

KEY PROGRAMME INFORMATION

Originating institution(s) Bournemouth University	Faculty responsible for the programme Bournemouth University Business School
Final award(s), title(s) and credits BSc (Hons) Economics	
Intermediate award(s), title(s) and credits A Certificate in Higher Education (Cert HE) in Economics is awarded to a student who exits with 120 credits (60 ECTS) achieved at Level 4. A Diploma in Higher Education (Dip HE) in Economics is awarded to a student who exits with 120 credits (60 ECTS) achieved at Level 4 and 120 credits (60 ECTS) achieved at Level 5	
UCAS Programme Code(s) (where applicable and if known) L100	HECoS (Higher Education Classification of Subjects) Code and balanced or major/minor load 100450
External reference points The UK Quality Code for Higher Education, Chapter A1: The National Level (FHEQ), and Chapter A2: The Subject and Qualification Level including: <ul style="list-style-type: none"> • Finance Benchmark • Economics Benchmark • General Business and Management Benchmark • ICAEW Syllabi • CIMA Syllabi • AIA Syllabi • CIOT Syllabi 	
Professional, Statutory and Regulatory Body (PSRB) links N/A	
Places of delivery Bournemouth University, Talbot and Lansdowne Campuses	
Mode(s) of delivery Full-time	Language of delivery English
Typical duration 3 years full time 4 years full time sandwich	
Date of first intake September 2020	Expected start dates September
Maximum student numbers N/A	Placements Placements optional, between L5 and L6
Partner(s) Not applicable	Partnership model Not applicable
Date of this Programme Specification April 2024	
Version number 1.8-0925	
Approval, review or modification reference numbers E20181931, approved 23/09/2019 EC2021 01, approved Sept 2020 FM2021 17, approved 05/05/2021, previously v1.0 FM2021 18, approved 05/05/2021, previously v1.1 FM2021 19, approved 17/02/2022, previously v1.2 BUBS2122 24, approved 24/02/2022, previously v1.3 BUBS2223 02, approved 10/10/2022, previously v1.4 EC 2223 02 EC2223 21, approved 24/11/2022 BUBS2223 08, approved 12/01/2023, previously v1.5 BUBS2223 14, approved 16/03/2023, previously v1.6	

Programme Specification – Section 1

BUBS 2324 19, approved 14/03/2024, previous version 1.7 -0923

Author

Prof. Christopher A. Hartwell

Programme Specification – Section 1

PROGRAMME STRUCTURE

Programme Award and Title: BSc (Hons) Economics									
Year 1/Level 4 Students are required to complete all 6 core units.									
Unit Name	Core/ Option	No of credits	Assessment Element Weightings				Expected contact hours per unit	Unit version no.	HECoS Code (plus balanced or major/minor load)
			Exam 1	Exam 2	Cwk 1	Cwk 2			
History of Economic Thought	Core	20			60	40	40	1.0	100450
Introductory Mathematics for Economic Analysis	Core	20	50	50			30	1.0	100403
Principles of Microeconomics	Core	20	30	70			40	1.0	101401
Principles of Macroeconomics	Core	20	50		50		40	1.0	101402
Introduction to Financial Markets	Core	20	70		30		40	1.0	100107
Basic Statistical Techniques	Core	20	50	50			39	3.0	100604
Progression requirements: Requires 120 credits at Level 4									
Exit qualification: Cert HE Economics (requires 120 credits at Level 4)									

Year 2/Level 5 Students are required to complete 5 core units and 1 option unit.									
Unit Name	Core/ Option	No of credit s	Assessment Element Weightings				Expected contact hours per unit	Unit version no.	HECoS Code (plus balanced or major/minor load)
			Exam 1	Exam 2	Cwk 1	Cwk 2			
Intermediate Microeconomics	Core	20	50		50		40	1.1	101401
Mathematics for Economists	Core	20	50	50			39	3.1	100403
Industry, region and environment	Core	20	60		40		40	3.0	100199, 100409
Intermediate Macroeconomics	Core	20			100		36	1.2	101402
Econometric Techniques	Core	20	30	70			39	3.1	100604
Corporate Financial Management	Option	20	70		30		36	1.1	100107
Money, Banking and Financial Services	Option	20			40	60	40	2.1	100107, 100827
Progression requirements: Requires 120 credits at Level 5									
Exit qualification: Dip HE Economics (requires 120 credits at Level 4 and 120 credits at Level 5).									
Year 3/Level P - Optional placement year in industry/business									
Progression requirements: Satisfactory completion of a minimum 30-week placement in industry/business Students who do not choose to undertake the optional sandwich placement may progress directly from Level 5 to Level 6.									

