in Higher Education

Date of Programme Approval: 15/01/2015

PS2. Brief Description of the Programme

The following is a description of the programme that clarifies both its position within GSM London and Plymouth University's portfolio. This material/ may be used for promotion of the programme and the text should be approximately 200-250 words.

The objective of this programme is to provide students with a thorough knowledge of economic and quantitative tools at undergraduate level. Students will gain a robust understanding of economic theory from a microeconomic and macroeconomic perspective. Throughout the programme there is a focus on the application of economic theory in the business environment and with regard to economic policy. The programme allows students to acquire key analytical and numerical skills and achieve a capacity for independent research. Employability skills are embedded throughout the whole programme, allowing future roles such as economic consultancy and economic advisory to be considered.

The programme is designed to enhance self-reflection and personal development. In Level 4, students are introduced to the foundations of economic theory and basic quantitative tools. These are further developed in Level 5, when students are able to apply their knowledge and skills gained with the projects incorporated within the second semester practice and policy modules. In Level 6, students further integrate economic theory into the application of industry and public policy and undertake an extensive independent economic study. The three stages of the programme are designed to facilitate increasingly challenging learning techniques as students' progress. Economic theory is embedded in modules throughout the programme with the second semester in each module focusing on applied theory.

PS3. Details of Accreditation by a Professional/Statutory Body (if appropriate)

Full details of professional qualifications/accreditation by professional/statutory bodies are available at:

<http://www.gsm.org.uk/undergraduate/professional-qualifications>

PS4. Exceptions to Plymouth University Regulations

Plymouth University have approved an exemption to the regulations enabling GSM London to utilise a 15/30 credit structure

PS5. Programme Aims

The programme will deliver:

- A1. A critical understanding of the principles of economics and their application while generating an appreciation of the economic dimension of wider social and political and environmental issues.
- A2. A firm foundation of knowledge about the workings of the economy, the development of relevant skills, including the usage of appropriate tools of analysis in order to be able to tackle issues and problems in a constructive way, in a range of settings.
- A3. The analytical skills and an ability to develop simplifying frameworks for the solution of theoretical and applied problems in economics.
- A4. The knowledge and skills base from which students can proceed to further studies in economics, related areas or in multi-disciplinary areas that involve economics.
- A5. A higher education foundation for a range of careers.

PS6. Programme Intended Learning Outcomes (ILO)

By the end of this programme the student will be able to:

Knowledge / Understanding:

- K1.0. Demonstrate knowledge and understanding of the fundamentals, concepts, principles, and methods of economics.
- K1.1. Apply basic techniques of economic analysis.
- K1.2. Explain economic theory and practice.
- K1.3. Apply quantitative methods and computing techniques relevant to the study of economics.
- K1.4. Apply qualitative and quantitative data relevant to the study of economics.
- K1.5. Recognise the importance of economics to the study of business and society.
- K1.6. Apply specialist economic knowledge to a range of practical solutions.
- K1.7. Demonstrate the value of studying economics in an international context.

Cognitive and Intellectual Skills:

- C2.0. Identify, define and explore economic issues.
- C2.1. Identify, critically evaluate and synthesise data and information from disparate sources.
- C2.2. Apply appropriate mathematical and statistical methods and techniques to the analysis of economic issues.
- C2.3. Deploy a high level of analysis and critical judgement to assess the reliability and validity of theory and evidence.
- C2.4. Expound findings effectively, whether orally or in a written format.
- C2.5. Apply study skills necessary to successful learning.

Key Transferable Skills:

- T3.0. Communicate ideas, principles and theories effectively by oral, written and visual means.
- T3.1. Search for, retrieve, sift, select and order information from a variety of sources.
- T3.2. Improve self-learning and performance through reflection and evaluation.
- T3.3. Use interpersonal skills to relate to and effectively collaborate with staff and colleagues.

Employment Related Skills:

- E4.0. Engage in problem solving.
- E4.1. Collate, analyse and interpret data in quantitative and qualitative forms.
- E4.2. Work independently, and with others as an effective and supportive team member.
- E4.3. Select and use appropriate C&IT technologies.
- E4.4. Select and apply numerical skills appropriate to the field of economics.

Practical Skills:

- P5.0. Plan and schedule work/projects.
- P5.1. Use library and internet resources to identify and retrieve appropriate sources and data.

- P5.2. Use computers to manage, process and analyse data.
- P5.3. Use computers to produce documents to report research findings, incorporating appropriate charts, diagrams, tables, etc.
- P5.4. Use computer skills in a variety of learning contexts.

PS7. Distinctive Features

The following provides a definitive and approved list of elements that may be used to both conceptualise and promote the market position of this programme:

- A programme that adapts to students time requirements –offered in full-time or part-time study modes, in a standard 3 years or accelerated 2 years format and can include an extended programme which incorporates a foundation year.
- Inclusive teaching, considering different learners’ needs – extensive use of problem-based learning approaches including case studies, workshops, research projects and consultancy activities, with a usage of current e-learning technologies.
- Provides students with a coherent core of economic principles built on economic theory using descriptive, graphical and mathematical analysis.
- A focus on the application of economic concepts and methods to applied research and practical problem-solving related to business and public policy based on a good understanding of core theoretical knowledge.
- Progressive development of students’ capacity for independent research through short essays in stage 1; longer projects (including team work) in stage 2; and culminating in the stage 3 with an undergraduate economics research project.
- Emphasis on the development of the key subject-specific skills and transferable skills to improve students’ employability and their capacity for further study and lifelong learning. (See Appendix: Skills Modules)
- A programme supported by practitioners and specialists in the field, many of whom are research active, thereby promoting students’ engagement with the research processes.
- A programme that adapts to the new trends in economics – while the syllabus has been designed to work on the foundations of mainstream economics, the programme allows for new topics and theories to be introduced that may depart from the mainstream line of thought, giving students a chance to think critically about economics.

- Supporting students to develop distinctive GSM London’s Graduate Attributes valued by employers (employability and professionalism; enterprise and innovation; critical thinking and scholarship; global citizenship and social responsibility) is an important feature of the students experience. These dimensions shape the design, content and delivery of the programme and the extra-curricular portfolio on offer. Students are encouraged and supported to evidence and articulate their acquisition of these attributes.

PS8. Student Numbers

The following provides information that should act as a guide to assure the quality of the student experience, progression opportunities, and staff and resource planning:

Approximate minimum student numbers per stage = 15

Target student numbers per stage = 70

Approximate maximum student numbers per stage = No maximum provided at this point in time because additional numbers over target will be monitored over the recruitment cycle to ensure that student numbers can be managed.

PS9. Progression Route(s)

There are GSM London Masters level programmes which students can progress onto, please see the programme team for more details.

