

## NL1C

<b>1</b>	<b>Awarding Institution</b>	University of Newcastle upon Tyne
<b>2</b>	<b>Teaching Institution</b>	University of Newcastle upon Tyne
<b>3</b>	<b>Final Award</b>	Bachelor of Arts
<b>4</b>	<b>Programme title</b>	BA. Business and Economic Studies
<b>5</b>	<b>Programme Accredited by:</b>	
<b>6</b>	<b>UCAS Code</b>	NL1C
<b>7</b>	<b>QAA Subject Benchmarking Group(s)</b>	Economics; General and Business Management
<b>8</b>	<b>Date of production/revision</b>	<b>March 2004</b>
<b>9</b>	<b>Programme Aims:</b>	

The overall teaching aims of the programme are to:

- (a) provide education in the principles of economics and business and their application;
- (b) enable students to apply the knowledge and understanding they have acquired to address theoretical and applied problems in economics and business studies;
- (c) equip students with a range of skills which will be of value in employment, and provide them with the knowledge and opportunity to acquire skills to pursue further study in economics;
- (d) provide an environment which encourages and supports the student learning process;
- (e) meet fully the requirements of the Quality Assurance Agency (QAA) Benchmark statement for Economics degrees and, where appropriate, those for General Business and Management degrees;
- (f) meet fully the criteria for an Honours degree laid down in the Higher Education Qualifications Framework of the QAA (2001).

In order to meet these aims, our purpose is to ensure that students on the Business Economic Studies programme will have a knowledge and understanding of a range of core concepts in accounting, management and marketing and the ability to apply appropriate techniques of analysis to business-related issues.

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In addition, they will have acquired:

- a structured and cumulative foundation in modern economic concepts and analysis;
- knowledge of analytical methods, both theory and model-based, appropriate to the degree programme;
- an ability to apply subject-specific concepts and methods of analysis to address economic and business issues, and in particular, the ability to conceptualise and handle issues in an abstract fashion;
- competence in key skills of written and oral communication, ability to work independently and in teams, ability to work to deadlines, skills of problem solving and numeracy, and information technology skills.

### **10(a) Programme Intended Learning Outcomes:**

#### **A Knowledge and understanding**

- A1 a knowledge and coherent understanding of the theoretical concepts and analytical tools of business and economics and associated empirical methods
- A2 awareness of the economic issues that confront the business sector and of the global and national settings in which these activities take place.

#### **B Subject-specific/professional skills**

- B1 the analytical skills needed to present and defend economic arguments on issues relevant to the business sector
- B2 the ability to interpret and critically evaluate the results of empirical research in business economics

#### **C Cognitive skills**

- C1 those study skills which underlie effective learning, thinking and problem solving

#### **D Key (transferable) skills**

- D1 basic skills of time management
- D2 basic skills of written and oral communication
- D3 the ability to work independently and in teams
- D4 a variety of information technology skills, including word-processing, use of spreadsheets and databases, e-mail and on-line information sources

<b>10(b) Programme Intended Learning Outcomes:</b>	<b>Teaching and Learning Methods and Strategies</b>
A Knowledge and understanding	<p>A1 and A2 Lectures provide the principal means to impart knowledge and understanding. Student learning and understanding are then enhanced and tested in seminars (mainly discussion classes), workshops (mainly numerical/technical classes), private study (recommended reading and electronic sources).</p>
B Subject-specific/professional skills	<p>B1 and B2. Lectures provide the principal means to impart subject specific skills. Student learning and ability are then enhanced and tested in seminars (mainly discussion classes), workshops (mainly numerical/technical classes), private study (recommended reading and electronic sources).</p>
C Cognitive skills	<p>C1. Lectures provide the principal means to demonstrate subject specific skills. Student learning and ability are then enhanced and tested in seminars (mainly discussion classes), workshops (mainly numerical/technical classes), private study (recommended reading and electronic sources).</p>
D Key (transferable) skills	<p>D1. This skill is taught in induction and students learn to manage their own time and to organise their work schedule to be able to meet deadlines.</p> <p>D2. These skills are taught in induction. Formative feedback guides written skills. Oral presentation skills are practised in seminars.</p> <p>D3. Study skills are presented in induction. Private study provides an opportunity too practise independent working. Team working is practised in a number of modules, having first been demonstrated in a video.</p> <p>D4. Workshops are the principal means by which the skills are taught. They are then practised throughout the degree programme to prepare coursework and to communicate with other students and staff.</p>