Programme Specification – Section 1

Year 3/4/Level 6

Students are required to complete 4 core units and 2 option units.

Unit Name	Core/ Option	No of credits	Assessment Element Weightings			Expected contact hours per unit	Unit version no.	HECoS Code (plus balanced or major/minor load)
			Exam 1	Cwk 1	Cwk 2			
International Economics	Core	20		50	50	40	1.1	100452
Quantitative Economic Applications	Core	20		50	50	40	3.0	100604
Research Study	Core	20		100		12.5	3.1	100450
Global Markets, Development and Labour	Core	20	50	50		40	3.0	100452
Investment Management	Option	20	100			40	3.0	100828
Perspectives on Business Strategy	Option	20	70	30		40	3.0	100810
Microeconomics and the Digital Economy	Option	20	50	50		44	1.0	101401
Risk Modelling and Management	Option	20	50	50		40	3.0	100835, 101040
Financial Regulation	Option	20		100		35	3.0	100107
Managing Crises and Disaster Resilience	Option	20		100		36	1.0	100823
Public Finance and Policy	Option	20		50	50	35	1.0	100601

Exit qualification: BSc (Hons) Economics

Sandwich UG award: Requires 120 credits at Level 4, 120 credits at Level 5, 120 credits at Level 6 and successful completion of a placement year.

Full-time UG award: Requires 120 credits at Level 4, 120 credits at Level 5 and 120 credits at Level 6.

AIMS OF THE DOCUMENT

The aims of this document are to:

- define the structure of the programme;
- specify the programme award titles;
- identify programme and level learning outcomes;
- articulate the regulations governing the awards defined within the document.

AIMS OF THE PROGRAMME

BSc (Hons) Economics

As the QAA's (2007) subject benchmark standards notes Economics is both a social science and a subject within the broad scope of business and management. As a subject it is unusual in that it falls within these two different academic contexts. The emphasis of this programme is within the business and management context but there should be no material difference from a programme set more in a social science context. There is no recognised professional body as such for Economics or economists, but the Royal Economic Society provides leadership (mainly research) in the subject within the UK.

The QAA's benchmark standards identify the following key abilities that the study of Economics should develop:

- to abstract and simplify in order to model the essence of a complex problem;
- to analyse and reason, both deductively and inductively;
- to assimilate and analyse both qualitative and quantitative data;
- to communicate results to a wide audience;
- to think critically about the limitations of one's own analysis, particularly in an inter-disciplinary context; and
- to draw policy inferences from economic analysis.

The programme presented subscribes to these and seeks to develop these abilities throughout. Emphasis is placed on the development of key skills rather than acquisition of knowledge in its own right. Students are required to engage critically and to explore key issues using their skills and initiative. They are encouraged to develop their full potential in a challenging, enterprising and stimulating learning environment, in which there is a strong emphasis on developing autonomy, resourcefulness and the abilities to manage self and others.

The primary aim of the **Economics programme** is to develop critically informed, agile and resourceful graduates who:

- will be trained in the principles of economics and their application;
- will appreciate the application of economics to a range of problems and its relevance in a variety of situations;
- will possess/have a firm foundation of knowledge about the workings of economics systems;
- will have the ability to apply the knowledge and skills they have acquired to the solution of theoretical and applied problems in economics;
- will have analytical skills and an ability to develop simplifying frameworks for studying the real world;
- will develop an appreciation of the economics dimension of wider social, political and environmental issues;
- will be able to work confidently in teams and independently;
- will develop a wide appreciation of finance disciplines that are relevant across the globe;
- develop skills of research, problem-solving and communication which contribute to critical reflection on their own work and the work of others.

The Economics programme is distinctive in a number of ways. It:

Programme Specification - Section 2

- Provides a broader exposure to the different specialist areas of economics compared to a “typical” degree in economics. That is a “typical” package offers a range of optional areas of specialism (e.g. labour economics, international economics) from which students select only two or three. This programme seeks to expose students to a wider range of these specialist areas.
- Embodies a number of units based on a “guided research” principle intended to encourage and develop student centred learning. That is, students are presented with lectures on core concepts and core skills and expected to apply these in their own research, with guidance and support.
- Encourages students to understand the practical applications of economic theory and methodology, particularly in the context of global issues.
- Exposes students to innovative and diverse learning and teaching methods with an emphasis on student centred learning; and
- Exhibits a strong commitment to the development of personal and professional initiative, effectiveness and employability.

