

# PROGRAMME SPECIFICATION

## FOR TAUGHT PROGRAMMES AT ALL LEVELS



THE UNIVERSITY OF  
BUCKINGHAM

<b>Name of Programme:</b>	<b>BSc Business Economics (with integrated Foundation)</b>		
<b>Final Award:</b>	BSC	<b>Location:</b>	Buckingham
<b>Awarding Institution/Body:</b>	University Of Buckingham	<b>Teaching Institution:</b>	University Of Buckingham
<b>School of Study:</b>	International Studies and Economics	<b>Parent Department:</b>	International Studies - Economics
<b>Programme Code(s):</b>	UBSF0SBE / Full Time / 3 Years		
<b>Professional Body Accreditation:</b>	N/A	<b>Relevant Subject Benchmark Statement (SBS):</b>	<a href="http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Economics.pdf">http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Economics.pdf</a>
<b>Admission Criteria:</b>	Satisfactory completion of grade 12; Minimum IELTS score of 6	<b>Applicable Cohort(s):</b>	Autumn 2018 onwards
<b>FHEQ Level:</b>	BSc Level 6	<b>UCAS Code:</b>	L11B

### Summary of Programme

The three year BSc in Economics is designed for students who need additional preparation prior to undergraduate level study. The first year of the programme is intended to provide a foundation in both knowledge and academic skills for the more specialist subjects in years two and three.

If you have made up your mind that you wish to pursue a business career, or if you want to work as a consultant or as a specialist business economist in the private sector, this programme offers the spread of subjects that is likely to be most useful. It enables you to supplement the basic economics modules with modules from the Department of Management thus providing a rounded view of business activities.

### Educational Aims of the Programme

#### Year 1:

The programme aims to:

- to equip students to become independent learners, facilitating the successful continuation of their studies in years two and three.
- to develop students' ability to construct and communicate logical arguments clearly;
- to help students acquire and practice strategies for effective reading and for academic vocabulary development;
- to provide opportunities for students to develop academic skills;
- to train students in language awareness;
- to encourage students to develop general study skills, particularly including the ability to learn independently using a variety of source materials;
- to stimulate engagement and participation in the learning process;
- to encourage students to become autonomous learners.

#### Years 2 and 3

The educational aims of the Business Economics programme are similar to those of the Economics programme. The Business element in the degree indicates that there is a greater emphasis on the more strictly business aspects of Economics. This implies that students are required to study subjects like Marketing and Business Research Methods and encouraged to study business options such as Operations Management, Human Resource Management, Business Psychology and other electives from the Business School. Nevertheless, we aim to give all Business Economics students a thorough knowledge of Economic analysis, which we consider provides a valuable grounding for Business subjects. Students can also choose some of the more conventional Economics subjects as electives if their interests develop in that direction.

## Programme Outcomes

<b><u>Knowledge and Understanding</u></b>	<b><u>Teaching/Learning Strategy</u></b>
<p>Year 1:</p> <ol style="list-style-type: none"> <li>1. Use English effectively for academic study</li> <li>2. Demonstrate the use of sources of information</li> <li>3. Demonstrate a knowledge of the structures, functions, processes and cultures pertaining to a range of social organisations,</li> <li>4. Demonstrate a knowledge of the external environment within which organizations operate, including the political, social, economic and technological contexts at both national and international levels</li> <li>5. Obtain a basic foundation of the knowledge required to undertake study at a higher level in their chosen academic specialisation.</li> </ol> <p>Years 2 and 3</p> <p>The main focus remains on Economics, but in various ways we attempt to equip students for a business environment, through emphasising the application of Economics to business affairs.</p>	<p>Explain the teaching and learning methods and strategies used to help students achieve each part of the knowledge and understanding</p> <p>Year 1</p> <p>Students are taught in a combination of lectures, seminars and small group tutorials with practical classes as appropriate. Teaching is supported by the use of module texts, and journal articles. The use of IT is embedded in the curriculum Understanding is reinforced by support from tutors in the form of comments based on their assignment answers. (ILO:1-5)</p> <p>Years 2 and 3</p> <p>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> <p>In addition, students are encouraged to acquire a broad knowledge of business affairs. We direct students to keep up with general business news in the broadsheets, Financial Times, the Economist, and Business Week and so on.</p>
	<p><b><u>Assessment Strategy</u></b></p> <p>Explain the strategies used to assess the achievement of each part of the knowledge and understanding</p> <p>Year 1: (1-5)</p> <p>Students are formally assessed on what is taught by completing individual tutor marked assignments, presentations individual projects and a group project. Knowledge and understanding is also tested through unseen written examinations in each course</p> <p>Years 2 and 3</p> <p>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.</p> <p>Students are expected to attend lectures and tutorials, although such attendance is not made part of the assessment. Typically, the final examination comprises 80 -90% of total marks, while the essay makes up the remaining 10%-20%.</p> <p>As Economics, but group projects are assessed in various ways, including the direct assessment of project work, and the measurement of individual contributions by asking team members to place their own assessment of other members of the team.</p> <p>Problem solving sheets in tutorials. Some examinations emphasise problem solving skills.</p>

