

**PROGRAMME SPECIFICATION**

<b>1</b>	<b>Awarding Institution</b>	Newcastle University
<b>2</b>	<b>Teaching Institution</b>	Newcastle University
<b>3</b>	<b>Final Award</b>	BA Honours
<b>4</b>	<b>Programme Title</b>	Economics and Business Management
<b>5</b>	<b>UCAS/Programme Code</b>	LN12
<b>6</b>	<b>Programme Accreditation</b>	Newcastle University
<b>7</b>	<b>QAA Subject Benchmark(s)</b>	Economics; General Business and Management degrees
<b>8</b>	<b>FHEQ Level</b>	Honours
<b>9</b>	<b>Date written/revised</b>	April 2008

**10 Programme Aims**

The overall aim is to provide a programme which:

1. provides education in the principles of economics and their application, with particular emphasis on business-related issues;
2. enables students to apply the knowledge and understanding they have acquired to address theoretical and applied problems in economics and management;
3. equips students with a range of skills, including quantitative skills and information technology, which will be of value in employment;
4. gives students the opportunity to secure a temporary placement with a business organisation to enhance their insight into management, their practical skills and their ability to relate theory to practice;
5. introduces students to the results of recent research and research methods so that they may be in a position to consider further study in economics- or business-related subjects;
6. provides an environment which encourages and supports the student learning process, gives students opportunities to pursue options of particular interest, and equips them to continue the process of life-long learning;
7. meets fully the requirements of the Quality Assurance Agency (QAA) Benchmark statement for Economics degrees and, where appropriate, those for General Business and Management degrees;
8. 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 degree

programme will have both a core knowledge of economics and management principles, and particular understanding of the principles of industrial economics and of strategic management, with applications in a business context. They will have opportunities to specialise to some extent in business systems and operations or in organisational behaviour and human resources. Students on placement will gain an appreciation of the challenges and opportunities for graduates in business, and assess their own aptitudes and prospects for a business career. In completing a placement-related dissertation they will have to apply appropriate research skills and specialist knowledge to a practical issue.

They will be expected to have acquired by the end of their course :

- a structured and cumulative foundation in modern economic concepts and analysis;
- broad, analytical and integrated appreciation of business and management principles
- knowledge of analytical methods, both theory and model-based, appropriate to the core areas and option choices in the degree programme;
- the ability to apply subject-specific concepts and methods of analysis to address economic issues, particularly as they relate to business;
- 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.

## **11 Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the benchmark statements for Economics, and as appropriate also General Business and Management.

### **Knowledge and Understanding**

On completing the programme students should have developed:

- A1. Coherent understanding of the theoretical concepts and analytical tools of modern economics
- A2. Ability to apply theory to practical problems and issues
- A3. Appreciation of the theory and practice of modern business management
- A4. Awareness of the economic issues that confront business and management
- A5. Knowledge of recent developments in relevant scholarship and research in economics and management.

<b>Teaching and Learning Methods</b>
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).
<b>Assessment Strategy</b>
<b>Knowledge and understanding</b>
Unseen examinations are the principal means of testing knowledge and understanding in most modules. Assessed coursework is also used, taking a variety of forms: essays, projects, computer sessions and in-course problem sheets.
<b>Intellectual Skills</b>
On completing the programme students should be competent in: B1 Those study skills which underlie effective learning B2 Analytical thinking which leads to critical evaluation of arguments and evidence B3 Problem solving in economic and business management contexts
<b>Teaching and Learning Methods</b>
Lectures provide the principal means to impart intellectual skills. Analytical and critical thinking are enhanced and tested in seminars (mainly discussion classes), workshops (mainly numerical/technical problem solving), and private study (recommended reading and electronic sources).
<b>Assessment Strategy</b>
<b>Intellectual skills</b>
These skills are assessed by a combination of unseen examinations, the principal method, and by assessed essays and project reports. Such assessed coursework tests skills which involve information and data gathering.
<b>Practical Skills</b>
On completing the programme students should be able to apply in real world situations: C1 The analytical skills needed to present and defend economic arguments C2 The analytical skills needed for business decision-making purposes C3 The quantitative and empirical skills required for economic and business analysis
<b>Teaching and Learning Methods</b>
Lectures provide the building blocks for an analytical approach to practical problems. Seminars for discussion of problems and issues will enhance and test the student's practical approach, while workshops provide practice in mainly numerical/technical procedures; private study (recommended reading and electronic sources) consolidates

