

Programme Specification

GENERAL INFORMATION	
Programme title	BSc (Hons) Economics
Awarding Institution//Body	University of Bath
Teaching Institution	University of Bath
Programme accredited by (including date of accreditation)	
Subject Benchmark Statement*Subject Benchmark Statement:	Economics (2015)
Date of Specification preparation/revision	
Applicable to cohorts	
Programme Approved by	

Synopsis and academic coherence of programme	
<p>The programme will be taught over three years, with the option of an additional year, covering a minimum of 40 weeks, on placement and or academic exchange at one of our partner institutions (Year 3 of 4). Students will follow and pass an agreed study programme. This year will not contribute to the overall programme average.</p> <p>The programme has been designed around a number of themes which combine to meet the aims and learning outcomes of the programme. These themes are intended to be consistent with the subject specific skills of the Benchmark Statement in Economics and focus on developing students' analytical, conceptual and quantitative skills. The following precepts underpin the curriculum structure of the programme: Firstly, students should develop a secure base in micro and macro-economic theory and analysis, compulsory in each semester. Secondly, students should develop appropriate numeracy skills in mathematics, statistics and information technology, provided in the first year and then integrated into economic analysis and econometrics from the second year. Thirdly, students should develop an awareness of the institutional, UK and global context within which economic decisions and debates and policy formulation takes place. Fourthly, students will be offered optional units in finance in order to prepare them for placements and graduate employment in the financial sector. Students will have the opportunity to study a language throughout the degree or to select particular options of interest and relevance to them through Director of Studies Approved Unit choices.</p> <p>The programme is designed to prepare students for a wide range of careers in the private and public sectors. Some graduates wish to pursue careers as professional economists, but a firm disciplinary base in Economics also provides the basis for career paths, for example, in finance, accountancy, business and management consultancy. Students benefit from the Department's many and well-established links with the financial sector, industry, government and international organisations which it has developed through its placement scheme and research activity.</p>	
Educational aims of the programme	
<p>In support of the University's overall mission, we place strong emphasis on teaching and researching economics for the "real world". Our primary aim is to develop in our students an understanding of the role of economics in the analysis of contemporary problems and policy.</p> <p>The aims of the programme are to give students opportunities to:</p> <ul style="list-style-type: none"> • establish a coherent understanding of the concepts and models of economics; • develop an analytical and empirical understanding of the relevance of economics to contemporary problems and policies; • analyse and evaluate economic problems, so that they can reach considered and appropriate conclusions, and can competently communicate the reasoning behind these conclusions; • attain their full academic potential, within an environment which is constructively critical and where current research of staff members informs their teaching. 	
<ul style="list-style-type: none"> • Knowledge & Understanding: 	<ul style="list-style-type: none"> • Students will have a secure understanding and knowledge base in economics; • Students will have gained a unified, coherent and broadly based training in economics, enabling them to work as economists in the private or public sectors, or to proceed to postgraduate programmes or to professional training in economics, accountancy, or finance. • Students who select the international academic exchange with partner institutions option or work placement with exchange will have had the opportunity to develop an understanding of how economic analysis is taught and applied in a different country and institutional context.

