

LEEDS BECKETT UNIVERSITY

# Course Specification

BA (Hons) Business Economics

BABUE

2018-19

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## Record of Enhancement

<b>No.</b>	<b>Detail of modification</b> (Provide a brief description of the modification and where the Course Specification has been updated)	<b>Date Effective</b> (Indicate the academic year of entry and course level(s) to which the modification will apply)
2-1	Section 51 updated. H4 Introductory Microeconomics assessment amended from 30% cwk & 70% exam to 30:70 both exam components. Course Level modification, approved March 2017. To be reported to April 2017 School Academic Committee. Document converted to Course Spec.	April 2017  August 2017

## Version Control

For completion by Quality Assurance Services only	
<b>Next Re-validation date</b>	
<b>Version Control</b>	
Version number and date effective	

## Target award, course title and programme code:

BAH Business Economics

BABUE

## Level of qualification:

Level 6

## Course Rationale and Philosophy:

The course design is informed by a Critical Review undertaken in 2010 and was subsequently updated in its Annual Course Review, Enhancement and Development processes, and Course Development Team Meetings. The course was originally called Economics for Business but changed its name to Business Economics for 2015/16 and onwards.

The aims of the degree are derived from both the QAA Economics and the QAA Business & Management benchmarks, and have been contextualised in relation to those economics degrees that provide the underpinning for the study of business and management.

This focus enables students to recognise the economic dimensions of not only business behaviour, strategy and corporate performance but also to apply this analysis in a broader socio-economic context. A particular feature of the approach taken is the analysis of such issues from a range of economic perspectives, this allows students to appreciate the uncertainty, ambiguity and limits of knowledge. In this way we aim to enhance the employability of our graduates through the application of the tools of economics to key business functions, such as: decision-making; planning; team-working, and resource and information management. Employers of our graduates tell us that they value our students for their ability to be flexible and pro-active in their application of economics for business skills, and their ability to recognise the limitations of economic theories and methods in the context of practical decision-making.

Students will develop the full range of economic subject knowledge and understanding relevant to business contexts, as well as a full range of Graduate Attributes and wider transferable skills. This particular combination of intellectual and personal skills will enable students to enter a range of professional employment, training opportunities or to undertake further academic study.

## Overview and Aims

### Course aims

The aims of the programme are to enable students to:

- Employ economics as a key discipline for an understanding of business behaviour, strategy and corporate performance and its interaction with the policy environment.
- Develop the coherent core of economic principles and concepts that can be applied to a wide range of business, policy and other contexts, in order to facilitate students' development of the skills and techniques necessary for effective performance in work contexts.
- Provide and enable a critical appreciation of the analytical frameworks across the different schools of economic thought, in order to understand the local, national and global environments in which business operates.
- Develop the particular transferable skills that are an essential concomitant of an economics education.

The emphasis of this award is on enabling a coherent economics with a business focus to be achieved and is primarily aimed at those students who want to deepen their knowledge of economics with a view to entering professions or further study where economics will be prominent. There will thus be a greater emphasis on the acquisition and application of quantitative skills than in other business related courses. However, as is explicitly recognised in the QAA Economics benchmark statement, a training that includes economics provides employment opportunities in a variety of careers in addition to working as a professional economist.

In order to operate effectively in the work place due attention needs to be paid to wider transferable skills. The course is designed to encourage students to develop employability related Graduate Attributes, life-long learning skills and move from dependence in learning through interdependence to independence. The course aims to enable graduates to make an effective contribution to the management and administration of organisations through developing those key skills and abilities considered necessary for the management of organisations in the future.

## Course Learning Outcomes

At the end of the course, students will be able to:

<b>1</b>	Evaluate the contribution economics makes to understanding and informing business behaviour and performance, and the interaction between business and the policy environment.
<b>2</b>	Creatively synthesise, apply, and appreciate the limitations of, economic concepts in complex business contexts and employing digital tools, media and other digital technologies to acquire, analyse and communicate information to business standard.
<b>3</b>	Critically appreciate the analytical frameworks arising from different schools of economic thought, as they apply to local, national and global environments in which businesses operate, and their policy consequences.
<b>4</b>	Employ relevant methods to understand markets and the mixed economy, and show initiative and enterprise in identifying and acquiring the skills necessary to seek and secure opportunities within such markets.
<b>5</b>	Evaluate and demonstrate the role economic practitioners and methods play, in relation to corporate and personal social responsibility, inclusivity and full and fair business engagement with stakeholder communities.

## Level Learning Outcomes:

At Level 4 students will be able to:

<b>1</b>	Understand contemporary economic and political debates, explore the origins of these different perspectives/world views/ideologies and what these different views mean when we look at real world issues.
<b>2</b>	Appreciate the essential tools of microeconomic analysis and essential mathematical techniques employed routinely in economic analysis.
<b>3</b>	Identify theoretical and policy issues concerning unemployment, exchange rates, economic growth and inflation.
<b>4</b>	Create, manipulate, and interpret business data using the appropriate statistical methods/mathematical skills.