and augments the taught elements.
<b>Assessment Strategy</b>
Practical skills are tested by a combination of unseen examinations and coursework, with the former usually having the greater weight, but the balance depends on the nature of the module. For example, the placement-related Dissertation and some management modules have no unseen examinations, but they give the student opportunities to demonstrate independent analysis and practical lessons learnt.
<b>Transferable/Key Skills</b>
On completing the programme students should have learnt and practised: D1. Basic skills of time management D2. Basic skills of written and oral communication D3. The ability to work independently and in a team D4. A variety of information technology skills, including word-processing, use of spreadsheets and databases, e-mail and on-line information sources
<b>Teaching and Learning Methods</b>
1. Instruction in time management skills is taught during induction periods. Students develop these skills as they follow the guidance given in course outlines, during classes and in guidelines provided for assessed work, projects, dissertations or other work which requires them to organise their work schedule to be able to meet deadlines. 2. Instruction in communication skills is also provided during induction periods. Practice in written communication is provided through a variety of voluntary or required assignments, for which formative feedback is given, usually on standard forms devised for the purpose. Oral presentation skills are practised in seminars for various modules and particularly emphasised in those modules which incorporate assessment of such skills. 3. Study skills are introduced during induction. Further guidance on private study and research is given as required in the teaching of individual modules. Team work is practised and assessed in a number of modules.
4. Workshops are the principal means by which information technology skills are taught. They are then practised throughout the degree programme in preparing coursework and communication with other students and staff.
<b>Assessment Strategy</b>
1. Time management is tested indirectly through the need to meet rigid deadlines for essays, project reports, dissertations, and through the unseen examination process, where success depends on careful work planning throughout the year and in revision periods. 2. Written communication is tested through unseen exams and assessed coursework (essays, project reports, dissertations). Oral presentation is included in the assessment of a number of modules. 3. Teamwork is tested in a number of modules, particularly on the business management side, usually through a team presentation and report. 4. IT skills are directly assessed through practical in-course tests and written exams in

statistical modules which incorporate IT, but they are also indirectly tested in coursework for other modules throughout the programme.

## **12 Programme Curriculum, Structure and Features**

### **Basic structure of the programme**

All undergraduate degree programmes 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 BA. Honours Economics and Business Management Degree Programme is of three or four years' duration, taking four years if the student secures a sandwich year training placement after the first two years .

Each academic 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 of their degree programme 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 degree programme introduces students to the fundamental concepts, analytical, mathematical and statistical techniques which are essential to an understanding of modern economics and business management. Basic modules give students an awareness and understanding of the principles and practices of accounting, business management, economics and marketing. At this stage information technology skills are developed within various modules, which will be of use both during and beyond their degree studies. Basic study and communication skills are also developed at this Stage.

### **Stage 2**

Stage 2 of the degree programme builds on the knowledge and skills acquired at Stage 1 and provides an intermediate level of analysis to enable students to proceed to the more advanced undergraduate level in stage 3. Compulsory intermediate modules in microeconomics, macroeconomics and in work and organisations

allow deeper insights into how economists analyse the workings of the modern economy and of the way in which businesses create economic activity.

Students have a wide choice of optional modules allowing them to specialise in any areas that interest them, including possibilities for going outside the Business School into areas such as modern languages or law.

### **Business Training Placement**

Students on the BA Economics and Business Management (LN12) degree programme are encouraged to undertake a placement year between stages 2 and 3. The objectives of the placement are to provide insights into business management methods and decision making, to enhance basic skills and to provide an opportunity to make links between the academic content of the programme by reflection and advance preparation of a dissertation plan. The placement is usually with one of the large UK companies that operate full-year placement schemes, though one-off opportunities also arise with other organisations. The jobs are advertised to the students through the Careers Service, which plays an active role in identifying opportunities, and students then have to apply and undergo full selection procedures. The placements normally carry attractive salaries and other benefits.

### **Stage 3**

The final Stage of the degree programme further develops the knowledge and skills acquired at previous stages. Through the choice of appropriate option modules students are able to apply them to the analysis of those areas of economics and business management which are of greatest interest to them. The knowledge and skills acquired at this Stage provide a foundation for those wishing to pursue postgraduate study in economics and/or business management and related fields.