ALIGNMENT WITH THE UNIVERSITY’S STRATEGIC PLAN

The programme is informed by and aligned with the BU 2025 strategic plan and the University’s fusion agenda. In particular, the programme is meant to align with the following goals:

- Provide an environment that engages and attracts staff, students and external stakeholders;
- Build the world-wide impact of our Fusion of education, research and practice ;
- Enhance our position as a sustainable organisation and manage the environmental impact of our actions;
- Position BU as the destination of choice for staff and students seeking a distinctive Fusion environment and culture;
- Manage organisational performance including academic sustainability and consistent high quality.

The Economics programme is also meant to build momentum towards BU2025 outcomes:

- The BU learning experience is personalised, inter-disciplinary and consistently excellent;
- We attract and develop students and staff who thrive as lifelong learners through Fusion;
- We have a diverse and inclusive environment that enables achievement for all;
- We drive social and economic growth and development through our staff, students and graduates;
- We lead thinking on sustainability and support the development of the region;
- Through Fusion we have a positive impact worldwide on the challenges facing society;
- Staff, students and graduates enrich society as active citizens in their communities.

LEARNING HOURS AND ASSESSMENT

Bournemouth University taught programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The minimum credit value of a unit is normally 20 credits, above which credit values normally increase at 20-point intervals. 20 credits is the equivalent of 200 study hours required of the student, including lectures, seminars, assessment and independent study. 20 University credits are equivalent to 10 European Credit Transfer System (ECTS) credits.

The assessment workload for a unit should consider the total time devoted to study, including the assessment workload (i.e. formative and summative assessment) and the taught elements and independent study workload (i.e. lectures, seminars, preparatory work, practical activities, reading, critical reflection).

Assessment per 20 credit unit should normally consist of 3,000 words or equivalent. Dissertations and Level 6 and 7 Final Projects are distinct from other assessment types. The word count for these assignments is 5,000 words per 20 credits, recognising that undertaking an in-depth piece of original research as the capstone to a degree is pedagogically sound.

STAFF DELIVERING THE PROGRAMME

Students will usually be taught by a combination of senior academic staff with others who have relevant expertise including – where appropriate according to the content of the unit – academic staff, qualified professional practitioners, demonstrators/technicians and research students.

INTENDED LEARNING OUTCOMES – AND HOW THE PROGRAMME ENABLES STUDENTS TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES

PROGRAMME AND LEVEL 6 INTENDED PROGRAMME OUTCOMES

<p>A: Subject knowledge and understanding</p> <p>This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p>
<p>A1 the quantitative techniques used in both theoretical and applied economics;</p> <p>A2 core economic theories and a broad range of their specialist applications;</p> <p>A3 linkages between theory and evidence in economic analysis;</p> <p>A4 the reasons why differences in assumptions or approach lead to differences in analytical or policy conclusions;</p> <p>A5 the application of economic theories and methods to practical problems;</p> <p>A6 the role of economics in a wider inter-disciplinary and global context.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (A1 – A6); • seminars (A1 – A6); • directed reading (A1 – A6); • use of the VLE (A2, A3, A5); • independent research (for dissertation) (A5, A6). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • open book examinations (A1 – A6); • coursework essays (A1 – A6); • dissertation (A5, A6).
<p>B: Intellectual skills</p> <p>This programme provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme outcomes:</p>
<p>B1 critically evaluate theory, evidence and practice;</p> <p>B2 analyse and synthesise information, identifying implicit values, detecting false logic or reasoning and ensuring that conclusions are supported by evidence;</p> <p>B3 appreciate the economic dimensions of social, political and environmental issues, particularly in a global context;</p> <p>B4 apply their knowledge and skills to theoretical and applied problems in economics;</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (B1 – B7); • seminars (B1 – B7); • directed reading (B1 – B7); • use of the VLE (B2 – B7); • independent research (for dissertation) (B1 – B7). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p>