<b>5</b>	Develop a knowledge base of the key stakeholders in the business world and how they shape the business environment.
<b>6</b>	Recognise the relationship between economic policies and its bearing on business decision making.

At Level 5 students will be able to:

<b>1</b>	Show insights and expertise in planning and forecasting methods, and their role, significance and limitations in relation to business and economics data.
<b>2</b>	Apply microeconomic analysis to a range of contemporary issues and problems, especially in relation to the role of private enterprise in a modern, mixed economy and to develop a sound understanding of relevant quantitative methods.
<b>3</b>	Compare and contrast alternative economic approaches to more sophisticated macro-economic theories that can be used to analyse and evaluate macro-economic performance and policy relating to employment, inflation and growth.
<b>4</b>	Apply skills and techniques to interpret data in forecasting models.
<b>5</b>	Demonstrate an understanding of economic data and its application to the decision-making processes in organisations, through the examination of the theoretical concepts and practice of modern approaches to business decision making.

At Level 6 students will be able to:

<b>1</b>	Utilise sound econometric principles and modern methods; apply these techniques in the statistical testing of economic theories and models; demonstrate the ability to critically assess published applied econometric studies; and, to undertake quantitative analysis of economic data.
<b>2</b>	Critically evaluate theories and arguments relevant to business enterprise/industry structure, behaviour and performance, objectively and employing robust evidence.
<b>3</b>	Critically evaluate microeconomic tools, frameworks and evidence to the economic analysis and evaluation of policies relating to business enterprise.

4	Critically examine modern economic policy issues, both domestic and international.
5	Critically examine competing theories of multinational enterprise (MNE) corporate social responsibility at the macro level and MNE stance on inclusivity in relation to a range of stakeholders at the micro level.

## Course Structure

### Level 4

All modules carry 20 credits. The emphasis at Level 4 is on acquisition of basic undergraduate skills, beginning the process of developing Graduate Attributes, and gaining insights into foundation level economic concepts and techniques in relatively controlled business contexts.

Semester 1	Core (Y)	Semester 2	Core (Y)
Global Business Environment DL *, GO ***, ENT **	Y	Accounting and Finance for Managers DL *, ENT *	Y
Introduction to Political Economy DL *, GO **	Y	Introductory Macroeconomics DL *, GO **, ENT ***	Y
Data Analysis for Finance DL ***	Y	Introductory Microeconomics DL *, GO **, ENT ***	Y

### Level 5

The core modules *Planning and Forecasting Methods* and *Economics for Business Enterprise* are important as a means of developing Graduate Attributes. They are also suitable for students on other courses. The core modules *Intermediate Microeconomics* and *Intermediate Macroeconomics* build on Level 4 *Introductory Microeconomics* and *Introductory Macroeconomics*, employing mainstream economic methodologies whilst encouraging an awareness of their limitations. The emphasis at Level 5 is on development and application of more sophisticated undergraduate skills and Graduate Attributes, and greater emphasis on student choice of economic method to apply in more open business contexts. This is typified in the inclusion of *Managing in Public and Private Sectors* as a module, albeit an

option module, that crosses the boundaries of the business world and government agencies.

Semester 1	Core (Y)	Semester 2	Core (Y)
Intermediate Microeconomics DL*, ENT***	Y	Economics for Business Enterprise ENT***, GO*	Y
Intermediate Macroeconomics DL*, GO**	Y	Planning and Forecasting Methods DL***, ENT**	Y
OPTION*	N	OPTION*	N

### Indicative option modules

\*Options are not semester specific. For example, if *Sustainable Development* is running in both semesters within the School then *Sustainable Development* will be offered as an option in semester 1 AND semester 2.

1. Corporate Finance and Law
2. Managing in Public and Private Sectors
3. Operations and Supply Chain Management
4. Managerial Decision Making
5. Sustainable Development
6. Managing and Growing Small Business

### Level 6

The core module, *Transnational Corporations and Global Production* requires students to engage with current economic methodologies in respect of important contemporary contexts of rational business decision-making, managing in global markets, and externalities of business decisions and implications for corporate social responsibility. The core module *Business, Competition and Government* requires students to employ the economic concepts and techniques, learned in the Intro and Intermediate Microeconomic and Macroeconomic modules at prior Levels, in complex contemporary issues surrounding business competition and competitiveness. *Applied Econometrics* enables students to learn and apply core quantitative methodology to the analysis of key economic and financial variables. Furthermore, *Applied Econometrics* is designed such that a substantial amount of individual investigative work, of their own choosing, is required for the individual



assignment. The investigative work is continually monitored so that the students' ability to manage their own learning becomes an important element of the assessment. The module is therefore central in providing students a rigorous investigative exercise. This allows the flexibility for the course to offer the Dissertation as an option module without compromising the students' research skill-set. *Current Macroeconomic Issues* balances the core modules by moving away from microeconomics to contemporary macroeconomic issues, both at a domestic and international level.