The compulsory elements are in industrial economics, business strategy and economic theory, plus a placement-related dissertation for those who have completed an approved placement year.

#### **Key features of the programme (including what makes the programme distinctive)**

The broad range of both core subjects in the degree and the options that are available.  
The opportunity for real business experience and training on a placement.  
The scope for integrating academic studies in both economics and business with the practical business experience by means of the final year dissertation.

#### **Programme regulations (link to on-line version)**

<http://www.ncl.ac.uk/regulations/programme/>

--

<b>13 Criteria for admission</b>
----------------------------------

<i>Entry qualifications</i>
-----------------------------

<p>GCSEs required Minimum of Grade B Mathematics and English Language</p> <p>A-Level Subjects and Grades Any subjects A, B, B (normally excluding General Studies)</p> <p>Alternative entry qualifications Scottish Highers A, A, B, B, B (preferably including Mathematics) Combinations of Scottish Highers and Advanced Highers BTEC National Diploma in a relevant subject, overall DDM International Baccalaureate 33 points (Mathematics at Standard Level grade 6 or higher) Candidates offering graded Access courses, to include Mathematics or Quantitative Methods as essential modules and Business/Economics desirable, with Distinction overall.</p>
--

<p><i>Admissions policy/selection tools</i></p> <p><i>Non-standard Entry Requirements</i></p> <p><i>Additional Requirements</i></p> <p><i>Level of English Language capability</i></p>
--

--

<b>14 Support for Student Learning</b>
--

<i>Induction</i>
------------------

<p>During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc. The International Office offers an additional induction programme for overseas students (see <a href="http://www.ncl.ac.uk/international/coming_to_newcastle/orientation.phtml">http://www.ncl.ac.uk/international/coming_to_newcastle/orientation.phtml</a>)</p>
---

<i>Study skills support</i>
-----------------------------

<p>Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.</p>
---

<i>Academic support</i>
-------------------------

<p>The initial point of contact for a student is with a lecturer or module leader, or their tutor (see below) for more generic issues. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies.</p>
--

### *Pastoral support*

All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. Details of the personal tutor system can be found at <http://www.ncl.ac.uk/undergraduate/support/tutor.phtml>

In addition the University offers a range of support services, including the Student Advice Centre, the Counselling and Wellbeing team, the Mature Student Support Officer, and a Childcare Support Officer, see <http://www.ncl.ac.uk/undergraduate/support/welfare.phtml>

### *Support for students with disabilities*

The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies. For further details see <http://www.ncl.ac.uk/disability-support/>

### *Learning resources*

The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities, see <http://www.ncl.ac.uk/undergraduate/support/acfacilities.phtml>

All new students whose first language is not English are required to take an English Language test in the Language Centre. Where appropriate, in-session language training can be provided. The Language Centre houses a range of resources for learning other languages which may be particularly appropriate for those interested in an Erasmus exchange. See <http://www.ncl.ac.uk/undergraduate/support/facilities/langcen.phtml>

## **15 Methods for evaluating and improving the quality and standards of teaching and learning**

### *Module reviews*

All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the School Teaching and Learning Committee and at the Board of Studies. Student opinion is sought at the Staff-Student Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Teaching and Learning Committee.

### *Programme reviews*

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching and Learning Committee.

### *External Examiner reports*

External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Teaching and Learning Committee. External Examiner reports are shared with institutional student representatives, through the Staff-Student Committee.

### *Student evaluations*

All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff-Student Committee, and the Board of Studies. The National Student Survey is sent out every year to final-year undergraduate students, and consists of a set of questions seeking the students' views on the quality of the learning and teaching in their HEIs. Further information is at [www.thestudentsurvey.com/](http://www.thestudentsurvey.com/) With reference to the outcomes of the NSS and institutional student satisfaction surveys actions are taken at all appropriate levels by the institution.

### *Mechanisms for gaining student feedback*

Feedback is channelled via the Staff-Student Committee and the Board of Studies.