Programme Specification - Section 2

<p>B5 integrate and synthesise evidence from a range of sources to support findings, proposed solutions and hypotheses;</p> <p>B6 critically reflect upon experience and relate this to theory and practice;</p> <p>B7 be capable of further developing and using their knowledge and skills both in further study and in employment.</p>	<ul style="list-style-type: none"> • open book examinations (B1 – B7); • coursework essays (B1 – B7); • dissertation (B1 – B7).
<p>C: Practical skills</p> <p>This programme provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p>
<p>C1 identify the essential features of complex economic systems in a way that provides a practical framework for prediction or analysis;</p> <p>C2 employ both deductive and inductive reasoning to analyse complex economic problems;</p> <p>C3 be familiar with economic data from a wide range of sources and be able to make effective use of economic evidence;</p> <p>C4 set up and frame problems in such a way that they are amenable to analysis;</p> <p>C5 apply key economic concepts such as discounted values, opportunity cost or cost-benefit to wider business or social science problems;</p> <p>C6 demonstrate confidence and competence in the use of information technologies;</p> <p>C7 apply problem solving and decision-making techniques using appropriate quantitative and qualitative skills;</p> <p>C8 manage ambiguous, complex and uncertain situations.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (C1 – C8); • coursework essays (C1 – C8); • independent research for empirical dissertation (C1 – C8); • group exercises (C2 – C8). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • open book examinations (C1 – C8); • coursework essays (C1 – C8); • dissertation (C1 – C8).
<p>D: Transferable skills</p> <p>This programme provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p>
<p>D1 perform effectively when working in collaboration with others;</p> <p>D2 apply effective research skills and, in so doing, to exhibit initiative;</p> <p>D3 apply numerical and quantitative skills to analyse, interpret and extrapolate;</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (D1 – D11); • seminars (D1 – D11); • use of the VLE (D1 – D11); • directed reading (D1 – D11).

Programme Specification - Section 2

<p>D4 deploy a range of interpersonal skills including effective listening, negotiating, persuasion and presentation;</p> <p>D5 demonstrate openness and sensitivity to diversity in terms of other people, cultures and business and management issues;</p> <p>D6 manage their own motivation, tasks and behaviour in enterprising, innovative and professionally appropriate ways;</p> <p>D7 manage their own learning and development;</p> <p>D8 anticipate and respond flexibly and creatively to change;</p> <p>D9 engage in reflective practice and collaborative learning;</p> <p>D10 communicate effectively by oral, written and visual means using a range of appropriate media;</p> <p>D11 apply both deductive and inductive reasoning in the analysis of complex problems.</p>	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework essays (D1 – D11); • open book examinations (D1 – D11); • dissertation (D1 – D11).
---	--

LEVEL 5/DipHE INTENDED LEVEL OUTCOMES

<p>A: Knowledge and understanding</p> <p>This level provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>A1 quantitative techniques in theory and in practice;</p> <p>A2 core economic principles in both micro-economics and macro-economics;</p> <p>A3 a range of key current issues in economics and economic policy, within a global context;</p> <p>A4 the economics of industries, regions and the environment.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (A1 – A4); • seminars (A1 – A4); • directed reading (A1 – A4); • use of the VLE (A1 – A4) <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • open book examinations (A1 – A4); • coursework essays (A1 – A4).
<p>B: Intellectual skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>B1 critically evaluate theory and to be able to link theory to real economic problems;</p> <p>B2 analyse and synthesise information, using both deductive and inductive methodologies;</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (B1 – B5);

Programme Specification - Section 2

<p>B3 appreciate the economic dimensions of a selection of current issues, particularly in a global context;</p>	<ul style="list-style-type: none"> • seminars (B1 – B5); • directed reading (B1 – B5); • use of the VLE (B1 – B5).
<p>B4 apply econometric and mathematical techniques to economic problems;</p>	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p>
<p>B5 be capable of further developing and using their knowledge and skills both in further study and in employment.</p>	<ul style="list-style-type: none"> • open book examinations (B1 – B5); • coursework essays (B1 – B5).
<p>C: Practical skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>C1 identify the essential features of macro-economic systems and understand how they are inter-related;</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p>
<p>C2 identify the key features of individual markets, of a general micro-economic equilibrium system and to understand the underlying inter-relationships;</p>	<ul style="list-style-type: none"> • lectures (C1 – C5); • coursework essays (C1 – C5); • independent research for empirical dissertation (C1 – C5); • group exercises (C1 – C5).
<p>C3 be familiar with different ways of analysing economic data from a wide range of sources;</p>	
<p>C4 set up and frame economic problems in a mathematical way;</p>	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p>
<p>C5 understand the importance of the global context to a proper appreciation of both micro and macro-economics.</p>	<ul style="list-style-type: none"> • open book examinations (C1 – C5); • coursework essays (C1 – C5).
<p>D: Transferable skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>D1 be capable and confident in working in collaboration with others;</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p>
<p>D2 understand how to conduct research and appreciate the value of research skills;</p>	<ul style="list-style-type: none"> • lectures (D1 – D7); • seminars (D1 – D7); • use of the VLE (D1 – D7); • directed reading (D1 – D7).
<p>D3 demonstrate a high degree of competence in quantitative analytical techniques;</p>	
<p>D4 be capable of applying deductive reasoning to a wide range of issues;</p>	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p>
<p>D5 demonstrate an ability to combine initiative with their other intellectual abilities;</p>	<ul style="list-style-type: none"> • coursework essays (D1 – D7); • open book examinations (D1 – D7).
<p>D6 have a keen and critical awareness of global issues;</p>	
<p>D7 be confident and accomplished communicators.</p>	