10(c) Programme Intended Learning Outcomes:	Assessment Strategy and Methods
A Knowledge and understanding	A1 and A2. Unseen examinations are the principal means to test knowledge and understanding. Assessed coursework (essays, projects numerical examples)is also used.
B Subject-specific/professional skills	B1 and B2. Unseen examinations are the principal means to test subject specific skills. Assessed coursework is also used, particularly when it can test skills not easily tested in an exam (such as information and data gathering).
C Cognitive skills	C1. Unseen examinations are the principal means to test cognitive skills. Assessed coursework is also used.
D Key (transferable) skills	D1. This is tested indirectly through the need to meet rigid deadlines.  D2. Written communication is tested through unseen exams and assessed coursework (essays and projects). Oral presentation is tested in a number of modules. D3. This is tested in a number of modules, often through a team presentation or report. D4. Initially tested in an IT module through exam and coursework, but indirectly tested in coursework throughout the programme.

<b>11      Programme Curriculum, Structure, and Features:</b>
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**The Structure of the BA Business and Economic Studies Programme**

All undergraduate degree programmes in Economics have a modular structure linked to a pattern for the academic year. This is based on a two semester system consisting of one 15 week semester and one 16 week semester located within a three-term framework. Week 1 of Semester 1 is Induction Week, given over to registration and induction activities; weeks 2-13 are teaching and learning weeks; weeks 14 and 15 form the assessment period.

In Semester 2 the first 12 weeks are teaching and learning weeks with the remaining weeks given over to assessment.

The B.A. Honoursdegree in Business and Economic Studies Degree Programme is of three-years duration. Each year of the degree programme is referred to as a Stage, so that students complete Stages 1, 2 and 3 of their degree. In each Stage students are required to study modules to a total credit value of 120, in accordance with degree programme regulations; usually taking modules with a credit value of 60 in Semester 1 and 60 in Semester 2, although a 50-70 or 70-50 split across semesters is permitted. A 10 credit module is equivalent to 100 notional hours of study.

### **Stage 1**

Stage 1 of the B.A. Honours Business and Economic Studies Degree Programme introduces students to the fundamental concepts, analytical and mathematical techniques which are essential to an understanding of modern business economics. A series of key modules gives students an awareness and understanding of the principles and practices of management, accounting, the form and structure of economic organisations, with a focus on the business environment, and of the main economic problems and issues which affect the British economy. At this stage students are introduced to a variety of information technology skills which will be of use both during and beyond their degree studies. Basic study, communication and team working skills, are also developed at this Stage.

### **Stage 2**

Stage 2 of the degree programme develops the knowledge and skills acquired at Stage 1, in order to develop an understanding of Microeconomics and business at an intermediate level. Compulsory modules in microeconomics, and European Economy allow a deeper insight into the analysis and the workings of modern economic theory and of the European economy. A further compulsory module aims to equip students with the tools needed to carry out research in economics, and to develop presentation skills. Compulsory business and marketing modules make students aware of the human resource issues which affect modern business and the methods of marketing. Students are introduced to fundamental concepts in statistics. At this Stage opportunity is provided for students to pursue their interests in a range of options covering economic and business areas and subjects related to economics.

### **Stage 3**

The final Stage of the BA Business and Economic Studies degree programme, through a series of compulsory modules in the areas of industrial economics, macroeconomics, corporate finance and business strategy, further develops the knowledge and skills acquired at previous Stages. Through the choice of appropriate option modules the student is able to focus on those areas of management, accounting, marketing and economics which are of greatest interest to him or her. The knowledge and skills acquired

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at this Stage provide a foundation for those wishing to pursue postgraduate study in the fields of business and/or economics. Due to the breadth of study required in the earlier stages ECO202 is studied in stage 3. This has a small impact on the possible options at this stage (ECO328 and ECO308 are excluded from the possible choices) and does not compromise the option of postgraduate study.