<p><b><u>Cognitive Skills</u></b></p> <p>Year 1:</p> <ol style="list-style-type: none"> <li>1. Analyse problems, sifting the irrelevant from the relevant, and expressing the results in both written and oral forms</li> <li>2. Evaluate proposed solutions using appropriate methods</li> <li>3. Integrate knowledge and skills from various sources into a coherent whole, making appropriate abstractions</li> <li>4. Synthesise arguments from underlying premises to produce overall conclusions</li> <li>5. Heightened awareness of differences in culture, historical context, values and political structures</li> </ol> <p>Years 2 and 3</p> <p>(a) Perception – particular emphasis on business aspects of Economics.</p> <p>(b) Intuition – again we emphasise ‘economic awareness’, with particular reference to business. Students should become conscious of Business as self interested activity and learn to perceive how the interests of different parties are at variance. They should intuitively think in terms of costs and benefits; of probability and the management of risk.</p> <p>(c) Reasoning. Students on this programme should learn to reason as Economists; in other words they should attempt to simplify business and economic questions to their essentials, and attempt to illuminate the relationship between the parts of the situation.</p>	<p><b><u>Teaching/Learning Strategy</u></b></p> <p>Explain the teaching and learning methods and strategies used to help students achieve each part of the cognitive skills</p> <p>Year 1</p> <p>Students are taught in a combination of lectures, seminars and small group tutorials with practical classes as appropriate. Teaching is supported by the use of module texts, and journal articles. The use of IT is embedded in the curriculum Understanding is reinforced by support from tutors in the form of comments based on their assignment answers. (ILO:1-5)</p> <p>Years 2 and 3</p> <p>Learning and teaching strategies used to enable outcomes to be achieved and demonstrated: lectures and tutorials. Some courses involve the use of computer simulations and others involve presentations.</p> <hr/> <p><b><u>Assessment Strategy</u></b></p> <p>Explain the strategies used to assess the achievement of each part of the cognitive skills</p> <p>Year 1:</p> <p>The principles are discussed in the module texts, lectures and seminars, with many examples given to aid understanding of the processes involved. The students are also provided with practical activities to develop cognitive skills, utilising case study materials and computer software. Assignments are designed to demonstrate the skills of analysis, evaluation and integration. The essays and projects are extended opportunities for students to further develop and be assessed on these skills (CS:1-5)</p> <p>Years 2 and 3</p> <p>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.</p> <p>Students are expected to attend lectures and tutorials, although such attendance is not made part of the assessment. Typically, the final examination comprises 80 -90% of total marks, while the essay makes up the remaining 10%-20%.</p> <p>As Economics, but group projects are assessed in various ways, including the direct assessment of project work, and the measurement of individual contributions by asking team members to place their own assessment of other members of the team.</p> <p>Problem solving sheets in tutorials. Some examinations emphasise problem solving skills.</p>