PS10. Admissions Criteria

Qualification(s) Required for Entry to this Programme:	Details:
Level 2: -	Level 2 qualifications are not suitable for entry onto the Bachelor degree programmes. However, applicants for entry onto the extended degree options are considered for entry with a qualification at Level 2: Please see the Bachelors’ Extended Degree Programme Specification for further details.

-	As a minimum requirement all applicants must have obtained GCSE Maths Grade C or above (or an equivalent qualification)
<p>Level 3:</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p>	<p><u>These are requirements for entry onto the Bachelor degrees only (excluding the extended degrees i.e. Year 0 entry)</u> Applicants must normally be 18 years of age at the start of the programme and as a minimum must have obtained:</p> <ul style="list-style-type: none"> • 2 A Level passes (A-E/ minimum of 80 UCAS Tariff points) or successfully achieved 120 credits on the GSM London's Year 0 programme or equivalent <p><i>Overseas qualifications equivalent to those mentioned above will be accepted. For further information contact your local British Council office or GSM London's International Advisors (+44 [0]208 5167 800 admissions@gsm.org.uk)</i></p> <ul style="list-style-type: none"> • If English is not the applicant's first language, proof of fluency through IELTS (minimum score 6.0 for degree programmes) or another accepted system must be provided. <p>Other qualifications may be considered (subject to approval by Plymouth University):</p> <ul style="list-style-type: none"> • Advanced Level Diploma • BTEC National Certificate/Diploma • HNC/D • VDA: AGNVQ, AVCE, AVS • Access to HE or Year 0 provision • International Baccalaureate • Irish / Scottish Highers / Advanced Highers
<p>Work Experience:</p>	<p>Applications from candidates who lack the normal programme entry requirements are positively encouraged. In such cases, the Admissions Tutors must be satisfied that the applicant has the necessary potential, knowledge or experience and motivation to follow the course successfully. Candidates with non-standard qualifications will be invited to attend for interview.</p>

<p>Other non-standard awards or experiences:</p>	<p>Other non-standard awards or experiences are welcomed and these are assessed on an individual basis. Such awards could be other HE level awards. Where required, an interview may be necessary.</p>
<p>APEL / APCL¹ possibilities:</p>	<p><u>Accreditation of prior learning</u></p> <p>Partial exemptions from an undergraduate programme may be obtained in accordance with the Academic Regulations dependent on the compatibility of previous study. Each case is considered on its own merit and will be, subject to the approval by Plymouth University.</p> <p>You may be required to provide an academic reference and/or personal statement.</p> <p>We will not normally consider APL's older than 3 years unless the applicant has a recent experiential learning that is directly related to the APL.</p>
<p>Interview / Portfolio requirements:</p>	<p>Interview(s) may be required by the admissions tutor.</p>
<p>Independent Safeguarding Agency (ISA) / Criminal Record Bureau (CRB) clearance required:</p>	<p>No</p>

PS11. Academic Standards and Quality Enhancement

The programme will follow Plymouth University's current annual monitoring process for partnership programmes to complete evaluation of and planning for maintaining and improving quality and standards.

Elements of this process include engaging with stakeholders. For this definitive document it is important to define:

Subject External Examiner(s):

The programme will have an external examiner who will provide a strategic overview of both the academic, practical and research elements of the programme. In addition, specialist external examiners will provide an oversight of specific modules. However, modules which fall under the management of another programme will be externally examined by examiners appointed to that programme and therefore will appear in the relevant programme specification. A full list of modules and department owners is available in the Operational Specification. Modules are grouped as below but are subject to change:

¹ Accredited Prior Experiential Learning and Accredited Prior Certificated Learning

- a) Econometrics, Economic Applications in Professional Practice, Research Methods with Economic Modelling.
- b) Macroeconomic Theory, Microeconomic Theory, Industrial Organisation, Research Economics Project.
- c) Public Policy Evaluation, Economics in the International Environment, Emerging Themes and History of Economic Thought.

Additional stakeholders specific to this programme:

The following additional stakeholders are vital to the successful delivery of this programme:

Students: Engagement through programme committee meetings, student liaison meetings, module evaluation questionnaires, students' perception questionnaires, and discussion forums.

Employers: Engagement through dialogue and consultation to facilitate a curriculum focused on employability; also through participation in employability events.

Graduates: Engagement through the Alumni community.

Academic communities: Engagement through academic partnerships; collaborative research; projects.

Professional bodies: Engagement through the mapping of modules to meet professional body requirements; facilitation of students' progression routes; and access to professional certification within the programme.

Accrediting bodies: Engagement through quality assurance of the programme, the appointment of external examiners, subject assessment panels and award boards, module evaluation questionnaire, students' perception questionnaires, programme monitoring and review and peer review

PS12. Programme Structure

The following provides the current structure diagram for this programme. It enables both full time and part time routes to be compared within a single diagram as well as any optional modules to be clearly indicated.

FHEQ Level: 4 For: BSc (Hons) Economics Full Time.				
F/T Route Year ²	P/T Route Year	Core or Option Module ³	Credits ⁴	Module ⁵
1	1	Core	15	Academic Skills (ACSK4001-B)
1	1	Core	15	Principles of Economics 1 (PECI4045)
1	1	Core	15	Principles of Economics 2 (PEII4046)
1	1	Core	15	Professional Skills (PRSK4048-B)
1	1	Core	15	Interpreting Economic Data (ICDA4031)
1	1	Core	15	Quantitative Methods (QUME4052)
1	2	Core	30	Current Economic Issues (CEIS4013)

*The BSc (Hons) Economics degree incorporates a choice of student topics within the second semester modules at each level. The possibility of incorporating elective modules into the degree will however be kept under review, including allowing students a work placement at Level 5 as an elective.

² Enter: "1, 2, 3, 4 or No F/T (or P/T) Route"

³ Enter: "Core, Option Any Mix, Option Choice A, Option Choice B, Option Choice C, Option Choice D or Option Choice E (please ensure options are identified in a linked fashion)"

⁴ Enter: "10 Autumn, 10 Spring, 20, 30 or 40 (10 credit modules are an exception to Plymouth University regulations)"

⁵ Enter: the module code and title

FHEQ Level: 5 For: BSc (Hons) Economics Full Time.				
F/T Route Year ⁶	P/T Route Year	Core or Option Module ⁷	Credits ⁸	Module ⁹
2	2	Core	15	Econometrics (ECOS5010)
2	2	Core	15	Employability Skills (EMSK5012)
2	2	Core	15	Microeconomic Theory (MICT5031)
2	2	Core	15	Macroeconomic Theory (MACT5028)
2	3	Core	30	Public Policy Evaluation (PPEV5040)
2	3	Core	30	Economic Applications in Professional Practice (EAPP5011)

FHEQ Level: 6 For: BSc (Hons) Economics Full Time.				
F/T Route Year ¹⁰	P/T Route Year	Core or Option Module ¹¹	Credits ¹²	Module ¹³
3	4	Core	15	Economics in the International Environment (EIEN6012)
3	3	Core	30	Emerging Themes and History of Economic Thought (ETEC6014)
3	4	Core	15	Industrial Organisation (INOR6026)
3	4	Core	30	Research Methods with Economic Modelling (RMEM6055)
3	4	Core	30	Research Economics Project (RECO6052)

*See Appendix: Programme Map for run semesters.