### *Faculty and University Review Mechanisms*

The programme is subject to the University's Internal Subject Review process, see [http://www.ncl.ac.uk/aqss/qsh/internal\\_subject\\_review/index.php](http://www.ncl.ac.uk/aqss/qsh/internal_subject_review/index.php)

### *Accreditation reports*

### *Additional mechanisms*

## **16 Regulation of assessment**

### *Pass mark*

The pass mark is 40 (Undergraduate programmes)

### *Course requirements*

Progression is subject to the University's Undergraduate Progress Regulations (<http://www.ncl.ac.uk/calendar/university.regs/ugcont.pdf>) and Undergraduate Examination Conventions (<http://www.ncl.ac.uk/calendar/university.regs/ugexamconv.pdf>). In summary, students must pass, or be deemed to have passed, 120 credits at each Stage. Limited compensation up to 40 credits and down to a mark of 35 is possible at each Stage and there are resit opportunities, with certain restrictions.

### *Weighting of stages*

The marks from Stages 2 and 3 will contribute to the final classification of the degree  
The weighting of marks contributing to the degree for Stages 2 and 3 is 25:75

### *Common Marking Scheme*

The University employs a common marking scheme, which is specified in the Undergraduate Examination Conventions, namely

	<b>Honours</b>	<b>Non-honours</b>
<40	Fail	Failing
40-49	Third Class	Basic
50-59	Second Class, Second Division	Good
60-69	Second Class, First Division	Very Good
70+	First Class	Excellent

### *Role of the External Examiner*

An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, after recommendation from the Board of Studies. The External Examiner is expected to:

- See and approve examination papers
- Moderate examination and coursework marking
- Attend the Board of Examiners
- Report to the University on the standards of the programme

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

The University Prospectus (see <http://www.ncl.ac.uk/undergraduate/>)

The School Brochure (contact [enquiries@ncl.ac.uk](mailto:enquiries@ncl.ac.uk))

The University Regulations (see <http://www.ncl.ac.uk/calendar/university.regs/>)

The Degree Programme Handbook

Please note. 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.

## Mapping of Intended Learning Outcomes onto Curriculum/Modules

Module	Intended Learning Outcomes				
		A	B	C	D
ACC1003	Comp/core	2,3	3	2,3	1,2,3,4
ACE1026	Comp	2,3	2,3	2,3	1,2,3
BUS1001	Comp/core	2,3	1,2,3	2,3	1,2,3
ECO1001	Comp/core	1,2	1,2,3	1,2,3	1,2,3,4
ECO1007	Comp/core	1,2	1,2,3	1,2,3	1,2,3,4
ECO1010	Comp/core	1,2	1,2,3	1,2,3	1,2
ACC2003	Optional	2,3,5	1,2,3	2,3	1,2
ACC2005	Optional	2,3	2,3	2,3	1,2
ACE2002	Optional	3,4,5	1,2,3	2	1,2,4
ACE2007	Optional	2,3,5	1,2,3	2,3	1,2,4
BUS2012	Optional	2,3	1,2,3	2,3	1,2
BUS2013	Optional	2,3	2,3	2	1,2,3
BUS2014	Optional	2,3,4	2,3	2,3	1,2,3,4
BUS2017	Optional	2,3	2,3	2,3	1,2,3,4
BUS2019	Comp/core	2,3,4	2	2,3	1,2,3
ECO2001	Comp/core	1,2,4	2,3	1,2,3	1,2
ECO2002	Comp/core	1,2,4	2,3	1,2,3	1,2,3,4
ECO2006	Optional	1,2,5	1,2	1,2,3	1,2
ECO2008	Optional	1,2,4	1,2,3	1,2,3	1,2
ECO2009	Optional	2	2,3	1,2,3	1,2,3,4
ECO2010	Optional	1,2	1,2,3	1,2,3	1,2
ECO2011	Optional	1,2	1,2	1,2,3	1,2
LAW1054	Optional	4	1,2		1,2
ACC3001	Optional	2,3,5	1,2,3	2,3	1,2,3
ACC3002	Optional	3,4,5	1,2,3	2,3	1,2,3
ACC3006	Optional	2,3,4	1,2,3	2,3	1,2,3
ACE3001	Optional	3,5	1,2	2,3	1,2
ACE3002	Optional	2,3	1,2,3	2,3	1,2,3
BUS3002	Optional	2,3	1,3	2,3	1,2,3
BUS3004	Optional	3,5	1,2	2,3	1,2,4
BUS3021	Optional	2,3,4	1,2,3	2,3	1,2,3
BUS3022	Optional	3	1,2	2,3	1,2,3
BUS3024	Optional	2,3	1,2	2	1,2,3
ECO3003	Optional	1,2,5	1,2,3	1,2,3	1,2
ECO3008	Optional	1,2	1,2,3	1,2,3	1,2,4
ECO3012	Optional	1,2	1,2,3	1,2,3	1,2
ECO3013	Optional	1,2	1,2,3	1,2,3	1,2
ECO3016	Optional	1,2,5	1,2	1,2,3	1,2
ECO3018	Optional	1,2	1,2,	1,2,3	1,2,3,4
ECO3021	Optional	1,2	1,2	1,2,3	1,2
ECO3025	Optional	1,2,4	1,2,3	1,2,3	1,2
ECO3026	Compulsory	1,2,4	1,2,3	1,2,3	1,2
ECO3027	Optional	1,2	1,2,3	1,2,3	1,2,4
ECO3028	Compulsory	1,2	1,2,3	1,2,3	1,2
ECO3098	Comp/core*	2,4,5	2,3	1,2,3	1,2,3,4