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<p><b><u>Practical/Transferable Skills</u></b></p> <p>1. Numeracy skills, including the ability to manipulate financial and other numerical data and to appreciate statistical concepts at an appropriate level</p> <p>2. Skills in the use of communications and information technology in acquiring, analysing and communicating information (currently these skills include the use of spreadsheets, word processing software, online databases)</p> <p>3. Communication skills including the ability to present quantitative and qualitative information, together with analysis, argument and commentary, in a form appropriate to the intended audience</p> <p>As with the Economics programme, students of Business Economics are required to defend an intellectual position in a tutorial context. In many Business courses the ability to work on group projects is stressed. The development of interpersonal skills is of particular relevance here. Such skills will readily transpose into the business situation.</p> <p>As on the Economics programme, we encourage clarity in the presentation of argument; numerical and quantitative skills of the type required in business. We require a degree of computer competence, which is taught in the first two terms of the student's time at Buckingham. Business students are encouraged to increase the knowledge of foreign languages as these may be useful in their future business lives. We do not, however, make this a requirement of the degree programme, as we once did. The change in policy has been due to the additional strain that language requirements can place on students whose native language is not English.</p>	<p><b><u>Teaching/Learning Strategy</u></b></p> <p>Explain the teaching and learning methods and strategies used to help students achieve each part of the practical/transferable skills</p> <p>(1-4)</p> <ul style="list-style-type: none"> <li>• Students will be exposed to a variety of workshops and practical exercises helping to develop numeracy and IT skills.</li> <li>• Upgrade sessions will help to develop study skills</li> <li>• Students will be encouraged to use Moodle and other online resources to aid learning and develop IT skills.</li> <li>• Students will be required to write and present assignments both as individuals and in groups</li> <li>• Students will be required to prepare spreadsheets and worksheets, use Word and Excel and learn the basics of file management. Other computer software packages will also be introduced.</li> </ul> <p>Learning and teaching strategies used to enable outcomes to be achieved and demonstrated: The use of computers; submission of coursework; preparatory reading for tutorials</p>
	<p><b><u>Assessment Strategy</u></b></p> <p>Explain the strategies used to assess the achievement of each part of the practical/transferable skills</p> <p>(PS:1-4)</p> <p>Practical skills in areas 1-4 are assessed by coursework, examinations, projects and presentations.</p> <p>Year 1 (TS 1-10)</p> <p>Assessment of key skills is via written coursework, individual and group presentations and examinations</p> <p>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.</p> <p>Students are expected to attend lectures and tutorials, although such attendance is not made part of the assessment. Typically, the final examination comprises 80 -90% of total marks, while the essay makes up the remaining 10%-20%.</p> <p>As Economics, but group projects are assessed in various ways, including the direct assessment of project work, and the measurement of individual contributions by asking team members to place their own assessment of other members of the team.</p> <p>Problem solving sheets in tutorials. Some examinations emphasise problem solving skills.</p> <p>Transferable Skills</p> <p>Year 1</p> <p>Data management skills are fully integrated throughout the programme. Role-play exercises, case studies, debates and individual and group presentations facilitate the development of communication, interpersonal skills, time management and team working.</p> <p>Years 2 and 3:</p>