Students who take the Dissertation as an option will not take any other options as a Dissertation is worth 40 credits

Semester 1	Core (Y)	Semester 2	Core (Y)
Applied Econometrics ENT ***, DL***	Y	Transnational Corporations and Global Production GO ***, ENT ***	Y
Business, Competition and Government ENT*	Y	Current Macroeconomics Issues DL*, GO***	Y
OPTION*	N	OPTION*	N

### Indicative option modules

Options include:

1. Behavioural Economics
2. International Business Finance
3. Dissertation\*\*
4. Work Placement
5. Finance
6. Management of International Business
7. Financial Institutions & Regulation
8. Leading Innovation and Change
9. Project and Risk Management

\*Options are not semester specific. For example, if Behavioural Economics is running in both semesters within the School then Behavioural Economics will be offered as an option in semester 1 AND semester 2.

\*\* The Dissertation is a 40 credit module which runs in both semesters as an option. A student who chooses the Dissertation precludes all other options. Option Modules are approved to run on a course in either semester unless otherwise stated. Currently the options for this course run as per the structure below and due to resource implications should be offered in such a manner. There is no academic rationale why these modules could not be offered in a different order subject to the resources being in place.

### Contained awards available:

Award	Title	Level	Credits
BA	Business Economics	H6	300
Dip HE	Business Economics	H5	240
Cert HE	Business Economics	H4	120

### Length and status of programme and mode of study:

Length (years)	Status (FT/PT)	Mode (campus based/DL or other)
3 years	FT	Campus based
4 years	SW	Campus based
6 years	PT	Campus based

### Learning and Teaching

The Business Economics degree places explicit emphasis on contextualising knowledge and understanding of economics in the world of business behaviour, strategy and corporate performance, and on the development of a wide range of transferable business skills. The approach to the ALT design of the Business Economics degree is consistent with the University requirement to facilitate development in students of appropriate Graduate Attributes.

Both the reference to the FHEQ and the learning taxonomies can be clearly traced through the progressive development of the learning outcomes across the three Levels as outlined in the module specifications.

### Learning and Teaching Approaches

The Business Economics degree places explicit emphasis on contextualising knowledge and understanding of economics in the world of business behaviour, strategy and corporate performance, and on the development of a wide range of transferable business skills. The approach to the ALT design of the Business

Economics degree is consistent with the University requirement to facilitate development in students of appropriate Graduate Attributes.

Both the reference to the FHEQ and the learning taxonomies can be clearly traced through the progressive development of the learning outcomes across the three Levels as outlined in the module specifications.

### **Progressive problem solving**

At Level 4 students are presented with clearly defined problems to analyse and solve. In *Introduction to Political Economy* students are introduced to relatively simple concepts and invited to apply them to tutor directed problems. In the module *Global Business Environment*, the main features of the development of the business task and general environments are studied and students are encouraged to find out about and understand the broad thrust of the ideas behind changing policy responses. Considerable attention is paid to developing written skills, data collection and presentation skills under clear tutor direction.

As students' progress to Level 5 the problems presented are less clearly defined and students must develop their skills of analysis and judgment in selecting appropriate methods for their resolution. In terms of the core economics modules students are given a considerable concentration in core economic principles and techniques and progressively encouraged to begin to use and apply these to applied policy areas. This is supported by a variety of assessment methods. In addition, this module ensures that our curriculum and teaching is transformative (aim 5 of the University ALT Strategy), as it plays a key role in students translating economics skills and concepts into vocational contexts by clearly relating them to workplace requirements. The core modules provide the basis for the applied core modules at Level 6 and help to enable students to be in a position to study the more complex Level 6 core modules and level 6 options and/or Dissertation. In the proposed revisions to Business Economics this process will be strengthened as students will have a more robust introduction to microeconomics and macroeconomics at Levels 4 and 5. The economic knowledge and wider skills developed at Level 5 are also a sound preparation for those students wanting to pursue a work placement.

### **Integration of theory with practice**

Students are encouraged to apply learned theory to a range of practical economic, business and policy related problems through the use of case studies and by applying different theoretical frameworks to policy problems. Students also have the opportunity to complete a period of work placement as part of their level 6 studies.

The development and practice of a wide range of vocationally relevant skills such as project management, planning, team-work, and decision-making, will be necessary to succeed in these modules. In group-work, other peer interactions, and in relation

to staff and other course stakeholders, students are encouraged to engage with the University's values of inclusivity. This is part of a wider process of self-reflection which students must undertake in respect of their learning, the Graduate Attributes, and the vocational aspects of their degree. Self-reflection is a skill which in our experience is difficult for students with little work experience to grasp (it is commonplace for practicing managers).

### **Development of the autonomous learner**

The degree adopts the strategy of moving students from dependence through interdependence to independence in learning. Students are initially guided in the research and tasks required but as they progress through the degree students are expected to take increasing responsibility for their own learning. In the revised Economics and Finance course, it is anticipated that integration of skills and Graduate Attribute development within modules, as outlined in section 40 above, will allow students to become more effective and autonomous learners.