<ul style="list-style-type: none"> • Intellectual Skills: 	<ul style="list-style-type: none"> • Students will possess a sound understanding of economic theories and concepts and their contestability, and be able to appraise such models using quantitative and qualitative information; • Students will have developed an enquiring and critical mind, the ability to find, assimilate and evaluate new information, and to think clearly and logically about a range of contemporary problems and economic policy decisions; 										
<ul style="list-style-type: none"> • Professional Practical Skills: 	<ul style="list-style-type: none"> • Students who select the placement will have a better understanding of the relevance and applicability of economic analysis and modelling to improve the efficiency of private sector and civil society decision making; • They will become more critical in their use of, selection, analysis, and understanding of the limitation of data. 										
<ul style="list-style-type: none"> • Transferable/Key Skills: 	<ul style="list-style-type: none"> • Students who select the placement will be better able to use dedicated information technology effectively for processing qualitative and quantitative information, and for the presentation and communication of this information; • be able to demonstrate good written and oral communication skills, both individually and in group environments; • be able to plan and organise their time effectively to ensure that schedules are observed and all tasks are therefore completed within the prescribed time frame; • have developed personal and generic skills, including networking, which they can utilise throughout their future careers. <p>The programme incorporates a range and diversity of assessment – unseen examinations, tests, coursework projects and essays, problem sets, as well as group presentations and projects. Though our primary emphasis is on subject specific skills, these have been developed to include transferable skills, essential to students’ future careers, in teamwork, oral and written presentation and communication.</p> <p>Links with employers through work placements enable us to regularly monitor and update the curriculum to incorporate important developments, particularly in IT and data analysis, and the introduction of particular specialist econometric software. In recent years we have invited research active employers to give guest lectures in selected units, for example, second year Money & Finance and final year Development Finance.</p> <p>Presentation skills</p> <table border="1" data-bbox="507 1205 1423 1960"> <tr> <td data-bbox="507 1205 965 1323">Written Essays</td> <td data-bbox="965 1205 1423 1323">The ability to develop and present a well structured essay to a set question is required in many unit assessments and examinations. Essay lengths vary but are always specified.</td> </tr> <tr> <td data-bbox="507 1323 965 1469">Computer-based projects</td> <td data-bbox="965 1323 1423 1469">Relates to the type of work done in first year Economic Data Analysis and subsequently in Econometrics, where students assimilate, model and analyse quantitative data with general and specialist software packages.</td> </tr> <tr> <td data-bbox="507 1469 965 1592">Research projects</td> <td data-bbox="965 1469 1423 1592">Students are expected to demonstrate quantitative and qualitative skills developed from the first year onwards. Projects are distinguished from essays partly by length and range of sources consulted.</td> </tr> <tr> <td data-bbox="507 1592 965 1794">Oral and visual presentations</td> <td data-bbox="965 1592 1423 1794">Oral presentations form an important part of assessment in a number of units in each year of the programmes. In some units students are encouraged to use PowerPoint. Presentations are also used informally and formatively, and provide opportunities for students to discuss and receive feedback before they write up their essays.</td> </tr> <tr> <td data-bbox="507 1794 965 1960">Problem-solving exercises</td> <td data-bbox="965 1794 1423 1960">Relates to regular class work done in first and second year economic theory and mathematics/statistics. Students are encouraged to provide succinct and focused solutions to problems. Some of this is assessed, much of it is formative work.</td> </tr> </table> <p>Ability to Work & Communicate Effectively as Individuals</p>	Written Essays	The ability to develop and present a well structured essay to a set question is required in many unit assessments and examinations. Essay lengths vary but are always specified.	Computer-based projects	Relates to the type of work done in first year Economic Data Analysis and subsequently in Econometrics, where students assimilate, model and analyse quantitative data with general and specialist software packages.	Research projects	Students are expected to demonstrate quantitative and qualitative skills developed from the first year onwards. Projects are distinguished from essays partly by length and range of sources consulted.	Oral and visual presentations	Oral presentations form an important part of assessment in a number of units in each year of the programmes. In some units students are encouraged to use PowerPoint. Presentations are also used informally and formatively, and provide opportunities for students to discuss and receive feedback before they write up their essays.	Problem-solving exercises	Relates to regular class work done in first and second year economic theory and mathematics/statistics. Students are encouraged to provide succinct and focused solutions to problems. Some of this is assessed, much of it is formative work.
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Oral discussions	In seminars and classes through tutor-student interaction. Also on a one-to-one basis during an individual lecturer's posted office hours. A student's ability to answer questions and engage in effective discussion, following an oral presentation, is tested either formatively or summatively in some units.
Time management, prioritisation and organisational skills	Students are advised of all coursework deadlines in handouts which are distributed in the first lecture of each course unit and posted on Moodle. Attention is given to spacing deadlines, particularly in the first year.
Self directed learning	On average, during term time, students spend 12-15 hours per week in lectures and classes. We expect a total allocation of time of at least 40 hours per week; thus 25-28 hours a week should be devoted to research and preparation in connection with programme requirements. Provision is made for reading and revision at the end of the teaching period and before examinations in both semesters.
Ability to Work & Communicate Effectively as a Team	
Group projects and group presentations	ES10004 (second semester, first year) introduces students to group work; this is developed in other units.
Information Technology	
Using standard business packages	In year 1 students become competent with Excel, Word (for word-processing), Access, PowerPoint (for presentations). Continued use throughout degree reinforces and improves student proficiency.
Using technical packages	Specialist econometric software is introduced in year 2; students become competent in Eviews, software which is also used by some of our major placement employers (eg. Bank of England). There are opportunities to develop competencies in MicroFit and Stata (final year Econometrics), so that students are well prepared for placement and subsequent graduate employment.
Using the Internet	Introduced to Internet Explorer. Students are encouraged to use as source of information for essays, projects and course material from year 1 onwards.
Using Email	Regularly encouraged to use throughout programme.
Using computer aided learning packages	The continuing development of Moodle as a departmental resource.
Critical & Analytical Skills	
Abstraction and modelling in economics	Through the compulsory economic theory units in each year of the programme, students develop an economic framework which can be applied in a range of contexts.
Numeracy: relevant quantitative methods and computing techniques	All students at entry have A level Mathematics, or equivalent at grade A or A*. Mathematical skills are developed in year 1 through provision of year long units in Mathematics and in Statistics and Economic Data Analysis. In these there is an emphasis on the application of mathematics and statistics to economics. The mathematical and