## External Reference Points

- Framework for Higher Education Qualifications (<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/quality-code-A1.aspx>);
- Relevant Subject Benchmark Statement(s) (<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/quality-code-A2.aspx>);
- Other (list)

**Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each course unit/module can be found in the departmental or programme handbook. The accuracy of the information contained in this document is reviewed annually by the University of Buckingham and may be checked by the Quality Assurance Agency.

<b>Date of Production:</b>	6th March 2018
<b>Date approved by School Learning and Teaching Committee:</b>	
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<b>Date of Annual Review:</b>	

# PROGRAMME STRUCTURES

## BSc Business Economics (with integrated Foundation)

UBSF0SBE / Full Time / January Entry

Year One	Term 1 Winter	Key Academic Skills [L3/10U] (FFFKASK)	UK & Global Institutions [L3/10U] (FFFUKGI)	Understanding Business in a Global World [L3/10U] (FFFUBGW)	Critical Thinking [L3/10U] (FFFCRTH)
	Term 2 Spring	Academic Writing Skills [L3/10U] (FFFACWS)	International Studies [L3/10U] (FFFINST)	Essential Mathematics [L3/10U] (FFFESMA)	The Economic Environment of Business [L3/10U] (FFFEEDS)
	Term 3 Summer	Research Skills [L3/10U] (FFFRSKS)	Advanced Academic Skills [L3/10U] (FFFADAS)	Enterprise in Business [L3/10U] (FFFEIBU)	Introduction to Financial Studies [L3/10U] (FFFITFS)
Foundation Examination					
Year One	Term 4 Autumn	Principles of Macroeconomics [L4/15U] (HUFPMAC)	Quantitative Methods 1 [L4/15U] (BUFQUM1)		
Preliminary 1 Examination					
Year Two	Term 1 Winter	Principles of Microeconomics [L4/15U] (HUFPMIC)	Understanding Business and Management with Embedded Academic Skills [L4/30U] (BUFUNBM)		
	Term 2 Spring	Marketing Fundamentals [L4/15U] (BUFMFUN)	Quantitative Methods 2 [L5/15U] (BUFQUM2)	Accounting for Business [L4/15U] (BUFAC4B)	
Preliminary 2 Examination					
Year Two	Term 3 Summer	Microeconomic Theory [L5/15U] (HUFMICT)	Macroeconomic Theory [L5/15U] (HUFMACT)	Marketing Management [L5/15U] (BUFMKMT)	
	Term 4 Autumn	Microeconomic Policy [L5/15U] (HUFMICP)	One of: Macroeconomic Policy [L5/15U] The Economics of Europe [L5/15U] (ECCBXXXX41)	Process and Operations Management [L5/15U] (BUFPOMT)	
Part 1 Examination					
Year Three	Term 1 Winter	One of: History of Economic Thought [L6/15U] Industrial Organisation and Strategy [L6/15U] Regulation and Privatisation [L6/15U] (ECMIXXXX1)	One of: Finance for Managers [L6/15U] Managing People and Change [L6/15U] Psychology of Work [L6/15U] Supply Chain Management [L6/15U] * (BUECXXXX1)		

<b>Year Three</b>	<b>Term 2 Spring</b>	<b>One of:</b> Economics of the Labour market [L6/15U] Issues in Developing Economies and the MENA region [L6/15U] Public Sector Economics [L6/15U] Welfare Economics [L5/15U] (ECSIXXX24)	<b>One of:</b> Business Success through Service Excellence [L6/15U] Corporate Social Responsibility and Ethical Behaviour [L6/15U] Corporate Strategy and Strategic Management [L6/15U] Creativity, Innovation and Entrepreneurship [L6/15U] Digital Economy and Digital Business [L6/15U] * (BUECXXX2)		
	<b>Part 2 Stage 1 Examination</b>				
<b>Year Three</b>	<b>Term 3 Summer</b>	Mathematics for Economists [L5/15U] (HUFMATE)	<b>One of:</b> Econometrics [L5/15U] International Economics [L6/15U] Macroeconomic Theory [L5/15U] Money, Banking and Financial Markets [L6/15U] (ECCBXXX31)	<b>One of:</b> Behaviour in Organisations [L5/15U] Business Simulation [L6/15U] (BUECXXX32)	
	<b>Term 4 Autumn</b>	Statistics for Business & Economics [L6/15U] (BUFSFBE)	Behavioural Economics [L6/15U] (HUFBEHE)	<b>One of:</b> Cross-cultural Management [L6/15U] Globalisation and International Business [L5/15U] (BUECXXX41)	
					<b>Part 2 Stage 2 Examination</b>

\* ONE Level 6 module must be taken from EITHER the Economics options OR the Business options.

A dissertation on an approved topic may be substituted for a written examination in ONE Part 2 elective with the approval of the lecturer concerned and the Head of Department.