### **Learning and Teaching Activities**

A variety of teaching techniques are used, ranging from traditional lectures, to workshop based computer software employed for problem solving; supervision and mentorship of group based projects and dissertations; tutor directed case studies; testing of alternative theories by acquiring and analysing data (*Economics for Business Enterprise*); the use of feed-forward as a means of teaching and learning e.g. by allowing students to consider past submissions, suitably conditioned for student use; MyBeckett based diagnostic tests for skills in Literacy, Numeracy and IT; the use of podcasts in Intro and Intermediate Micro-economics; and the use of online Stats and other tests employed to enhance and check understanding. The above list illustrates that a number of these activities provide no clear distinction between teaching and learning processes; the two are intimately related in some activities.

Specifically, we have endeavoured to observe the development principles underpinning the curriculum refocus exercise, as follows.

Key concepts: we have sought to identify and specify concepts central to Business Economics and capture these in learning outcomes for the course as a whole, and in modules mapped back to the course learning outcomes. The virtue of this method is that it enables us to offer a flexible curriculum within strong central parameters, reflecting core and state of the art economic principles and methods in a vocational business context. Our choice of learning and teaching activities is then governed by the degree to which they allow students to achieve the module learning outcomes, and thus the course learning outcomes. Learning and teaching activities become

more complex as the Levels progress, developing skills typical of the Levels consistent with Bloom's taxonomy, as follows:

Level 4: Remembering and understanding

Level 5: Applying and analysing

Level 6: Evaluating; creating and defending an argument

At the same time, the context within which students develop these skills differs with the Levels: at Level 4 the context of learning is typically simple and tutor controlled; at Level 5 it is more complex but still largely tutor controlled; at Level 6 it is complex/dynamic, open ended and involves considerable student discretion.

Teaching and learning processes will be strategically employed to ensure that Graduate Attributes are developed effectively. For example, in the *Data Analysis for Finance* example above, the use of Excel as a means of presentation and analysis as an aid to business decision-making is an aspect of Digital Literacy that can be developed. Similarly, students will be required to make notes of the guest speaker's account and reflect on these in relation to their own E-portfolio, in order to develop insights into elements of Enterprise such as creativity and seeking opportunities.

To ensure that students see progression between Levels and identify with the course and the staff team throughout their degree, we have sought to ensure that the PDP processes act as a vehicle for unifying the student experience firmly in the context of Business Economics, and to further consolidate course identity by staffing key elements of the course from within the economics team.

VLE tools will be employed to support learning and teaching activities in seminars; documentation and web links will be used to guide reading/preparation and discussion boards will be used to stimulate debate/allow peer assessment before and after the seminar. Elluminate sessions will be used at strategic points in some modules (notably Transnational Corporations and Global Production) to run 'live' online seminars, to add variety of method and aid learning. The Panopto system or similar software will be employed to record lectures and seminars in the Microeconomics modules.

**Graduate Attributes (UG Only)** - *All our undergraduate students will develop three graduate attributes; Enterprise, Digital Literacy, Global Outlook*

The Business Economics team views the PDP as a valuable means of capturing the Graduate Attributes, along with other essential vocational skills required by undergraduates in general, and others specific to Business Economics students, given their likely destinations and aspirations.

Atlay (2006)<sup>1</sup> usefully suggests five models by which PDP is incorporated into degrees. In the *additional* model PDP is delivered as a parallel set of activities to substantive modules, with little integration between the two. The *integrated* model retains separation between PDP and substantive modules, with some links between the two. The *modular* approach involves inserting some PDP activities within substantive modules; the latter nonetheless remain primarily subject specific and content driven. The *embedded* model involves deeper integration of PDP into substantive modules with far more blended learning – the borders between substantive content and PDP processes are less distinct.

Finally, the *curriculum plus* model has the characteristics of the embedded model but in addition endeavours to integrate activities occurring outside the curriculum.

Over the past three years the development of PDP within the Economics for Business (Business Economics) degree has been characterised by an evolution from the additional model to the embedded model as described above. It is envisaged that the delivery of such a model will be central to the Business Economics degree and would be frequently monitored and reviewed in the Enhancement and Development and Annual Review process, with a view to evaluating the feasibility and desirability of deeper integration over time to approximate the embedded model as specified by Atlay.

Tables 39.1-3 indicate, for Levels 4-6 respectively, how we plan to embed or otherwise retain content and processes from the existing PDP for Economist’s modules within the refocused Business Economics degree, relating them where relevant to the Graduate Attributes of Enterprise, Digital Literacy and Global Outlook.

**Table 39.1: Mapping PDP Content and Processes to the newly configured BUSINESS ECONOMICS – Level 4**

<b>Topic/Activity. Graduate Attribute/contribution to Employability in parentheses</b>	<b>Planned coverage in proposed Level 4</b>
Presentation and group skills (Enterprise)	Global Business Environment
Basic information search and academic skills (Global Outlook, Digital Literacy)	Global Business Environment
Basic quantitative methods for Economists	Introductory Microeconomics & Introductory Macroeconomics Data Analysis for Finance
Basic statistics and IT skills for Economists (Digital Literacy)	Data Analysis for Finance, Introductory Microeconomics & Introductory Macroeconomics

The Level 4 PDP for Business Economics strikes a balance between academic skills and basic vocational skills in controlled contexts. There are planned links between the PDP skills requirements and the degree of integration of PDP processes into the programme. All the skills specified in column one of Table 39.1 will be explicitly assessed in the modules listed in column two of Table 39.1.