⁶ Enter: "1, 2, 3, 4 or No F/T (or P/T) Route"

⁷ Enter: "Core, Option Any Mix, Option Choice A, Option Choice B, Option Choice C, Option Choice D or Option Choice E (please ensure options are identified in a linked fashion)"

⁸ Enter: "10 Autumn, 10 Spring, 20, 30 or 40 (10 credit modules are an exception to Plymouth University regulations)"

⁹ Enter: the module code and title

¹⁰ Enter: "1, 2, 3, 4 or No F/T (or P/T) Route"

¹¹ Enter: "Core, Option Any Mix, Option Choice A, Option Choice B, Option Choice C, Option Choice D or Option Choice E (please ensure options are identified in a linked fashion)"

¹² Enter: "10 Autumn, 10 Spring, 20, 30 or 40 (10 credit modules are an exception to Plymouth University regulations)"

¹³ Enter: the module code and title

PS13. Exposition and Mapping of Learning Outcomes, Teaching & Learning and Assessment

Developing graduate attributes and skills, at any level of HE, is dependent on the clarity of strategies and methods for identifying the attributes and skills relevant to the programme and the where and how these are operationalized. The interrelated factors of Teaching, Learning and Assessment and how these are inclusive in nature are fundamentally significant to these strategies and methods, as are where and how these are specifically distributed within the programme.

Ordered by graduate attributes and skills, the following table provides a map of the above plus an exposition to describe and explain the ideas and strategy of each. Therefore, subsequent to the initial completion for approval, maintenance of this table as and when programme structure changes occur is also important:

Level: 4					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
<p>Knowledge / Understanding:</p> <p>For this bachelor level programme the following has been guided by the QAA Honours Degree Subject Benchmark(s).¹⁴</p> <p>“Subject Benchmark Statement for Economics” (Published in 2007).¹⁵</p> <p>By the end of this level of this programme the</p>		A1 A2. ¹⁷	K1.0	Assignments,	Principles of

¹⁴ Enter: “For this sub-bachelor level programme the following has been informed by the Foundation Degree Qualification Benchmark (FDQB), as well as QAA Subject Benchmark(s)” or “For this bachelor level programme the following has been guided by the QAA Honours Degree Subject Benchmark(s)” or “For this post-graduate taught level programme the following is guided by the QAA Master’s Degree Level Subject Benchmark(s)”

¹⁵ Insert benchmark(s) statement reference

<p>students will be able to demonstrate for: A threshold pass: Students will develop:</p> <ul style="list-style-type: none"> • a coherent core understanding of economic principles. The understanding of these will be verbal and graphical; • a firm foundation of knowledge relating to the workings of economic systems; • an awareness of economic theory and modelling approaches. 	<p>Primary: Formal lectures</p> <p>Tutorials with question and answer sessions</p> <p>Learning based on economics case studies</p> <p>Guided independent study with weekly exercises to be completed.¹⁶</p> <p>Secondary/Supplementary: e-learning resources, videos and online interactive exercises.</p>		<p>K1.1. K1.4 K1.5¹⁷</p>	<p>formative tests, in-class essays, closed exams.¹⁸</p>	<p>Economics 1 (PECI4045) Principles of Economics 2. (PEII4046)</p>
<p>An exposition for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme: Students will gain an understanding of the core knowledge of economics through lectures and in-class tutorials supplemented by other material including textbooks and academic papers appropriate to this level and other general purpose material such as the 'Economist journal'. Closed exam assessment will be confined to the first semester, allowing students to gauge their progress in the programme at an early stage, and for recovery of the modules.</p>					
<p>Cognitive and Intellectual Skills:</p> <p>For this bachelor level programme the following has been guided by the QAA</p>					

¹⁷ Refer to relevant numbered aim(s) or LO(s) [as appropriate]

¹⁶ List strategy/methods (i.e. lecs, tuts, guided ind study etc)

¹⁸ List the range of assessments most relevant to test these

<p>Honours Degree Subject Benchmark(s).</p> <p>“Subject Benchmark Statement for Economics” (Published in 2007)”. By the end of this level of this programme the students will be able to demonstrate for: A threshold pass:</p> <p>Students will;</p> <ul style="list-style-type: none"> gain an understanding of opportunity cost, equilibrium, disequilibrium and stability; be able to see the relevance of marginal considerations in the analysis of economic issues; have an understanding of the concept of voluntary exchange. 	<p>Primary: Formal lectures</p> <p>Tutorials with question and answer sessions</p> <p>Learning based on economics case studies</p> <p>Guided independent study with weekly exercises to be completed.</p> <p>Secondary/Supplementary: e-learning resources, videos and online interactive exercises</p>	<p>A3</p>	<p>C2.0 C2.1 C2.2 C2.5</p>	<p>Assignments, formative tests, in-class essays, closed exams</p>	<p>Principles of Economics 1 (PEC14045) Principles of Economics 2 (PEII4046) Current Economic Issues (CEIS4013)</p>
<p>An exposition for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme:</p> <p>Through discussions in class and formative and summative assessment students will be able to develop their cognitive and intellectual skills ensuring that they can support arguments with evidence to explain economic issues.</p>					
<p>Key Transferable Skills:</p> <p>For this bachelor level programme the following has been guided by the QAA Honours Degree Subject Benchmark(s).</p>					

<p>“Subject Benchmark Statement for Economics” (Published in 2007)”.</p> <p>By the end of this level of this programme the students will be able to demonstrate for: A threshold pass:</p> <p>Students will:</p> <ul style="list-style-type: none"> • be able to source, analyse and use economic data, both quantitative and qualitative; • show evidence of understanding core components of academic literacy/skills as applied to economics. 	<p>Primary: Formal lectures</p> <p>Tutorials with question and answer sessions</p> <p>Learning based on case and computer laboratory exercises</p> <p>Guided independent study with weekly exercises to be completed.</p> <p>Secondary/Supplementary: e-learning resources, videos and online interactive exercises</p>	<p>A1 A2</p>	<p>T3.0 T3.1</p>	<p>Assignments, formative tests, in-class essays, closed exams and presentations</p>	<p>Interpreting Economic Data (ICDA4031)</p> <p>Quantitative Methods (QUME4052)</p> <p>Academic Skills(ACSK4001b)</p> <p>Current Economics Issues (CEIS4013)</p>
<p>An exposition for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme:</p> <p>Key transferable skills will be gained in level 4 through formative tests and presentations in tutorial sessions. Students will be able to carry these skills forward to level 5 and these skills will provide a robust foundation for ongoing studies and for future employment.</p>					
<p>Employment Related Skills:</p> <p>For this bachelor level programme the following has been guided by the QAA Honours Degree Subject Benchmark(s).</p> <p>“Subject Benchmark Statement for Economics” (Published in 2007)”.</p>					