LEVEL 4/Cert HE INTENDED LEVEL OUTCOMES

<p>A: Knowledge and understanding</p> <p>This level provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>A1 a knowledge of the underlying concepts and principles of accounting;</p> <p>A2 an understanding of the legal framework, principles and concepts;</p> <p>A3 an understanding of fundamental economic concepts and principles;</p> <p>A4 an understanding of the workings of business practices;</p> <p>A5 a basic understanding of mathematical concepts and techniques appropriate for students of accounting and finance;</p> <p>A6 a foundation knowledge of information sources and research skills.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (A1 – A6); • seminars (A1 – A6); • directed reading (A1 – A6); • use of the VLE (A1 – A6). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • open book examinations (A1 – A6); • coursework essays (A1 – A6).
<p>B: Intellectual skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>B1 apply a rigorous approach to the acquisition of a broad knowledge base relevant to accounting and finance;</p> <p>B2 identify, locate and extract data from appropriate information sources;</p> <p>B3 analyse data and draw reasoned conclusions;</p> <p>B4 collect, collate and categorise ideas and information in a prescribed format;</p> <p>B5 demonstrate an awareness of the appropriate terminology of the Level subject areas.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (B1 – B5); • seminars (B1 – B5); • directed reading (B1 – B5); • use of the VLE (B1 – B5). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • open book examinations (B1 – B5); • coursework essays (B1 – B5).
<p>C: Practical skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>C1 apply key economic principles to the analysis of events;</p> <p>C2 demonstrate an appreciation of how businesses are organised and managed;</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (C1 – C7);

Programme Specification - Section 2

<p>C3 apply key legal principles relevant to the business environment;</p>	<ul style="list-style-type: none"> • coursework essays (C1 – C7); • group exercises (C1 – C7).
<p>C4 use industry standard Information Technology applications such as spreadsheets and databases;</p> <p>C5 carry out information gathering and basic research using printed and online sources;</p> <p>C6 an ability to apply techniques to solve problems in accounting, finance and economics;</p> <p>C7 demonstrate a broad understanding of the information requirements of users of accounts, both internal and external to the organization.</p>	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • open book examinations (C1 – C7); • coursework essays (C1 – C7).
<p>D: Transferable skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>D1 develop the basic skills of communication, both oral and written;</p> <p>D2 develop the basic skills of information technology and their interface with accounting and financial information;</p> <p>D3 demonstrate numeracy skills, including the ability to manipulate financial and other numerical data;</p> <p>D5 demonstrate interpersonal skills by working effectively in collaboration with others, including staff and students;</p> <p>D6 write structured essays/reports demonstrating an appreciation and selection of appropriate theoretical approaches;</p> <p>D7 deliver work to a given length, format, brief and deadline;</p> <p>D8 demonstrate a capacity for independent and self-managed learning.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (D1 – D8); • seminars (D1 – D8); • use of the VLE (D1 – D8); • directed reading (D1 – D8). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework essays (D1 – D8); • open book examinations (D1 – D8).

ADMISSION REGULATIONS

The regulations for this programme are the University's Standard Undergraduate/Postgraduate/Graduate Diploma/Graduate Certificate Admission Regulations.

PROGRESSION ROUTES

Recognition arrangements provide formally approved entry or progression routes through which students are eligible to apply for a place on a programme leading to a BU award. Recognition does not guarantee entry onto the BU receiving programme only eligibility to apply. In some cases, additional entry criteria such as a Merit classification from the feeder programme may also apply. Please see the [recognition register](#) for a full list of approved Recognition arrangements and agreed entry criteria.

In order to take advantage of exciting new approaches to learning and teaching, as well as developments in industry, the current, approved Articulation/Recognition/Progression route(s) for this programme may be subject to change. Where this happens students will be informed and supported by the Faculty as early as possible.

ASSESSMENT REGULATIONS

The regulations for this programme are the University's Standard Undergraduate Regulations.