Stage 1	Units of Study	Credits	Com	Core
	ACC101 Foundations of Accounting	20	yes	No
	ACC102 Introduction to Information Technology	10	yes	No
	BUS101 Introduction to Management & Organisations	20	yes	No
	ECO101 Economic Analysis	20	yes	No
	ECO110 Mathematics for Economists	20	yes	No
	ECO115 The British Economy	10	yes	No
	Options	20	no	no

  

Stage 2				
	AEF115 Introduction to Marketing	20	yes	no
	BUS212 Human Resource Management	10	yes	no
	BUS213 Human Resource Management in Practice	10	yes	no
	ECO106 Statistics for Economics	10	yes	no
	ECO113 European Economy	10	yes	no
	ECO201 Microeconomic Analysis	20	yes	no
	ECO297 Current Economic Issues	10	yes	no
	Options	30	no	no

  

Stage 3				
	ACC207 Corporate Finance	20	yes	no
	BUS302 Business Strategy	20	yes	no
	ECO202 Macroeconomic Analysis	20	yes	no
	ECO326 Industrial Economics and Policy	20	yes	no
	Options	40	no	no

**12 Criteria for Admission:**

GCSEs required

Minimum of Grade B Mathematics

A-Level Subjects and Grades

Any subjects B, B, B

Alternative entry qualifications

Scottish Highers A, B, B, B, B (preferably including Mathematics)

Combinations of Scottish Highers and Advanced Highers

International Baccalaureate 32 points (Mathematics at grade 6 Standard Level or higher)

BTEC National Diploma, overall Merit grade to include at least 4 Distinctions.

Candidates offering graded Access courses, to include Mathematics or Quantitative Methods as essential modules and Business/Economics desirable (overall Merit/Credit level)

Admissions policy

The School aims to recruit students who will be capable of successfully completing the degree programme and who, on graduation, should therefore be capable of developing successful careers in a variety of business and related professions, or pursuing postgraduate studies. As evidence of potential to achieve degree programme aims, the School usually seeks to recruit students with a strong academic record in terms of their prior qualifications and their predicted grades in any examinations still to be taken. However, in assessing candidates' applications, the School also looks for other evidence of a commitment to study and an interest in the subject area. Candidates are therefore selected using all the information on the UCAS form, including the Personal Statement. Applicants through the University's PARTNERS programme have an opportunity to provide additional evidence of their suitability for degree level study through successful completion of the Summer School.

The School is committed to recruiting candidates with good academic potential, regardless of age, disability, gender, marital or parental status, sexual orientation, race, ethnic origin, colour, religion or social background.

Arrangements for non-standard entrants

Considered on individual merit, after interview if necessary.

Any Additional Requirements

none



**13 Support for Students and their Learning:**

- Induction programme for orientation, introducing study skills for both new and returning students and providing careers guidance
- Sessions within relevant modules on skills development
- Student handbooks and module guides
- School Website and Blackboard module information sites
- All students allocated a personal tutor to assist them with personal problems
- Personal tutors available to advise on module selection and to take an overview of students' performance
- Student e-mail and personal access to Degree Programme Director and tutorial staff
- Access to Disability Unit which provides assistance and guidance e.g. dyslexia
- Access to Student Counselling Service
- Access to Careers Service
- Excellent University library facilities including CD ROMs and on-line services
- Up-to-date IT facilities throughout the campus

**14 Methods for evaluating and improving the quality and standards of teaching and learning:**

***Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards***

- Student questionnaires issued to graduates, finalists and students at stages 1 and 2
- Module questionnaires
- Annual course review
- Peer observation of teaching
- Internal subject review
- External Examiner reports
- Annual module review
- Annual review of progression rates, degree classes achieved, graduate employment statistics

***Committees with responsibility for monitoring and evaluating quality and standards***

- Board of Studies
- Teaching and Learning Committee
- Staff Student Committee
- Employers' Panel
- Faculty Teaching and Learning Committee
- University Teaching Committee
- Stream Review meetings

- Examination Boards

***Mechanisms for gaining student feedback on the quality of teaching and their learning experience***

- Staff Student Committee and student representation on Board of Studies
- Module evaluation forms
- Degree Programme evaluation forms and meetings.