<p>By the end of this level of this programme the students will be able to demonstrate for: A threshold pass:</p> <p>Students will:</p> <ul style="list-style-type: none"> • have developed basic numeracy, statistical and computing skills to handle economic data; • understand and have knowledge of professional skills and continual awareness in a business environment. 	<p>Primary:</p> <p>Tutorials with question and answer sessions</p> <p>Learning-based computer laboratory-based exercise</p> <p>Guided independent study with weekly exercises to be completed.</p> <p>Secondary/Supplementary: e-learning resources, videos and online interactive exercises</p>	<p>A1 A2 A5</p>	<p>E4.0 E4.2 E4.3</p>	<p>Assignments, formative tests, in-class essays, closed exams.</p>	<p>Professional Skills (PRSK4048b)</p> <p>Quantitative Methods (QUME4052)</p>
<p>An exposition for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme: Students completing level 4 will gain employment-related skills through completing exercises in class which simulate employment situations and enable students to learn by their actions</p>					
<p>Practical Skills:</p> <p>For this bachelor level programme the following has been guided by the QAA Honours Degree Subject Benchmark(s).</p> <p>“Subject Benchmark Statement for Economics” (Published in 2007)”. By the end of this level of this programme the students will be able to demonstrate for:</p>	<p>Primary:</p>	<p>A2 A4 A5</p>	<p>P5.0 P5.1</p>	<p>Assignments,</p>	<p>Interpreting Economic Data (ICDA4031)</p> <p>Quantitative Methods</p>

<p>A threshold pass:</p> <p>Students will:</p> <ul style="list-style-type: none"> • be able to carry out simple quantitative analysis of data • be able to identify which quantitative method might be appropriately applied to the analysis of economic data 	<p>Tutorials with question and answer sessions</p> <p>Learning-based computer laboratory based exercises</p> <p>Guided independent study with weekly exercises to be completed.</p> <p>Secondary/Supplementary: e-learning resources, videos and online interactive exercises</p>		P5.2	formative tests, in-class essays, closed exams.	(QUME4052)
<p>An exposition for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme:</p> <p>The practical skills that students will gain in Level 4 from undertaking computer-based exercises will enable them to identify and analyse economic data at a basic level. These practical skills will provide a foundation for the Econometrics module in level 5.</p>					

Level: 5					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules

<p>Knowledge / Understanding:</p> <p>For this bachelor level programme the following has been guided by the QAA Honours Degree Subject Benchmark(s).¹⁹</p> <p>“Subject Benchmark Statement for Economics” (Published in 2007).²⁰</p> <p>By the end of this level of this programme the students will be able to demonstrate for: A threshold pass:</p> <p>Students will:</p> <ul style="list-style-type: none"> • have developed the core knowledge of economic principles building on the theory from Level 4. The understanding of this knowledge will be verbal, graphical and mathematical; • have developed a firm foundation of knowledge about the workings of economic systems; • have developed knowledge of the macroeconomic issues of decision and choice, the interdependency of markets, the relationships between principals and agents 	<p>Primary: Formal lectures</p> <p>Tutorials with question and answer sessions</p> <p>Learning based on economics case studies</p> <p>Guided independent study with weekly exercises to be completed.</p> <p>Click here to enter text.²¹</p> <p>Secondary/Supplementary:</p>	<p>A2 A3²²</p>	<p>K1.1 K1.2 K1.3¹⁷</p>	<p>Assignments, formative tests, in-class essays, closed exams²³</p>	<p>Microeconomic Theory (MICT5031) Macroeconomic Theory (MACT5028)</p>
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¹⁹ Enter: “For this sub-bachelor level programme the following has been informed by the Foundation Degree Qualification Benchmark (FDQB), as well as QAA Subject Benchmark(s)” or “For this bachelor level programme the following has been guided by the QAA Honours Degree Subject Benchmark(s)” or “For this post-graduate taught level programme the following is guided by the QAA Master’s Degree Level Subject Benchmark(s)”

²⁰ Insert benchmark(s) statement reference

²¹ List strategy/methods (i.e. lecs, tuts, guided ind study etc)

²² Refer to relevant numbered aim(s) or LO(s) [as appropriate]

²³ List the range of assessments most relevant to test these

<p>and economic welfare;</p> <ul style="list-style-type: none"> • have developed knowledge of macroeconomic issues of employment, national income, the balance of payments, inflation, growth and business cycles. 	<p>e-learning resources, videos and online interactive exercises</p>				
<p>An exposition for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme: The knowledge and understanding in Level 5 is acquired by students participating in formal lectures and discussion sessions in tutorials. This level allows the student to begin developing their critical skills – hence discussion in tutorials will focus on concepts rather than being essentially descriptive as in level 4.</p>					
<p>Cognitive and Intellectual Skills:</p> <p>For this bachelor level programme the following has been guided by the QAA Honours Degree Subject Benchmark(s).</p> <p>“Subject Benchmark Statement for Economics” (Published in 2007”).</p> <p>By the end of this level of this programme the students will be able to demonstrate for: A threshold pass:</p> <p>Students will:</p> <ul style="list-style-type: none"> • have developed the analytical skills to develop simplifying frameworks for studying the real world; • be able to analyse economic problems using deductive and inductive reasoning; 	<p>Primary: Formal lectures</p> <p>Tutorials with question and answer sessions</p> <p>Learning based on economics case studies</p> <p>Guided independent study with weekly exercises to be completed.</p>	<p>A1 A3</p>	<p>C2.2 C2.3 C2.4</p>	<p>Assignments, formative tests, in-class essays, closed exams, presentations and group assessment.</p>	<p>Microeconomic Theory (MICT5031) Macroeconomic Theory (MACT5028) Public Policy Evaluation (PPEV5040)</p>