**Table 39.2: Mapping PDP Content and Processes to the newly configured BUSINESS ECONOMICS – Level 5**

<b>Topic/Activity (current PDP Level 5)</b>	<b>Planned coverage in proposed Level 5</b>
Action Planning (Enterprise)	Personal Tutorials
Reflective Writing (Enterprise)	Group tutorial running in parallel with Personal Tutorials
Skills self-inventory: Myers Briggs (Enterprise)	Group tutorial running in parallel with Personal Tutorials
Techniques for Interview and Graduate Scheme Recruitment events (Enterprise)	Group tutorial running in parallel with Personal Tutorials/
Career Economist-in-Business-Context Speakers (Enterprise)	Guest Speaker Programme
Guidance on Option choices	Group tutorial running in parallel with personal Tutorials
Guidance for those opting for Dissertation at Level 6	Group tutorial running in parallel with personal Tutorials

At Level 5, academic skills are further developed, but in addition a much greater emphasis is placed on employability. Table 39.2 shows the current PDP curriculum at Level 5, along with details of how the related academic skills and employability aspects featured will be embedded into the proposed 20 credit structure. The skills specified in column one of Table 39.2 will be explicitly assessed in the modules listed in column two of Table 39.2. Students will be expected to employ these assessment outcomes as evidence in the E-Portfolio. The latter will also build on the Level 4 work in a process of reflection and associated Action Planning.

**Table 39.3: Mapping PDP Content and Processes to the newly configured BUSINESS ECONOMICS – Level 6**

<b>Topic/Activity (current PDP Level 5)</b>	<b>Coverage in proposed Level 6</b>
Implement and extend the skills Action Plan they formulated during the Business Economics Level 5 (Enterprise)	Evidence drawn from previous Levels & across the range of Level 6 modules.

Labour Market Issues: Careers for Economic/Finance analysts (Labour Market Research) (Digital Literacy, Enterprise)	Applied Econometrics
Demonstrate evidence of developing and applying key managerial skills in activities which require the skills of the economist, including Project Management, and Entrepreneurial Skills (opportunity seeking, initiative, creativity, self-confidence, perseverance, networking, judgement, selling) (Enterprise)	Evidence drawn from previous Levels & across the range of Level 6 modules.
Demonstrate effective team working skills in relation to a complex project (Enterprise)	Applied Econometrics
Reflect on their experience over the course of the degree and complete the E-portfolio (Enterprise)	Evidence drawn from previous Levels & across the range of Level 6 modules.

There now follows an overview of the coverage of Graduate Attributes in the proposed course; the discussion is cross-referenced to the tabular exposition of the course structure in Box 44, which indicates the degree of intensity of coverage of Graduate Attributes by module. In the interests of parsimony the table in Box 44 is not reproduced here. The key to graduate attribute intensity employed here and in Box 44 is as follows: Development & Assessment of Graduate Attributes in modules indicated by DL = Digital Literacy; GO = Global Outlook; ENT = Enterprise. Intensity of coverage indicated by stars: \* = low intensity and \*\*\* = high intensity.

### Enterprise

At **Level 4** students will develop insights and skills relating to enterprise. In Introductory Microeconomics for Business (ENT \*\*\*) students will learn about the characteristics and operation of markets, essential to decision-making and seeking opportunities in a market context

At **Level 5** the treatment of the Enterprise Graduate Attribute is distinct from that at Level 4 insofar as it is placed more explicitly in vocational contexts. In this context a series of external speakers in Business Economics related careers will help us to embed the skills of enterprise in the learning process. Intermediate Microeconomics (ENT \*\*) introduces students to concepts and theories of economic decision-making



with complete information and under uncertainty; consumer preference functions; and risk preference, all key aspects of business enterprise.

At **Level 6** the modules Dissertation (ENT \*\*\*) and Work Placement (although option modules) may play a central role in the development of the Graduate Attribute of enterprise in the proposed programme, facilitating development and assessment opportunities in which integration of substantive economic concepts and techniques with vocational skills and processes takes place. This integration is achieved in the context of analysis of a complex and dynamic issue in the case of the Dissertation. Behavioural Economics (option module (ENT \*\*\*)) has a central focus of decision-making in business contexts and is of high relevance to vocational contexts, which students are likely to encounter. It emphasises bounded rationality, information asymmetries, inconsistent time-preference, behavioural finance and other aspects of decision-making which characterise business enterprise. A critical appreciation of business enterprise in its institutional, industrial and policy settings are central to the module Business, Competition and Government (ENT \*\*\*). Finally, students analyse enterprise in a corporate and global setting in the module Transnational Corporations and Global Production (ENT \*\*\*).

### **Digital Literacy**

At **Level 4** students will develop skills which address the Computer literacy, Information literacy, Media literacy, and Professional Development Planning aspects of the Digital Literacy Graduate Attribute, to a standard broadly equivalent to NVQ Level 4 for IT Users (see City and Guilds at <http://www.cityandguilds.com/47295.html>). They will complete diagnostic tests shortly after induction in relation to the Microsoft Office suite of programmes, in order to assess their existing skills in basic computer literacy. Excel skills will be developed and assessed during workshop tasks in Data Analysis for Finance (DL \*\*\*), again addressing computer literacy and media literacy.