**15 Regulation of Assessment**

***Assessment rules and Honours classification***

- Minimum pass mark is 40% for each module
- Most modules are assessed by a combination of unseen written examination and coursework, although some are 100% examination and some are 100% coursework
- Information on assessment is available in the degree programme handbooks and in the module outlines which are available on the website (address)
- All stage 1 and stage 2 modules must be passed before students can proceed. There are two resit opportunities.
- Degree classification is based on the weighted average result for stages 2 and 3, with stage 3 results accounting for 75% and stage 2 for 25%.
- Honours marks are based on the following University scale:

<u>Mark</u>	<u>Degree Class</u>
≥ 70%	First
60-69%	Upper second
50-59%	Lower second
40-49%	Third
< 40%	Fail

***Role of external examiners***

The external examiners are distinguished members of the academic community appointed by Faculty Teaching and Learning Committee and their role is to:

- Approve assessment on modules which count for honours
- Review samples of examination scripts and coursework to check standards and assessment procedures
- Attend the Examination Board meeting
- Report back to the University

**16 Indicators of Quality and Standards:**

**Professional Accreditation Reports**

not applicable

**Internal Review Reports**

2001

**Previous QAA Reports**

Score of 23/24 ("excellent") for Economics in October 2001

**Research Review**

In the most recent national Research Assessment Exercise, 2002, Economics scored 4 out of 5 points and Management 3A out of 5. These scores represent high standards of staff research underlying and informing their teaching activities.

This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

In addition, information relating to the course is provided in:

- The Stage 1, Stage 2 and Stage 3 Degree Programme Handbooks
- The Regulations of the University of Newcastle upon Tyne
- The University's Undergraduate Prospectus and School brochure
- Subject Review Report and follow-up report in 2001

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**Standards: BA Business and Economic Studies**

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Programme Outcomes	3	2ii	2i	1
<b>Capacity to make an independent contribution to the subject</b>				Shows originality in thinking, establishing own linkages between issues
<b>Knowledge and understanding of the subject beyond the taught programme</b>			Shows basic understanding of business and economics going beyond what has been taught, and in particular of research findings. Some limited ability to adopt a critical stance in relation to taught material	Shows significant understanding of business and economics going beyond what has been taught, and in particular of the research literature. Able to adopt a critical perspective in relation to taught material
<b>Knowledge and understanding of other aspects of the programme as taught</b>		Shows good understanding of economic and business concepts and current national and international issues	Shows very good understanding of economic and business concepts and current national and international issues	Shows excellent understanding of economic and business concepts and current national and international issues
<b>Knowledge and understanding of the essentials of the subject</b>	Shows basic knowledge and understanding of the essentials of economics and business their applied and conceptual aspects	Shows good knowledge/understanding of the essentials of economics and business in their applied and conceptual aspects	Shows very good knowledge/understanding of the essentials of economics and business in their applied and conceptual aspects	Shows excellent knowledge/understanding of the essentials of economics and business in their applied and conceptual aspects
<b>Subject related cognitive abilities and skills</b>	Shows some ability to solve simple problems, simple data interpretation and a modest ability to evaluate arguments and evidence	Shows ability to solve simple problems, good data interpretation and a good ability to evaluate arguments and evidence	Shows ability to solve more complex problems, very good data interpretation and a very good ability to evaluate arguments and evidence	Shows ability to solve complex problems involving some uncertainty, excellent data interpretation and an excellent ability to evaluate arguments and evidence
<b>Key skills</b>	All Honours graduates will have gained a range of key skills such as communication and presentation skills, numeracy and computer literacy. They will have had experience of working independently and as a member of a group. They will have had to take responsibility for their own learning and intellectual development.			

- The School website (<http://www.ncl.ac.uk/nubs/undergrad/economics/>)

## **Statement of Standards – BA Business and Economic Studies**

**All Honours graduates** will have gained a wide range of key skills, including written and oral communication, presentation skills, numeracy, computer literacy, and problem solving. In addition, they will have experience of working independently and as members of a team, taking responsibility for their own learning and intellectual development.

**Third Class graduates** will have a basic knowledge and understanding of the essentials of economics and business in their applied and conceptual aspects. They will be able to solve simple and familiar problems, have basic skills in data interpretation and a basic ability to discriminate between relevant and irrelevant material. They will have basic technical skills in economic and business analysis.

**Lower Second Class graduates** will have a good knowledge and understanding of the essentials of economics and business in their applied and conceptual aspects and a good knowledge and understanding of broader aspects of the disciplines in relation to global issues. They will be able to solve simple and familiar problems, including some which are unfamiliar. They will predominantly have good abilities to interpret data and discriminate between relevant and irrelevant material and good technical skills in economic and business analysis.