<ul style="list-style-type: none"> be able to relate differences in economic policy recommendations to differences in the theoretical and empirical features of the economic analysis which underlie such recommendations. 	<p>Secondary/Supplementary: e-learning resources, videos and online interactive exercises.</p>				
<p>An exposition for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme:</p> <p>Students will develop their cognitive and intellectual skills by participating in class discussions based on lecture content material focused on conceptual frameworks in microeconomics and macroeconomic theory.</p>					
<p>Key Transferable Skills:</p> <p>For this bachelor level programme the following has been guided by the QAA Honours Degree Subject Benchmark(s).</p> <p>“Subject Benchmark Statement for Economics” (Published in 2007)”. By the end of this level of this programme the students will be able to demonstrate for: A threshold pass:</p> <p>Students will:</p> <ul style="list-style-type: none"> have gained an understanding of incentives, the ability to recognise and evaluate incentives implied by particular rules; be able to apply core economic theory and economic reasoning to applied topics; recognise that important decisions often relate to small variations in key variables and parameters. 	<p>Primary: Formal lectures</p> <p>Tutorials with question and answer sessions</p> <p>Learning based on case and computer laboratory exercises</p> <p>Guided independent study with weekly exercises to be completed.</p> <p>Secondary/Supplementary:</p>	<p>A2 A4 A5</p>	<p>T3.2 T3.3</p>	<p>Assignments, formative tests, in-class essays, closed exams, presentations and group assessment</p>	<p>Economic Applications in Professional Practice (EAPP5011)</p> <p>Econometrics (ECOS5010)</p>

	e-learning resources, videos and online interactive exercises				
<p>An exposition for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme: At this stage of the programme students will have developed key transferable skills by participating in group assessment where they are required to collaborate and make group presentations. Such activities model workplace situations.</p>					
<p>Employment-Related Skills:</p> <p>For this bachelor level programme the following has been guided by the QAA Honours Degree Subject Benchmark(s).</p> <p>“Subject Benchmark Statement for Economics” (Published in 2007)”. By the end of this level of this programme the students will be able to demonstrate for: A threshold pass: Students will:</p> <ul style="list-style-type: none"> • have developed further familiarity with the principal sources of economic information and data relevant to industry, commerce, society and government; • be able to organise economic data relevant to industry, commerce, society and government; • have developed presentation skills to communicate quantitative information in usable ways; • have developed employability skills and 	<p>Primary:</p> <p>Tutorials with question and answer sessions</p> <p>Learning based computer laboratory based exercises</p> <p>Guided independent study with weekly exercises to be completed.</p> <p>External visits</p> <p>Secondary/Supplementary: e-learning resources, videos and online interactive exercises.</p>	A2 A4 A5	E4.0 E4.4	Assignments, formative tests, in-class essays, closed exams, presentations and group assessment.	Econometrics (ECOS5010) Employability Skills (EMSK5012b)

<p>increase self-awareness within a range of contexts to demonstrate a commitment to lifelong career development learning.</p>					
<p>An exposition for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme: Students will gain employability skills by participating in class based activities supplemented by guided independent study with a focus on the key employers in the economics field, such as within government, financial institutions and regulatory bodies.</p>					
<p>Practical Skills:</p> <p>For this bachelor level programme the following has been guided by the QAA Honours Degree Subject Benchmark(s).</p> <p>“Subject Benchmark Statement for Economics” (Published in 2007)”. By the end of this level of this programme the students will be able to demonstrate for: A threshold pass:</p> <p>Students will:</p> <ul style="list-style-type: none"> • be able to use advanced quantitative (econometric) and computing techniques in the analysis of problems; • be able to collect and organise data from the principal sources of economic information. 	<p>Primary:</p> <p>Tutorials with question and answer sessions</p> <p>Learning based computer laboratory based exercises</p> <p>Guided independent study with weekly exercises to be completed. Secondary/Supplementary: e-learning resources, videos and online interactive exercises.</p>	<p>A2 A5</p>	<p>P5.1 P5.3</p>	<p>Assignments, formative tests, in-class essays, closed exams, presentations and group assessment.</p>	<p>Econometrics (ECOS5010)</p>
<p>An exposition for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme: Students will acquire practical skills by participating in laboratory-based exercises which will simulate work environments using economic data</p>					

sourced from real world situations.

Level: 6					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
<p>Knowledge / Understanding:</p> <p>For this bachelor level programme the following has been guided by the QAA Honours Degree Subject Benchmark(s).²⁴</p> <p>“Subject Benchmark Statement for Economics” (Published in 2007).²⁵</p> <p>By the end of this level of this programme the students will be able to demonstrate for: A threshold pass:</p> <p>Students will:</p> <ul style="list-style-type: none"> • have a critical understanding of analytical methods, both theory and model-based; • have an appreciation of the history and development of economic ideas and the differing methods of analysis that have been and are used by economists; 	<p>Primary: Formal lectures</p> <p>Tutorials with question and answer sessions</p> <p>Learning based on economics case studies and academic literature</p> <p>Guided independent study with weekly exercises to be</p>	<p>A1 A2²⁷</p>	<p>K1.0 K1.2 K1.5 K1.7¹⁷</p>	<p>Assignments, formative tests, in-class essays, closed exams, presentations and group assessment.</p>	<p>Emerging themes and History of Economic Thought (ETEC6014)</p> <p>Economics in the International Environment (EIEN6012)</p> <p>Industrial</p>

²⁴ Enter: “For this sub-bachelor level programme the following has been informed by the Foundation Degree Qualification Benchmark (FDQB), as well as QAA Subject Benchmark(s)” or “For this bachelor level programme the following has been guided by the QAA Honours Degree Subject Benchmark(s)” or “For this post-graduate taught level programme the following is guided by the QAA Master’s Degree Level Subject Benchmark(s)”

²⁵ Insert benchmark(s) statement reference

<ul style="list-style-type: none"> • have an understanding of the interrelationships between economic phenomena in the context of economics systems and the dynamics in those systems; • be able to see how gains from trade and the mechanisms for trade are articulated at the microeconomic level in industry studies and at the macroeconomic level in the international context. 	<p>completed. ²⁶</p> <p>Secondary/Supplementary: e-learning resources, videos and online interactive exercises.</p>				<p>Organisation (INOR6026)</p>
<p>An exposition for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme:</p> <p>Students in level 6 will engage in tutorial-based question and answer sessions using their critical analysis skills to address economic issues and problems. Formal lectures will comprise part of the teaching and learning but at this level there is an increasing emphasis on independent learning.</p>					
<p>Cognitive and Intellectual Skills:</p> <p>For this bachelor level programme the following has been guided by the QAA Honours Degree Subject Benchmark(s).</p> <p>“Subject Benchmark Statement for Economics” (Published in 2007)”.</p>					

²⁷ Refer to relevant numbered aim(s) or LO(s) [as appropriate]

²⁶ List strategy/methods (i.e. lecs, tuts, guided ind study etc)

<p>By the end of this level of this programme the students will be able to demonstrate for: A threshold pass:</p> <p>Students will:</p> <ul style="list-style-type: none"> attain a fully developed understanding of relevant mathematical and statistical techniques used in economic analysis; be able to abstract the essential features of complex systems and provide a useable framework for evaluation and assessment of the effects of policy or other exogenous events; know how to frame a problem and how to decide what should be taken as given i.e. what the important parameters are in constraining the solution. 	<p>Primary: Formal lectures</p> <p>Tutorials with question and answer sessions</p> <p>Learning based on economics case studies and academic literature</p> <p>Guided independent study with weekly exercises to be completed. ²⁸</p> <p>Secondary/Supplementary: e-learning resources, videos and online interactive exercises.</p>	<p>A2 A3</p>	<p>C2.2 C2.3</p>	<p>Assignments, formative tests, in-class essays, closed exams, presentations and group assessment.</p>	<p>Emerging themes and History of Economic Thought (ETEC6014)</p> <p>Research Methods with Economic Modelling (RMEM6055)</p> <p>Research Economics Project (RECO6052)</p>
<p>An exposition for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme:</p> <p>Cognitive and intellectual skills will be developed by students using economic case studies and academic literature to develop their critical evaluation skills.</p>					
<p>Key Transferable Skills:</p>					