	statistical framework is developed throughout year 2 in the year long Introduction to Econometrics cross section and time series units.
Researching information	Students are provided with guidance, but expected to use their judgement in both selecting from and extending reading lists. Students are supported by a designated member of Library staff.
Understanding views and controversies within disciplines	Capacity to think critically about economic issues developed from year 1, within an historical, institutional and global context.
Use and evaluation of information	Capacity to synthesise relevant information and exercise critical judgement in drawing conclusions.
Following complex arguments	Developed from simple modelling and representation in introductory economics to increasingly complex subject matter.
Logical reasoning and paying attention to detail	Capacity to reason deductively and inductively from assumptions; related to problem-solving.
Investigative Skills & the Use of a Variety of Sources of Information	
Use of library, lecture notes, text books, reference books, journals	Study skills appropriate to university programmes developed from independent learning strategies established in schools.
Use of internet and computer databases	Developed through explicit teaching (year 1) to enhance individual based learning.
Asking others	Classes (year 1) provide environment for supportive learning, encouraged and developed in subsequent years.
Use of media sources: videos, broadsheets etc.	To enhance student awareness and critical skills, particularly in the first year.
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Creative & Efficient Problem Solving Ability (in the context of Contemporary Problems and Policies)	
Quantification and design	Knowledge of principal data sources and ability to analyse data is developed from the first year.
Application of economic analysis and modelling to efficient decision making	Involves problem identification; framing; gaining insight into problems; using a flexible approach.

Summary of assessment and progression regulations

NFA - fully compliant

Progression Regulations and Awards

The rules for progression from one stage to another and grading of assessed work and examinations conform to the University's framework for assessment and assessment regulations (NFAAR), see <http://www.bath.ac.uk/registry/nfa/nfaar.pdf>

Details of Work Placements Requirements / Work Based Learning / Industrial Training Requirements

The four year programme will provide students with a deeper understanding of economics through the opportunity to take a work placement in the UK or overseas, or an academic exchange at one of our partner institutions, or a combination of both.

Thus Year 3 of the four year programme will consist of a) a placement, covering a minimum of 40 weeks, in the UK or overseas, b) academic exchange for two semesters in one of our partner institutions, during which equivalent study to 60 ECTS credits will be undertaken and 1200 study hours, or c) a combination of a minimum of 22 weeks of placement and one semester of academic exchange, during which the equivalent study to 30 ECTS credits will be undertaken.

The placement underpins and contributes to our central aim, to enable students with the analytical and disciplinary skills embedded in an Economics programme to learn more effectively about policy and application through institutional practice, to enhance their understanding of economics and the professional role of an economist.

Students will develop skills in applied economics and gain insight into the policy process; all become proficient in IT, teamwork, communication, presentation, time keeping skills and personal organisation. Students may choose to develop skills which complement and extend their academic profile, for example, in finance, accountancy, business, and marketing. It is sometimes possible to use the placement year to acquire professional qualifications or exemptions, particularly in accountancy and banking. The placement provides an excellent opportunity to investigate and assess potential career options prior to graduation.

The 40-week placement is valued at 60 credits and is assessed on a pass/fail basis. Students must satisfy the following conditions in order to successfully complete the placement and gain the relevant credits.

- 1) Carry out to a satisfactory standard the work prescribed by the employing organisation for a minimum of 40 weeks (excluding holidays) and adhere to the Code of Practice laid down by the Placements Office;
- 2) Complete satisfactorily prescribed preparation work before the placement period;
- 3) Complete satisfactorily a reflective Report on their placement experience evidencing achievement of learning objectives specified in POLO;
- 4) Prepare a Poster summarising their placement, to be shared with others attending the Poster Event (students and academic staff).

The 22-week placement is valued at 30 credits and is assessed on a pass/fail basis. Students must satisfy the following conditions in order to successfully complete the placement and gain the relevant credits.

- 1) Carry out to a satisfactory standard the work prescribed by the employing organisation for a minimum of 22 weeks (excluding holidays) and adhere to the Code of Practice laid down by the Placements Office;
- 2) Complete satisfactorily prescribed preparation work before the placement period;
- 3) Complete satisfactorily a reflective Report on their placement experience evidencing achievement of learning objectives specified in POLO;
- 4) Prepare a Poster summarising their placement, or experience of studying overseas, to be shared with others attending the Poster Event (students and academic staff).