**Upper Second Class graduates** will have a very good knowledge and understanding of the essentials of economics and business in their applied and conceptual aspects and a very good knowledge and understanding of broader aspects of the discipline in relation to global issues. Additionally, they will have at least a basic knowledge and understanding of economics and business beyond what is taught, and in particular of research findings and have some ability to adopt a critical stance. They will be able to solve more complex problems. They will predominantly have very good abilities to interpret data and discriminate between the relevant and irrelevant and very good technical skills in economic and business analysis.

**First Class graduates** will have an excellent knowledge and understanding of the essentials of economics and business in their applied and conceptual aspects and an excellent knowledge and understanding of broader aspects of the disciplines in relation to global economic issues. Additionally, they will have significant knowledge and understanding of economics and business beyond what is taught, and in particular of research findings and will be able to adopt a critical stance. They will have shown a capacity for original thought, in particular in linking issues in their subjects. They will be able to solve complex problems involving some uncertainty. They will predominantly have excellent abilities to interpret data and discriminate between the relevant and irrelevant and excellent technical skills in economic and business analysis.

- The School website (<http://www.ncl.ac.uk/nubs/undergrad/economics/>)

## **Benchmark Statement: BA Honours Business and Economic Studies**

This degree programme meets the benchmarking standards for degrees in Economics or Economics with Business related subjects, including as appropriate also the standards for General and Business Management. How it does so is set out below according to the *modal* levels of attainment expected of Economics and Business graduates. Such graduates should:

*1. Demonstrate understanding of economic and business concepts and principles.*

Each Stage of the programme includes compulsory courses in the principles of economics, accounting and management. Assessment of students at each stage is designed to test both their knowledge and understanding of concepts and principles. Progression from one stage to the next stage depends on evidence that the required level of understanding has been reached.

*2. Demonstrate understanding of economic theory and modeling [sic] approaches, and their competent use.*

The economics taught at all stages is firmly grounded in theory and model-building. Competence in the use of the theory and models is tested when students are faced with essay titles, projects and examination questions which require analytical thinking.

*3. Demonstrate proficiency in quantitative methods and computing techniques and how to use these techniques and methods effectively across a range of problems.*

The essential methods and techniques are learnt, practised and assessed from Stage 1 onwards.

*4. Display understanding of the sources and content of economic and business data and evidence and of those methods that might be applied appropriately to the analysis of such data.*

Use of the excellent Robinson Library resources for data search, using both printed and online sources, and searching the worldwide web are all regarded as an expected part of the student's preparation of assignments or project reports. Introduction to these data sources and to ways of using them is an integral part of modules at each stage. Methods of data analysis are taught in specialised modules, both compulsory and optional.

*5. Know how to apply economic reasoning to policy issues in a critical manner.*

Apart from the essential economic principles modules at each stage the great majority of other modules do in large measure address policy issues, at local, national, or global levels. A distinguishing feature of Stage 1 is the wide range of applied or policy-relevant modules complementing the basic economic analysis one. Stage 2 builds on this with a group project module, among others, encouraging a critical approach. Policy analysis at an advanced level is a major feature of the compulsory Stage 3 modules in economics.



- The School website (<http://www.ncl.ac.uk/nubs/undergrad/economics/>)

6. *Demonstrate knowledge in an appropriate number of specialised areas in Economics, as well as an appreciation of the research literature in these areas .*

Specialisation is available through the choice of optional modules. Since teaching in the Business School is research-led, much of the normal diet of final year students is research literature. Searching and reviewing recent literature is much enhanced by the growing wealth of on-line journals available on the campus network.

7. *Display familiarity with the possibility that many economic problems may admit of more than one approach and may have more than one solution.*

There is no party line to be adhered to in the Economics Group of the Business School, so students are exposed to many ways of looking at economic issues or problems.

The additional standards for General and Business Management degrees which are substantially met by the programme mean that graduates will also :

1. *Have a wide knowledge and understanding of the broad range of areas of business and management and the detailed relationships between these, their application and their importance in an integrated framework.*

The Introduction to Management module provides the broad framework, while later compulsory modules in Human Resource Management and Business Strategy, plus a variety of options, build upon it. The breadth is enhanced by elements of the business related areas of accounting, finance and economics.

2. *Have a view of business and management which is influenced by a variety of learning sources including guided learning, team work and independent study.*

The compulsory business management modules incorporate a good variety of learning sources, while option choices can extend this variety further.