²⁸ List strategy/methods (i.e. lecs, tuts, guided ind study etc)

<p>For this bachelor level programme the following has been guided by the QAA Honours Degree Subject Benchmark(s).</p> <p>“Subject Benchmark Statement for Economics” (Published in 2007)”.</p> <p>By the end of this level of this programme the students will be able to demonstrate for: A threshold pass:</p> <p>Students will:</p> <ul style="list-style-type: none"> • be able to discuss, analyse and evaluate government policy and to assess the performance of the UK and other economies and of the global economy; • have acquired a sense of strategic thinking, and the roles of opportunities, strategies, outcomes, information and motivation in the analysis of strategic actions, including conflict, bargaining and negotiation; • understand the importance of expectations and surprises in decision making which will enhance their potential effectiveness as decision-makers. 	<p>Primary: Formal lectures</p> <p>Tutorials with question and answer sessions</p> <p>Learning based on economics case studies and laboratory exercises</p> <p>Guided independent study with weekly exercises to be completed. ²⁹</p> <p>Secondary/Supplementary: e-learning resources, videos and online interactive exercises</p>	<p>A2 A4 A5</p>	<p>T3.0 T3.2</p>	<p>Assignments, formative tests, in-class essays, closed exams, presentations and group assessment.</p>	<p>Emerging themes and History of Economic Thought (ETEC6014)</p> <p>Research Methods with Economic Modelling (RMEM6055)</p> <p>Research Economics Project (RECO6052)</p>
<p>An exposition for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme:</p> <p>Students will build on the key transferable skills acquired at levels 4 and 5 and will be able to think strategically when making decisions about economic policy and practice in the context of the UK and global economies.</p>					
<p>Employment Related Skills:</p>					

²⁹ List strategy/methods (i.e. lecs, tuts, guided ind study etc)

<p>For this bachelor level programme the following has been guided by the QAA Honours Degree Subject Benchmark(s).</p> <p>“Subject Benchmark Statement for Economics” (Published in 2007)”.</p> <p>By the end of this level of this programme the students will be able to demonstrate for: A threshold pass:</p> <ul style="list-style-type: none"> • An awareness of and the ability to use quantitative and computing techniques at a level for employment in a workplace • Give critical and coherent summary representations of data that cannot be readily absorbed raw, as well as formal, manipulative and presentation skills required to deal with statistical data 	<p>Primary:</p> <p>Tutorials with question and answer sessions</p> <p>Learning-based computer laboratory-based exercises</p> <p>Guided independent study with weekly exercises to be completed. ³⁰</p> <p>Secondary/Supplementary: e-learning resources, videos and online interactive exercises.</p>	<p>A1 A4 A5</p>	<p>E4.0 E4.2 E4.4</p>	<p>Assignments, formative tests, in-class essays, closed exams, presentations and group assessment.</p>	<p>Research Methods with Economic Modelling (RMEM6055)</p> <p>Research Economics Project (RECO6052)</p>
<p>An exposition for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme:</p> <p>Employability skills will be further developed at level 6 preparing students for their place in the workplace. The Economics Project will allow students to hone their analytical and technical skills using data and econometric techniques to address a real world issue.</p>					
<p>Practical Skills:</p>					

³⁰ List strategy/methods (i.e. lecs, tuts, guided ind study etc)

<p>For this bachelor level programme the following has been guided by the QAA Honours Degree Subject Benchmark(s).</p> <p>“Subject Benchmark Statement for Economics” (Published in 2007)”.</p> <p>By the end of this level of this programme the students will be able to demonstrate for: A threshold pass:</p> <p>Students will:</p> <ul style="list-style-type: none"> • be able to use advanced quantitative (econometric) and economic modelling techniques in the analysis of problems; • be able to selectively collect and organise data from the principal sources of economic information in the context of a particular policy or practice question or issue. 	<p>Primary:</p> <p>Tutorials with question and answer sessions</p> <p>Learning-based computer laboratory-based exercises</p> <p>Guided independent study with weekly exercises to be completed. ³¹</p> <p>Secondary/Supplementary: e-learning resources, videos and online interactive exercises.</p>	<p>A2 A4 A5</p>	<p>P5.3 P5.4</p>	<p>Assignments, formative tests, in-class essays, closed exams, presentations and group assessment.</p>	<p>Research Methods with Economic Modelling (RMEM6055)</p>
<p>An exposition for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme:</p> <p>Practical skills acquired at Levels 4 and 5 will be supplemented at this level by further laboratory-based exercises and in question and answer</p>					

³¹ List strategy/methods (i.e. lecs, tuts, guided ind study etc)

sessions.

PS14. Work Based/Related Learning

WBL is an essential element of Foundation Degrees and therefore needs to be detailed here. However, there should be an employability focus for all HE programmes, through at least Work Related Learning. Therefore, the following section is applicable to all programmes:

Level 4:					
WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related <u>Core</u> Module(s)
WRL – students model the experience in the workplace where economists are often asked to analyse an issue using a number of different approaches. ³²	The module is delivered in the second semester of Level 4. Students will have been provided with the opportunity to study the core economic theory, and will apply this theory when addressing a current economic issue. ³³	A1 A4 A5. ³⁴	K1.5 K1.7 C2.0 C2.3	Essay and presentation in response to two different questions addressing the same issue. ³⁵	Current Economic Issues. ³⁶ (CEIS4013)
An exposition to explain this map:					
The Current Economic Issues module asks students to explore issues using the core theory from two principle modules. Although the module is					

³² Insert a title and brief description

³³ i.e. where, how, when

³⁴ Refer to relevant numbered aim(s) or LO(s) [as appropriate]

³⁵ List the range of assessments most relevant

³⁶ Insert the module code(s) that will be assessed based on this activity

not practice-based, the students acquire skills that could be applied in any workplace context.