WORK BASED LEARNING (WBL) AND PLACEMENT ELEMENTS

BSc (Hons) Economics incorporates a one-year (minimum 30 week) placement as an optional element. Those students who successfully complete a one-year placement will be eligible for the award of full-time sandwich degree. Those students who do not opt for the one-year placement may still undertake some form of placement during their three-year programme.

Programme Specification - Section 2

Programme Skills Matrix

Units		Programme Intended Learning Outcomes																																		
		A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	B 5	B 6	B 7	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10	D 11			
LEVEL 6	International Economics	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Quantitative Economic Applications	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Investment Management	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Perspectives on Business Strategy	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Research study	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Global Markets, Development and Labour		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓			✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Microeconomics and the Digital Economy		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Risk Modelling and Management	✓	✓	✓		✓	✓	✓			✓				✓		✓	✓	✓			✓		✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	
	Public Finance and Policy	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Managing Crises and Disaster Resilience			✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Financial Regulation		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
LEVEL 5	Intermediate Microeconomics	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Mathematics for Economists	✓				✓		✓			✓			✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Industry, region and environment	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Intermediate Macroeconomics	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Econometric Techniques	✓				✓		✓			✓			✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 4	Corporate Financial Management	✓	✓	✓				✓		✓	✓			✓		✓	✓	✓	✓			✓		✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	
	Money, Banking and Financial Services	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 4	History of Economic Thought		✓		✓	✓		✓	✓	✓	✓			✓		✓		✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Introductory Mathematics for Economic Analysis	✓				✓		✓			✓			✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Principles of Microeconomics	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Principles of Macroeconomics	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Introduction to Financial Markets	✓	✓	✓	✓	✓		✓	✓	✓	✓			✓										✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 4	Basic Statistical Techniques	✓				✓		✓			✓			✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
A – Subject Knowledge and Understanding This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:											C – Subject-specific/Practical Skills This programme provides opportunities for students to:																									
<ol style="list-style-type: none"> the quantitative techniques used in both theoretical and applied economics; core economic theories and a broad range of their specialist applications; linkages between theory and evidence in economic analysis; the reasons why differences in assumptions or approach lead to differences in analytical or policy conclusions; the application of economic theories and methods to practical problems; the role of economics in a wider inter-disciplinary and global context. 											<ol style="list-style-type: none"> identify the essential features of complex economic systems in a way that provides a practical framework for prediction or analysis; employ both deductive and inductive reasoning to analyse complex economic problems; be familiar with economic data from a wide range of sources and be able to make effective use of economic evidence; set up and frame problems in such a way that they are amenable to analysis; apply key economic concepts such as discounted values, opportunity cost or cost-benefit to wider business or social science problems; demonstrate confidence and competence in the use of information technologies; 																									

Programme Specification - Section 2

	<ol style="list-style-type: none"> 7. apply problem solving and decision-making techniques using appropriate quantitative and qualitative skills; 8. manage ambiguous, complex and uncertain situations.
<p>B – Intellectual Skills This programme provides opportunities for students to:</p> <ol style="list-style-type: none"> 1. critically evaluate theory, evidence and practice; 2. analyse and synthesise information, identifying implicit values, detecting false logic or reasoning and ensuring that conclusions are supported by evidence; 3. appreciate the economic dimensions of social, political and environmental issues, particularly in a global context; 4. apply their knowledge and skills to theoretical and applied problems in economics; 5. integrate and synthesise evidence from a range of sources to support findings, proposed solutions and hypotheses; 6. critically reflect upon experience and relate this to theory and practice; 7. be capable of further developing and using their knowledge and skills both in further study and in employment. 	<p>D – Transferable Skills This programme provides opportunities for students to:</p> <ol style="list-style-type: none"> 1. perform effectively when working in collaboration with others; 2. apply effective research skills and, in so doing, to exhibit initiative; 3. apply numerical and quantitative skills to analyse, interpret and extrapolate; 4. deploy a range of interpersonal skills including effective listening, negotiating, persuasion and presentation; 5. demonstrate openness and sensitivity to diversity in terms of other people, cultures and business and management issues; 6. manage their own motivation, tasks and behaviour in enterprising, innovative and professionally appropriate ways; 7. manage their own learning and development; 8. anticipate and respond flexibly and creatively to change; 9. engage in reflective practice and collaborative learning; 10. communicate effectively by oral, written and visual means using a range of appropriate media; 11. apply both deductive and inductive reasoning in the analysis of complex problems.