

<b>PROGRAMME SPECIFICATION</b>		
<b>NAME OF PROGRAMME: Economics with History</b>	<b>UCAS CODE: L1V1</b>	<b>ADMISSION REQUIREMENTS: 2 A levels or equivalent IELTS 6.0</b>
<b>1. Awarding institution/body</b> <b>2. Teaching institution</b> <b>3. Programme validated/accredited by</b> <b>4. Final Award</b> <b>5. QAA Subject Benchmark statement</b> <b>6. Date of Programme preparation/revision</b>	<b>University of Buckingham</b> <b>University of Buckingham</b> <b>University of Buckingham</b> <b>BSc (Econ)</b> <b>Economics and History</b> <b>March 2003</b>	
<b>EDUCATIONAL AIMS OF THE PROGRAMME:</b> The Economics with History programme involves an Economics major and a History minor. It aims therefore to give students a basic appreciation of both subjects. Students should also understand the grounding of economic thinking and practice within the real world and within an historical time frame. An important part of the degree involves an understanding and awareness of the political economy tradition.		
<b>INTENDED LEARNING OUTCOMES:</b>		
<div style="border: 1px solid black; padding: 5px;"> <p>Knowledge &amp; Understanding To enable students to obtain knowledge and understanding of economics as defined above</p> <p>To enable students to obtain knowledge and understanding of economics and history in the context of the educational aims of the programme</p> </div>	→	<div style="border: 1px solid black; padding: 5px;"> <p>Learning and teaching strategies used to enable outcomes to be achieved and demonstrated: Lectures and small group seminars, plus interaction and dialogue with students on a one to one basis. Students are mainly examined by written examination, but in most courses there is an essay requirement of about 10-20% of the total. In addition, most courses require additional essays that are not part of the assessed marks.</p> <p>These skills cannot, we believe, be communicated directly. They are acquired as part of the general learning process. Of particular importance is extensive reading, which we encourage and dialogue and interaction between students and staff. We consider that interaction between staff and students is essential in an effective degree programme.</p> </div>
<p>Cognitive skills: Cognition is the mental act or process by which knowledge is acquired, including perception, intuition and reasoning</p> <p>(a) perception – to improve knowledge of economic and historical phenomena and processes. Students should perceive the complexity of historical phenomena.</p> <p>(b) intuition – to encourage ‘economic’ and ‘historical awareness’ in the appreciation of social phenomena. Students should appreciate arguments about the costs and benefits of economic activity; and the concept of opportunity cost (and understand its paradoxical nature). They should understand the nature of probabilistic thinking. This is not necessarily taught in courses on statistics, but by its nature relies on an intuitive understanding of the uncertain character of the world. They should appreciate that social and economic theories have to be understood in concrete historical circumstances and that human behaviour is predictable only to a limited extent. The famous definition of history – ‘one damned thing after another’ and Macmillan’s remark ‘Events, dear boy, events’ illustrate the need to understand the urgency of time.</p> <p>At the same time the historical component of the degree should enable students to reason within a diversity of evidence and contradictory views.</p>	→	<div style="border: 1px solid black; padding: 5px;"> <p>Students should learn to argue cogently a position, yet should understand that contradictory views may have relevance and power. Ideally they should learn to steer a course between the Scylla of relativism and the Charybdis of dogmatism.</p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Learning and teaching strategies used to enable outcomes to be achieved and demonstrated</p> <p>Students are offered courses in Macro and Micro Economic principles and policy at the preliminary and intermediate levels. They are required to study courses in Mathematical and Statistical Methods at an early stage in the degree. We usually require students to study the History of Economic Thought, Welfare Economics and Public Sector as well as a choice of special options at the Part II stage. On the history side many of the compulsory courses, such as Intervention, Free Trade and Protectionism and European Industrial Revolutions, are mainly taught from an economic history perspective. Students are also offered a wide selection of courses dealing with political and world history.</p> </div>

## TRANSFERABLE SKILLS AND OTHER ATTRIBUTES:

Key skills: Students should be able to justify an intellectual position within a group context, and argue that position against the criticisms of other students and members of staff. In many courses students are required to introduce a tutorial subject, for perhaps 10 to 15 minutes, and defend their position.



Learning & teaching strategies used to enable outcomes to be achieved and demonstrated:

Assessment through essay writing, examinations, presentations and coursework

Practical skills The distinction between 'practical' and other skills is not wholly applicable in an academic degree programme of this sort. In this section we mention that students should acquire many of the numerical skills needed by the economist, including quantitative and statistical methods. Some courses, such as Microeconomic Theory, adopt a problem-centred approach in order to reinforce the more theoretical material presented by lecturers. Students are expected to be computer competent – to be able to use programs such as Office and so on. We also encourage students to learn an additional foreign language while at Buckingham.



Learning & teaching strategies used to enable outcomes to be achieved and demonstrated:

The use of computers; submission of coursework; preparatory reading for tutorials

The examinations enable us to evaluate the ability of students to sustain an intellectual argument and to marshal evidence. Performance in tutorials is also indicative of these skills.

Some examinations emphasise use of problem solving skills. Use of problem solving sheets in tutorials. A special computer course is arranged in the first year which all students are required to pass. Languages are taught through language laboratory work.

## ASSESSMENT: (eg written/oral examination; coursework; project and weighting of each):

The majority of courses are assessed by 3 hour written examinations at the end of the course. In addition there is usually course work, mainly written essays.

**Students are expected to attend lectures and tutorials, although such attendance is not made part of the assessment. The final exam comprises 75-90% of total marks while the essay(s) make(s) up the remaining 10%-25%.**