Level 5:

WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related <u>Core Module(s)</u>
WRL – Students employed as graduates in government departments or the regulatory bodies will be able to use the skills acquired in this module in their work.	This module is half of a pair of practice modules delivered at Level 5 which are worth 30 credits each. Students at this level of their programme have completed the foundation microeconomic and macroeconomic theory and can apply this theory in the Economic Policy module.	A2 A3 A5	C2.2 E4.1 P5.2	Assignments and formative tests.	Public Policy Evaluation (PPEV5040) Econometrics (ECOS5010)
WRL – working as an economist or in a role that requires some economic skills will be required to apply the economic theory and make this understandable to non-economists. The skill this requires can be learned in this module.	This module is the second half of the pair of practice modules delivered in Level 5 which are worth 30 credits each.	A2 A3 A5	C2.2 E4.1 P5.2	Assignments, formative tests and group work.	Economic Applications in Professional Practice (EAPP5011)

An exposition to explain this map:

At level 5, the two policy and practice modules allow students to examine economic issues and problems in an environment similar to that which they would experience in the workplace.

Level 6:

WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related <u>Core</u> Module(s)
WRL – The Economic Modelling module builds the analytical and technical skills required for work as an economist or in a role requiring quantitative skills. These skills are valuable in the workplace and provides the economics graduate with a competitive advantage when seeking employment as well as when employed.	This module takes the econometric skills that students acquire at Level 5 and develops a broader understanding of the role of models in economics.	A3 A4 A5	K1.3 C2.3 E4.2	Assignments, formative tests and group work	Research Methods with Economic Modelling (RMEM6055)

The work related learning at Level 6 occurs in the module Research Methods and Economic Modelling where students model the role of an economist whilst completing the research methods training for their economics project.

Appendix: Programme Structure by Delivery Mode

Full Time modes

Academic Year	Semester	Extended Standard (4 Years)		Standard (3 Years)		Extended Accelerated (3 Years)		Accelerated (2 Years)	
		Level	Module Credits	Level	Module Credits	Level	Module Credits	Level	Module Credits
Year 1	1	Year 0	60	Level 4	60	Year 0	60	Level 4	60
	2		60		60		60		
	3								
Year 2	4	Level 4	60	Level 5	60	Level 4	60	Level 5	60
	5		60		60		60		
	6								
Year 3	7	Level 5	60	Level 6	60	Level 5	60	Level 6	60
	8		60		60		60		
	9								
Year 4	10	Level 6	60						
	11		60						
	12								

Part Time modes

Academic Year	Semester	Extended (5 Years)		Standard (4 Years)		Academic Year
		Level	Module Credits	Level	Module Credits	

Year 1	1	Year 0	30	Level 4	30	Year 1
	2		30		30	
	3		30		30	
Year 2	4	Level 4	30	Level 5	30	Year 2
	5		30		30	
	6		30		30	
Year 3	7	Level 5	30	Level 6	30	Year 3
	8		30		30	
	9		30		30	
Year 4	10	Level 6	30		30	Year 4
	11		30		30	
	12		30		30	
Year 5	13	Level 6	30			Year 5
	14		30			
	15		30			
Year 6	16		30			Year 6
	17					
	18					

Appendix: Subject Benchmark Statement – Economics.

SEEC Level Descriptors

Knowledge and Understanding	Cognitive Skills	Performance and Practice	Personal and Enabling Skills
<i>A Knowledge base</i>	<i>C Conceptualisation and critical thinking</i>	<i>G Adaptation to Context</i>	<i>K Personal evaluation and development</i>
<i>B Ethical issues</i>	<i>D Problem Solving, Research and Enquiry</i>	<i>H Performance</i>	<i>L Interpersonal and communication skills</i>
	<i>E Synthesis and Creativity</i>	<i>I Team and organisational working</i>	
	<i>F Analysis and Evaluation</i>	<i>J Ethical awareness and application</i>	

Appendix: Skills Modules

The skills modules will include a combination of skills based elements and subject based elements. The Learning and Skills Department are working alongside subject specialists to ensure students receive a balance of generic skills with skills relevant to their chosen discipline. Indicative examples of skills are outlined below. More detailed schemes of work are available for each student within the individual module handbooks each semester.

Academic Skills (Level 4)

Examples of Skills Based Element	Examples of Subject Based Element
Research Skills	Journal of Economic Literature list of topics
Critical Thinking skills	Thinking in terms of models
Computer Literacy	Creating an economic report template
Referencing & Plagiarism	Harvard referencing
Academic reflection	Compare two opposed economic views (i.e. monetarism vs Keynesianism)

Professional Skills (Level 4)

Examples of Skills Based Element	Examples of Subject Based Element
Business Awareness skills	Identification of companies needs in terms of economics professionals
Team Building	Organising a fund-raising activity
Presentation and sales pitch skills	Explaining your idea of an equitable society
Social Networking skills	LinkedIn profile building
Marketing Concepts	Analyse price as part of the marketing-mix

Employability Skills (Level 5)

Examples of Skills Based Element	Examples of Subject Based Element
Interview Skills	Role-playing: job in economics consulting
Digital Skills	MS Excel modelling
CV Building	CV clinic
Exploring and Evaluating Career Paths/	Analysis of the trends in the economics

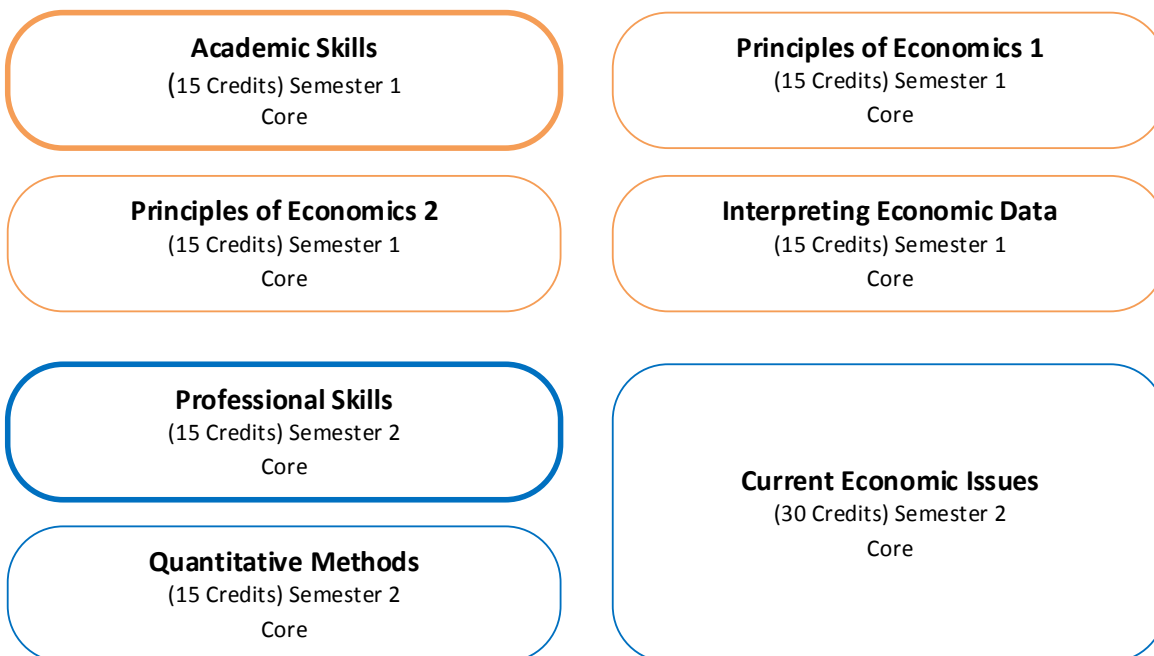
Opportunities	consultancy sector
Employment Action Plan	Career planning and specific training needs