At **Level 5**, Digital Scholarship and Academic Practice will be assessed in the written assignment for Intermediate Microeconomics (DL \*\*), assessment 1, in which students will be required to demonstrate engagement with and critical use of microeconomics related scholarly works acquired from a range of digital sources including economic Journal archives at JSTOR, Science Direct and Ingenta Connect. The DT component Communication and Collaboration will be developed and assessed in a group context in the module Intermediate Macroeconomics (DL\*) group assignment. Students will be required to demonstrate the latter with the assistance of Elluminate software to aid group communications. Evidence for all the above is to be lodged by students in the PDP E-Portfolio, and students should aim to meet best practice standards of managerial reflection as specified by the Chartered Management Institute. The above techniques will be initially demonstrated by tutors in seminars to aid development, and students will have the opportunity to practice

the techniques in seminars and in directed study time with the help of guidance files posted to MyBeckett.

At Level 6, student competence in Digital Literacy is judged against business standard. Students are expected to show aptitude in complex and open ended contexts in the modules Current Macroeconomics Issues, Transnational Corporations & Global Production and Business and Competition and Government.

Information literacy: Academic sources acquired and employed to underpin the above modules via online Journal archives and other electronic sources, evidenced in final submissions.

Media literacy: Business quality communications in submissions for the modules by appropriate use of digital devices/software.

Communications & collaboration: Elluminate and Finance Consultancy group communications and contributions to Business Economics online support forum comprising students and their tutors.

Academic practice: Academic sources acquired and employed to underpin the above modules via online Journal archives and other electronic sources will be developed. For example, exemplar Turnitin similarity reports will be shared with students, to help them to develop this aspect of digital literacy, which will subsequently be assessed in their final submissions.

Finally, Applied Econometrics (DL \*\*\*) requires students to employ industry standard analytical software such as SPSS and Excel, to analyse and interpret quantitative data in order to produce economic forecasting outputs. In this way, data modelling and management related aspects of Digital Literacy (information literacy) are developed and assessed in business problem-solving contexts.

In the new programme Pebble Pad is to be employed by students, and monitored by staff, as a repository for Digital Literacy evidence (Pebble Pad will also be used for students' evidence of other Graduate Attributes). Although this process will not attract specific credits, successful submission of an end of course PDP E-portfolio evidencing Graduate Attributes will be a condition of passing the course. Pebble Pad will facilitate student reflection on their Digital Literacy skills and enable them to collate convincing evidence of their mastery of these skills, which can be subsequently employed to good effect in the process of applying for jobs and career development. Personal tutors will be responsible for overseeing the PDP process and assessing the portfolios.

In terms of ALT more generally, students will be required to engage with module content via electronic media including podcasts, specialist interview simulation software (contributing to the final E-skills portfolio), and the Blackboard system for

module materials and E-group communication. Submission of assessed work and feedback will be achieved by the use of MyBeckett and Turnitin as standard.

The Level trajectory of Digital Literacy attribute development arising from the above can be summarised thus:

**Level 4:** Basic development and applications of Digital Literacy in simple, controlled contexts, relating to academic skills and business specific functions.

**Level 5:** Development of Digital Literacy skills in more vocationally specific economics related, but still controlled, contexts.

**Level 6:** Student discretion in the choice and use of appropriate Digital Technologies appropriate to dynamic, complex, and vocationally relevant contexts.

This development through the Levels is consistent with the FBL Digital Literacy aspirations as set out in the FBL Digital Literacy Briefing Paper for Course Leaders (October 2011), with a progression from common graduate digital attributes, through common business digital capabilities, to course specific digital skills.

### **Global Outlook**

This section describes the intended opportunities for development and assessment of the graduate attribute Global Outlook, in its wider sense of inclusivity and in a more subject specific sense of business encompassing international markets and aspects of globalisation.

Students will be encouraged to demonstrate an E-portfolio at all Levels as evidence of and reflection on their commitment to the inclusivity values of the University, and the degree to which they subscribe to these values through their actions and behaviours in various contexts, such as group-work, class discussion and non-curricular activities.

Other attributes which are deemed to be necessary for likely vocational routes pursued by economics graduates, and required by the QAA Economics and/or Business and Management subject benchmark statements, include softer skills relating to teamwork, business quality communication via a range of media, project management, and acceptable levels of capability in relation to numeracy and basic mathematical methods. As these are important vocationally specific skills, they are present throughout the degree in order to maintain an appropriate vocational focus, contributing to the development of Graduate Attributes.

<sup>1</sup>Atlay, M. (2006) *Embedding PDP Practice in the Curriculum*. Learning & Employability Series 2. York: The Higher Education Academy.