## **Statement of Standards – BA Economics and Business Management**

**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 management 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 statistical analysis, and in business decision-making.

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

**Upper Second Class** graduates will have a very good knowledge and understanding of the essentials of economics and finance in their applied and conceptual aspects and a very good knowledge and understanding of broader aspects of the discipline in relation to global economic and financial issues. Additionally, they will have at least a basic knowledge and understanding of economics and finance 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, financial and statistical analysis.

**First Class** graduates will have an excellent knowledge and understanding of the essentials of economics and business management in their applied and conceptual aspects and an excellent knowledge and understanding of broader aspects of these disciplines in relation to national and global economic and business-related issues. Additionally, they will have significant knowledge and understanding of economics and business management beyond what is taught, in particular of research findings and they 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, including those pertaining to their placement-related dissertation. 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 statistical analysis, and in business decision-making.

## **Benchmark Statement : BA Honours Economics and Business Management**

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

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

Stages 1 and 2 of the programme include compulsory courses in the principles of both macroeconomics and microeconomics, alongside core courses in management related subjects. Stage 3 has compulsory principles courses which relate most directly to business. Progression from one stage to the next stage depends on evidence from a variety of assessment methods that the required level of understanding of essential principles 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, with increasing levels of mathematical sophistication and elements of game theory being introduced as the course proceeds. 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. Opportunities to enhance these methods as they relate to business as well as economics is provided in Stage 2 choices and in the full-year Business Training placement which students are expected to undertake following Stage 2. The placement experience almost always involves a steep learning curve of techniques for solving real-world problems, and students are frequently surprised at how relevant the more technical parts of their academic training turn out to be.

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

Use of the excellent Robinson Library and School 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, project reports or dissertation. 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. Stage 2 Business Management modules present the student with the challenge of addressing policy issues from the perspective of management thinking, while at the same time holding on to the perhaps more detached critical approach of

the economist. Since the degree is located in the Economics group, the placement related Dissertation at Stage 3 is supervised by economics staff and requires the student to apply primarily economic reasoning to issues suggested by the practical business experience of the year spent with a business organisation.

*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 a good choice of Stage 3 modules, as well as the compulsory placement related Dissertation, which requires a literature survey in the specialised area of choice. Since teaching in the Business School (Economics) 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 Business School (Economics). Students are exposed to many ways of looking at economic issues or problems, both within the discipline of economics and across collaborating disciplines. Learning that progress can be made towards better economic analysis and policy by experts of varying outlook can be a source of excitement in learning.

Modal graduates in General Business and Management degrees should :

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 programme incorporates a wide ranging Introduction to Management which helps to integrate later specialist areas of management theory and applications.

2. *Consistently demonstrate a command of area specific skills including application of knowledge, as well as proficiency in intellectual skills.*

Specific skills are introduced in the compulsory Stage 2 modules, which have an emphasis on application and practice.

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

The variety of learning sources is considerable, both in the modules taken at different Stages, in the opportunities to enhance learning during the full-year placement, and in the related Dissertation.

4. *Have an enhanced capacity to develop and apply their own grounded and informed perspectives to their studies, deal with uncertainty and complexity, explore alternative solutions, demonstrate critical evaluation and integrate theory and practice in a wide range of situations.*

These aims are shared with the teaching of Economics, so in both discipline areas students are required to exercise the independence of mind, critical faculties and willingness to apply principles over a very wide range of subject material.