The Placements Office provides considerable assistance and guidance throughout the placement process. They encourage students to develop their transferable skills via company presentations, mock interviews and by encouraging students to work closely with the Careers Service. They give students considerable one-to-one support and provide extensive advice and information on a dedicated website. Students consult the Placements Office and staff in the Economics Department as they apply for placements and academic exchanges. While on placement students are assigned an academic placement tutor who visits their workplace if they are in the UK to discuss and evaluate progress; students can contact relevant members of staff for support and guidance. We will endeavour to visit all students overseas, either whilst they are on placement or exchange; a dedicated member of staff will be assigned to each country or area.

Details of Study Abroad Requirements

Students on academic exchange will be expected to undertake a programme of study which is equivalent in demand to one or two semesters in the University of Bath, depending on whether the exchange is combined with an international placement (one semester + placement) or is not (two semester study). Minimum threshold requirements for the award of 30/60 credits will be determined for each exchange institution, bearing in mind the different assessment and classification practices in different countries.

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Details of Professional Accreditation

Admissions Criteria including APL/APEL arrangements

Candidates must be able to satisfy the general admissions requirements of the University of Bath and the Department of Economics. This will include:

- At least 5 GCSE passes at grade C and above, which must include grade A in Mathematics and English. Preference will be shown to applicants with a high proportion of A and A* grades. Applicants whose first language is not English should normally also achieve an IELTS score of 7 with not less than 6.5 in each of the four components.

Plus one of the following:

- A-levels: Typical offer of A*AA from 3 GCE A-levels (excluding General Studies and/or Critical Thinking). Mathematics required at grade A. Economics and Further Mathematics are desirable subjects, but not an essential requirement. A-levels in languages, which are intended for non-native speakers, are not normally acceptable when taken by native speakers of that language. A Social Science or Humanities subject is useful.
- VCE: A six unit VCE in Business at grade B is acceptable alongside two GCE A-levels in Economics and Mathematics, for which A grades are required.
- International Baccalaureate: 38 points (including bonus points) with grades of 7, 6, and 6 in a combination of three subjects at the higher level, which must include Mathematics and preferably Economics/Business Studies.
- BTEC National: Single award BTEC national acceptable alongside two A-levels in Economics and Mathematics, for which A-grades are required. You will need to achieve a distinction grade in all units from this qualification.
- Irish Leaving Certificate, Scottish qualifications, and Welsh Baccalaureate (see departmental webpage for details).
- HNDs in a business-related subject are acceptable provided you achieve an overall distinction grade. Only acceptable for first year entry. A grade in A level Mathematics also required.
- Foundation Programme: You will be expected to achieve a distinction grade overall and have studied Mathematics (and preferably Economics/Business Studies) to a higher level (achieving distinction grade in each unit).
- European Baccalaureate 85% overall required with 8.5 in Higher Level 5 period Mathematics. Economics is a strongly preferred subject. Due to the applied nature of the programme, preference will be given to students who are taking Advanced Mathematics; Physics; Chemistry; Biology or a Modern Language. Students taking the EB in English will not normally need an additional English Language qualification. If you are not taking the EB in English, a mark of 75% in English as a foreign language (either L2/L2A) will be accepted in place of an additional English Language qualification, such as IELTS
- Access courses: 60 credits with a minimum of 45 credits at level 3 (or equivalent). In addition, an A-level in Mathematics (grade A) is required.

For further information on Accreditation of Prior (Experiential) Learning, applicants are asked to contact the Admissions Tutor.

Details of Support Available to Students

University of Bath students are usually encouraged to stay in University halls of residence, normally on Campus, during their first year and will be supported in their transition into University life and study by Resident Tutors. These are postgraduate students or staff who live in the halls of residence and are responsible for the general welfare, health and safety and discipline of student residents.

All taught students will be allocated a Personal Tutor who is responsible for monitoring and supporting the academic progress and general welfare of their students.

Staff in these roles will be able to respond to many of the questions and concerns raised by their students. However, there is also a range of specialist student support services that will offer both information and advice to support these staff working with their students, as well as take referrals to work more directly with the students. Students can also self-refer to these services.

These services can provide information, advice and support in relation to accommodation, emotional difficulties, assessment of needs and provision of support relating to disability, student funding, general welfare, academic problems, student discipline and complaints, careers, international students, spiritual matters, part time work, security and personal safety. The Students' Union can also provide advocacy for students. More information about these services can be accessed via: <http://www.bath.ac.uk/students/support/>.

There are also Medical and Dental Centres, and a Chaplaincy on campus that are very experienced in meeting the needs of a student population, as well as a University nursery and vacation sports schemes are sometimes available for older children during the school holidays.

Other Support applying to this programme includes:

- the University and Departmental induction programmes
- Programme handbooks
- Unit descriptors
- Study skills support (eg in Maths, English Language tuition)
- Excellent library and IT facilities
- Sports and Arts facilities
- Proactive Students' Union

Department and Programme Specific Support Information