## Use of the Virtual Learning Environment

At induction students are introduced to a VLE accessed through the university portal. Announcements are made on the portal to inform students of University-wide events, and group announcements are made to both students across the course, and to all, or to students at specific Levels, as appropriate. Students' individual timetables are provided through the VLE. Modules all provide a "MyBeckett" site designed to meet at least the minimum VLE design expectations of the University. In addition a zero credit module provides course related information to students, such as, the PowerPoint presentations used in induction sessions; documentation and links to relevant sites in support of student applications for an optional self-organised semester of Study Abroad at a partner university in year 2 semester 2; details of Work Placement opportunities/support; and visiting speaker arrangements.

All Business Economics module leaders on the course are expected to post learning materials and full course documentation, including assessment specifications and criteria, on MyBeckett, and we aim to increase the use of MyBeckett facilities for submission of work and to provide assessment feedback, both generic and to individual students. These practices are already commonplace on the course. Turnitin is also employed extensively for the purpose of assignment submission and feedback, and its use will be further expanded on the proposed version of the degree.

## Use of Blended Learning

In recognition of different learning styles, a range of activities are employed so that students have sufficient opportunities to exhibit their abilities and meet learning outcomes. In some modules traditional classroom forms of learning are complemented by wholly online activities, to facilitate better understanding. In the Introductory and Intermediate Microeconomics modules this online activity takes the form of multiple choice quizzes. A balance is struck throughout the course in terms of students engaging with qualitative and quantitative material, and a variety of contexts are employed to give students the opportunity to develop their strengths and address weaknesses in terms of their skills and the way they evidence their learning. This is achieved by the use of a range of learning and teaching activities – see section 45 above.

## Student Support Network

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators works closely with academic staff and can make referrals to teaching staff or to specialist professional

services as appropriate. They can give you a confirmation of attendance letter, and a transcript. You may also like to contact your Course Rep or the Students' Union Advice team for additional support with course-related questions.

If you have any questions about life at our University in general, call into or contact the Student Hub on either campus to speak to our Student Experience Team. This team, consisting of recent graduates and permanent staff, are available to support you throughout your time here. They will make sure you have access to and are aware of the support, specialist services, and opportunities our University provides. There is a Student Hub on the ground floor of the Rose Bowl at City Campus and one in Campus Central at Headingley. You can also find the team in the Gateway in the Leslie Silver Building at City Campus. The telephone number is 0113 812 3000, and the e-mail address is [StudentHub@leedsbeckett.ac.uk](mailto:StudentHub@leedsbeckett.ac.uk).

Within MyBeckett you will see two tabs (Support and Opportunities) where you can find online information and resources for yourselves. The **Support** tab gives you access to details of services available to give you academic and personal support. These include Library Services, the Students' Union, Money advice, Disability advice and support, Wellbeing, International Student Services and Accommodation. There is also an A-Z of Support Services, and access to online appointments/registration.

The **Opportunities** tab is the place to explore the options you have for jobs, work placements, volunteering, and a wide range of other opportunities. For example, you can find out here how to get help with your CV, prepare for an interview, get a part-time job or voluntary role, take part in an international project, or join societies closer to home.

## Assessment Strategy

Assessment throughout the Business Economics degree supports the progressive problem-solving ethos of the Business School. The assessment programme enables the development of a wide range of skills (intellectual and personal) through the use of a variety of assessment vehicles ranging across the spectrum e.g. group-work, presentations, essays, examinations, projects etc. Due emphasis is placed on assessing the application of knowledge and skills and, where appropriate, the assessment will act as a vehicle for integration between the discipline areas. Assessments differ by Level, with tutor direction and control of assessment contexts being greatest at Level 4, at Level 5 there is more emphasis on students choice of economic/finance context and application of techniques, and at Level 6, an emphasis on dynamic and complex study assessment contexts, student choice of technique/concept to apply and appreciation of the limitations of knowledge and economic tools and concepts. In this way the strategy is to encourage students to progress from dependence to independence in their learning.

## Feedback on Assessed Coursework

In line with University policy, staff are utilising MyBeckett to disseminate assessment specifications and criteria, in addition to verbal and hard copy Module Handbook guidelines. MyBeckett and Turnitin are also increasingly employed for electronic submission, retrieval of student work, and for the return of work with feedback and grades to students. Staff have worked very hard to meet the University target of a four-week turnaround on student work. Situations sometimes arise in relation to large modules where quality of feedback on assessed work and Faculty specified turnaround times cannot be simultaneously achieved; in such cases high quality feedback has been prioritised over the four-week turnaround deadline. Sometimes it has been necessary in the case of large modules, with some tutors taking up to six seminar groups, to post generic assessment feedback after four-weeks, followed by detailed individual feedback several days afterwards. The alternative would have been to reduce some aspects of the assessment to the point that they were rendered not fit for the purpose of assessing the learning outcomes in a robust fashion. The curriculum refocus process has given us the opportunity to rethink the nature of our learning outcomes and the way assessments address these in a manner consistent with timely feedback to students.

An increasing number of tutors employ “feed-forward” techniques such as examining exemplar good and bad past submissions against criteria, in order to anticipate or eliminate misunderstandings of assessment tasks, and to enhance learning; this process is often related to formative assessments to further consolidate the student’s understanding.