Appendix: Programme Map

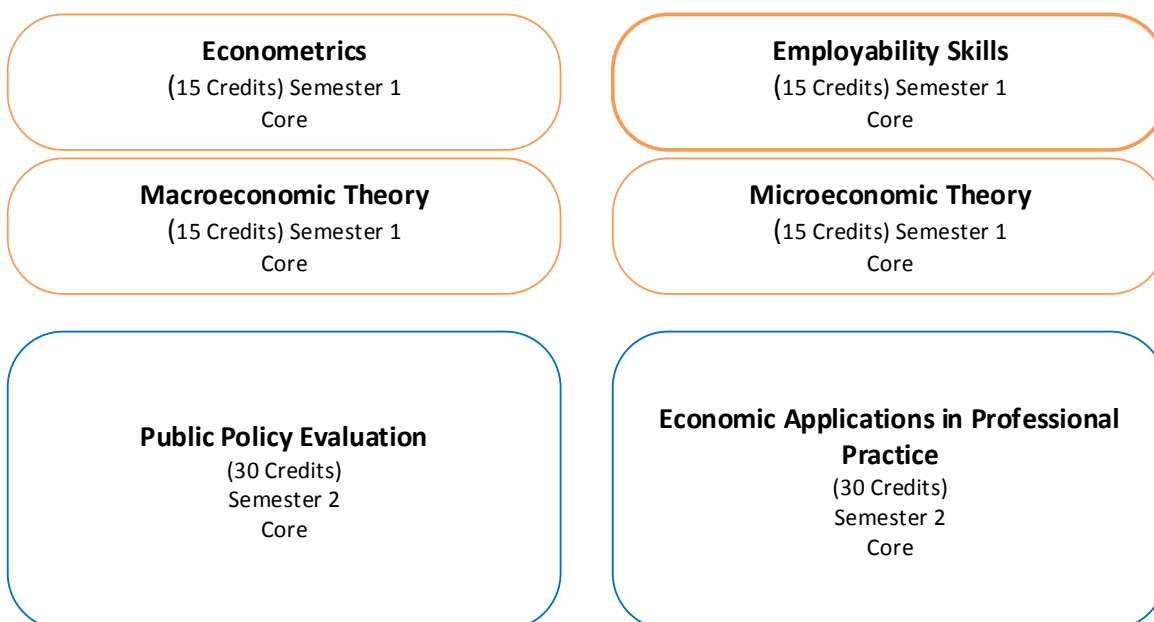
BSc (Hons) Economics

Level 4: Certificate of Higher Education (120 Credits)

KEY	
Orange	- Semester 1
Blue	- Semester 2
Bold line	- Shared module
Thin line	- Unique module



Level 5: Diploma of Higher Education (120 Credits)



BSc (Hons) Economics

Level 6 (120 Credits)

KEY	
Orange	- Semester 1
Blue	- Semester 2
Bold line	- Shared module
Thin line	- Unique module

Economics in the International Environment
(15 Credits) Semester 1
Core

Industrial Organisation
(15 Credits) Semester 1
Core

Emerging Themes and History of Economic Thought
(30 Credits) Semester 2
Core

Research Methods with Economic Modelling
(30 Credits) Semester 1
Core

Research Economics Project
(30 Credits) Semester 2
Core

Appendix: Summary of Programme Assessments (Including Indicative Content)

BSc (Hons) Economics

Module	Credits	Level	Semester	Exam	Coursework	Practical
Academic Skills	15	4	1		100% Indicative Content: Portfolio	
Principles of Economics 1	15	4	1	50% Indicative Content: Written exam - 1.5 hours	50% Indicative Content: Written assignment 2,000 words	
Principles of Economics 2	15	4	1	50% Indicative Content: Written exam - 1.5 hours	50% Indicative Content: Written assignment 2,000 words	
Interpreting Economic Data	15	4	1		100% Indicative Content: Written assignment - 2 x assignments 1,500 words total	
Quantitative Methods	15	4	2		100% Indicative Content: Written assignment - 2 x assignments 1,500 word count in total	
Professional Skills	15	4	2		100% Indicative Content: Portfolio	
Current Economic Issues	30	4	2		100% Indicative Content: Written assignment - 50% reflective Essay 3,000 word count 35% Group Work 4,000 words 15%Group Poster 500 words	
Econometrics	15	5	1		100% Indicative Content: Report x2 1,000 words each	
Employability Skills	15	5	1		100% Indicative Content: Written assignment- 30% journal entries 3x 200 words each (70%) Critical Reflection 900 words	
Microeconomic Theory	15	5	1	50% Indicative Content: Written exam 2 hours	50% Indicative Content: 2 written assignments 1,500 words in total	
Macroeconomic Theory	15	5	1	50% Indicative Content: Written exam 2 hours	50% Indicative Content: Written assignment - 1,500 words in total	

Public Policy Evaluation	30	5	2		<p>100%</p> <p>Indicative Content: Written assignment and Project outlook- 50% reflective Essay 3,000 word count 35% Group Work : Proposal 1,000 words Report 4,000 words 15%Group Poster</p>	
Economic Applications in Professional Practice	30	5	2		<p>80%</p> <p>Indicative Content: Written assignment- 25% Reflective Essay 1,500 word count 25% Technical report 1,500 words 50% Group Assignment Proposal 1,500 words and report 3500 words</p>	<p>20%</p> <p>Indicative Content: Oral assessment and presentation- 15 minute group presentation</p>
Economics in the International Environment	15	6	1	<p>50%</p> <p>Indicative Content: Written exam 3 hours</p>	<p>50%</p> <p>Indicative Content: Written assignment 2,500 words</p>	
Industrial Organisation	15	6	1	<p>50%</p> <p>Indicative Content: 3 hours</p>	<p>50%</p> <p>Indicative Content: Written assignment 2,500 words</p>	
Research Methods with Economic Modelling	30	6	1		<p>100%</p> <p>Indicative Content: Written assignment and Report- 20% Research plan , 1000 words. 20% Weekly assignments. 60% Written report 3000 words</p>	
Emerging Themes and History of Economic Thought	30	6	2	<p>20%</p> <p>Indicative Content: In-class test 1000 word essay</p>	<p>80%</p> <p>Indicative Content: Written assignment x 2 essay 2,000 words each</p>	
Research Economics Project	30	6	2		<p>100%</p> <p>Indicative Content: Dissertation 8,000 words</p>	