# BSc Business Economics (with integrated Foundation)

UBSF0SBE / Full Time / September Entry

<b>Year One</b>	<b>Term 4 Autumn</b>	Key Academic Skills [L3/10U] (FFFKASK)	UK & Global Institutions [L3/10U] (FFFUKGI)	Understanding Business in a Global World [L3/10U] (FFFUBGW)	Critical Thinking [L3/10U] (FFFCRTH)
<b>Year Two</b>	<b>Term 1 Winter</b>	Academic Writing Skills [L3/10U] (FFFACWS)	International Studies [L3/10U] (FFFINST)	Essential Mathematics [L3/10U] (FFFESMA)	The Economic Environment of Business [L3/10U] (FFFEBS)
	<b>Term 2 Spring</b>	Research Skills [L3/10U] (FFFRSKS)	Advanced Academic Skills [L3/10U] (FFFADAS)	Enterprise in Business [L3/10U] (FFFEIBU)	Introduction to Financial Studies [L3/10U] (FFFITFS)
<b>Foundation Examination</b>					
<b>Year Two</b>	<b>Term 4 Autumn</b>	Principles of Macroeconomics [L4/15U] (HUFPMAC)	Quantitative Methods 1 [L4/15U] (BUFQUM1)		
<b>Preliminary 1 Examination</b>					
<b>Year Three</b>	<b>Term 1 Winter</b>	Principles of Microeconomics [L4/15U] (HUFPMIC)	Understanding Business and Management with Embedded Academic Skills [L4/30U] (BUFUNBM)		
	<b>Term 2 Spring</b>	Marketing Fundamentals [L4/15U] (BUFMFUN)	Quantitative Methods 2 [L5/15U] (BUFQUM2)	Accounting for Business [L4/15U] (BUFAC4B)	
<b>Preliminary 2 Examination</b>					
<b>Year Three</b>	<b>Term 3 Summer</b>	Microeconomic Theory [L5/15U] (HUFMICT)	Macroeconomic Theory [L5/15U] (HUFMACT)	Marketing Management [L5/15U] (BUFMKMT)	
	<b>Term 4 Autumn</b>	Microeconomic Policy [L5/15U] (HUFMICP)	<b>One of:</b> Macroeconomic Policy [L5/15U] The Economics of Europe [L5/15U] (ECCBXXXX41)	Process and Operations Management [L5/15U] (BUFPOMT)	
<b>Part 1 Examination</b>					
<b>Year Four</b>	<b>Term 1 Winter</b>	<b>One or Two of:</b> History of Economic Thought [L6/15U] Industrial Organisation and Strategy [L6/15U] Regulation and Privatisation [L6/15U] (ECMIXXX1)	<b>One or Two of:</b> Finance for Managers [L6/15U] Managing People and Change [L6/15U] Psychology of Work [L6/15U] Supply Chain Management [L6/15U] (BUECXXXX1)		

<b>Year Four</b>	<b>Term 2 Spring</b>	<b>One of:</b> Economics of the Labour market [L6/15U] Issues in Developing Economies and the MENA region [L6/15U] Public Sector Economics [L6/15U] Welfare Economics [L5/15U] (ECSIXXX24)	<b>One of:</b> Business Success through Service Excellence [L6/15U] Corporate Social Responsibility and Ethical Behaviour [L6/15U] Corporate Strategy and Strategic Management [L6/15U] Creativity, Innovation and Entrepreneurship [L6/15U] Digital Economy and Digital Business [L6/15U] (BUECXXX2)		
<b>Part 2 Stage 1 Examination</b>					
<b>Year Four</b>	<b>Term 3 Summer</b>	Mathematics for Economists [L5/15U] (HUFMATE)	<b>One of:</b> Econometrics [L5/15U] International Economics [L6/15U] Macroeconomic Theory [L5/15U] Money, Banking and Financial Markets [L6/15U] (ECCBXXX31)	<b>One of:</b> Behaviour in Organisations [L5/15U] Business Simulation [L6/15U] (BUECXXX32)	
	<b>Term 4 Autumn</b>	Statistics for Business & Economics [L6/15U] (BUFSFBE)	Behavioural Economics [L6/15U] (HUFBEHE)	<b>One of:</b> Cross-cultural Management [L6/15U] Globalisation and International Business [L5/15U] (BUECXXX41)	
<b>Part 2 Stage 2 Examination</b>					

A dissertation on an approved topic may be substituted for a written examination in ONE Part 2 elective with the approval of the lecturer concerned and the Head of Department.