In addition, at course level tutors endeavour to relate feedback given to students in prior modules to the material they are covering in their current modules. This serves to emphasise students’ coherence and progression, and the vertical integration of modules within and between Levels, enabling students to develop their knowledge, skills and Graduate Attributes systematically and holistically.

## Module Assessment Methods

Module Titles	Closed examination	Practical examination	Essay	Reflective Assignment	Presentation	Individual assignment	Open Examination	Portfolio	Set Exercise
<b>Level 4</b>									
Introduction to Political Economy			✓						
Global Business Environment					✓		✓		
Data Analysis for Finance	✓	✓							
Introductory Microeconomics	✓								
Introductory Macroeconomics	✓								
Accounting and Finance for Managers	✓								
<b>Level 5</b>									
Economics for Business Enterprise	✓								
Intermediate Microeconomics	✓					✓			
Planning and Forecasting Methods	✓								
Intermediate Macroeconomics						✓	✓		
Economics for Business Enterprise	✓								
<b>Level 6</b>									
Applied Econometrics						✓	✓		
Current Macroeconomics Issues	✓		✓						
Transnational Corporations and Global Production						✓			
Business, Competition and Government	✓		✓						

## Employability and Professional Context:

This is a popular course which was offered by 22 universities and colleges in England in 2014/15 (<http://unistats.direct.gov.uk>). This number rises to 135 universities and colleges if we include variants of the course which embed economics and business into its title. This clearly indicates a healthy demand for specialists in business and economics. This course is designed to meet this demand, by combining a solid training in economic theory with a practical exposure to the field of business.

The placement opportunity offers a clear incentive for some students who are prepared to extend their course by one year in order to gain valuable work experience. The recent experience of placement students has been that they return with first class references and greatly enhanced employability. They tend to return with a more mature outlook and a clearer understanding of the vocational context of their studies.

The 2013/14 *Destination of Leavers from Education* (DLHE) report published by the *Higher Education Statistics Agency* (HESA) shows that those that were in work and/or study increased from 90% in 2012/13 to 92% in 2013/14 (<https://www.hesa.ac.uk/stats-dlhe>) for the course at Leeds Beckett University.

Students are able to continue with a post graduate study in MSc *Economics and Finance* at Leeds Beckett University and have the possibility of exemptions if they study the *Finance* module at H6.

## Work Related Activities

Students may opt to spend the third year of their degree in a Work Placement of 48 weeks' duration. This is supported by a visit from a course team supervisor and completion of the Work Placement module on return to the programme in Level 6. The Work Placement has to be formalised and approved by the Faculty Work Placement Office. The Work Placement is an opportunity but is not guaranteed; students have to show initiative in securing a placement in liaison with the Work Placement office. Where possible course team staff will help to acquire placements through their own contacts in industry but this is done on a pragmatic basis.

Students may alternatively arrange either a shorter two week work placement, to meet the minimum University requirement that all students should complete work related learning, or voluntary activity equivalent to two weeks work placement. It is proposed that equivalence of voluntary activity will be established by the course leader in liaison with the Work Placement Office.



To ensure that all students gain insights into vocational aspects of their studies, informing their skills development and ultimately their E-portfolio, a series of speakers and labour market research activities, along with CV writing, and up to date interview and recruitment advice, are built in to the Level 5 via the Personal Tutorial system, contextualising and complementing Jobs and Careers facilities. The development and practice of a wide range of vocationally relevant skills such as project management, planning, team work, and decision-making is also embedded at Level 6 in the module *Applied Econometrics*.

**Placement or Work Related Activity Level:** Placement after Level 5  
**Placement or Work Related Activity Length in Weeks:** 48 weeks

**Type of Placement or work related activity:**

Audited and monitored placement, typically paid, with any organisation approved by the Work Placement Office.

**Reference Points used in course design and delivery:**

All our courses leading to Leeds Beckett University awards have been designed and approved in accordance with UK and European quality standards. Our courses utilise the Frameworks for Higher Education Qualifications (FHEQ) and where relevant subject benchmarks (where these are available) and professional, statutory and regulatory body requirements (for professionally accredited courses).

We review our courses annually and periodically, responding to student feedback and a range of information to enhance our courses. Our University is also subject to external review by the Quality Assurance Agency. Our latest report can be found on the QAA web site at <http://www.qaa.ac.uk/reviews-and-reports>

We appoint External Examiners to verify that our University sets and maintains standards for awards which adhere to relevant national subject benchmark statements and the Framework for Higher Education Qualifications (UK), ensure standards and student achievements are comparable with other Higher Education Institutions in the UK, with which they are familiar, and ensure that assessments measure achievement of course and module learning outcomes and reach the required standard. External Examiners may also provide feedback on areas of good practice or potential enhancement.

**Staff Teaching on the Course:**

You can find details of our highly qualified permanent teaching staff on our website, who are involved in teaching, research and administration associated with the course.

### **Regulatory Exemption details:**

To have the dissertation as an option rather than core module. This is in line with the majority of FBL undergraduate courses which already have this exemption approved. Approved 07 March 2016