



Course Specification

| A. Course Information | | | | | | | | | | | | | | | | | | | | | |
|---|---|---------------|----------------|---------------|----------------|-----------|---|-----------|------|--|---|-----------|------|-----------|--|--|--|--|--|--|--|
| Final award title(s) | BSc (Hons) Economics BSc (Hons) Economics with Placement BSc (Hons) Economics [Finance pathway] BSc (Hons) Economics [Business Strategy pathway] BSc (Hons) Economics [Finance pathway] with Placement BSc (Hons) Economics [Business Strategy pathway] with Placement | | | | | | | | | | | | | | | | | | | | |
| Intermediate exit award title(s) | Certificate of Higher Education (CertHE) in Economics Diploma of Higher Education (DipHE) in Economics | | | | | | | | | | | | | | | | | | | | |
| UCAS Code | Course Code(s) 4369 | | | | | | | | | | | | | | | | | | | | |
| | London South Bank University | | | | | | | | | | | | | | | | | | | | |
| School | <input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input checked="" type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input type="checkbox"/> LSS | | | | | | | | | | | | | | | | | | | | |
| Division | Accounting, Finance and Economics | | | | | | | | | | | | | | | | | | | | |
| Course Director | Christina Anderl | | | | | | | | | | | | | | | | | | | | |
| Delivery site(s) for course(s) | <input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: please specify | | | | | | | | | | | | | | | | | | | | |
| Mode(s) of delivery | <input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> other please specify | | | | | | | | | | | | | | | | | | | | |
| Length of course/start and finish dates | <table border="1"> <thead> <tr> <th>Mode</th> <th>Length years</th> <th>Start - month</th> <th>Finish - month</th> </tr> </thead> <tbody> <tr> <td>Full time</td> <td>3</td> <td>September</td> <td>June</td> </tr> <tr> <td>Full time with placement/sandwich year</td> <td>4</td> <td>September</td> <td>June</td> </tr> <tr> <td>Part time</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Part time with Placement/sandwich year</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | Mode | Length years | Start - month | Finish - month | Full time | 3 | September | June | Full time with placement/sandwich year | 4 | September | June | Part time | | | | Part time with Placement/sandwich year | | | |
| Mode | Length years | Start - month | Finish - month | | | | | | | | | | | | | | | | | | |
| Full time | 3 | September | June | | | | | | | | | | | | | | | | | | |
| Full time with placement/sandwich year | 4 | September | June | | | | | | | | | | | | | | | | | | |
| Part time | | | | | | | | | | | | | | | | | | | | | |
| Part time with Placement/sandwich year | | | | | | | | | | | | | | | | | | | | | |
| Is this course generally suitable for students on a Tier 4 visa? | Please complete the International Office questionnaire Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Students are advised that the structure/nature of the course is suitable for those on a Tier 4 visa but other factors will be taken into account before a CAS number is allocated. | | | | | | | | | | | | | | | | | | | | |
| Approval dates: | Course(s) validated / Subject to validation 18/02/2016 Course specification last updated and signed off September 2020 | | | | | | | | | | | | | | | | | | | | |

| | | |
|--|--|--|
| | | |
| Professional, Statutory & Regulatory Body accreditation | | |
| Reference points: | Internal | Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations |
| | External | QAA Quality Code for Higher Education 2019 Framework for Higher Education Qualifications Subject Benchmark Statements (Dated) PSRB Competitions and Markets Authority SEEC Level Descriptors 2016 |
| B. Course Aims and Features | | |
| Distinctive features of course | <ul style="list-style-type: none"> • Provides a broadly-based Economics course of study which emphasises the need to be numerate while having a view of the economy set within society as whole implying a degree of cross-disciplinary knowledge. • Focuses on contemporary economic trends and the role of changing technology and international markets • Allows students as an option to have a one-year placement which will enhance the employability of the student. • Focuses on the United Nations Sustainable Development Goals agenda • Emphasises the importance of numerate skills throughout the delivery of the course to make the student more employable and to give the student the necessary skill set to analyse problems at hand. • Emphasis placed on practical lab based work with specific econometric packages. • Offers opportunity for students to study specialised modules in the final year. • Advanced entry to levels 5 or 6 is possible for suitably qualified applicants who successfully completed sufficient credits at the appropriate level in the relevant Economic disciplines. • This course offers to option for students to select between two pathways if they wish. These are a Finance pathway and a Business Strategy pathway. | |
| Course Aims | <p>The BSc (Hons) Economics and BSc (Hons) Economics with Placement aim to:</p> <ol style="list-style-type: none"> 1. Provide a broadly based education in economics and to equip students for a variety of future careers with international perspectives. The curriculum provides a broad and integrated academic foundation at levels 4 and 5, with specialisation opportunities at level 6. | |

| | |
|--|---|
| | <ol style="list-style-type: none"> 2. Combine the knowledge of economics with a student-centred learning process to develop skills, attitudes and abilities relevant to the student's future employment. In particular, it is designed to equip students with the ability to manage change, both in their individual career and at organisational level. 3. Recognise the need for personal effectiveness both in terms of knowledge of the subject discipline and the ability of students to form judgements, undertake tasks and make decisions individually and collaboratively. 4. Develop a critical understanding of the wider economic and business environment, including its ethical and social responsibilities. The key themes running through the course include the process and management of change, the growing internationalisation of business and the consequent globalisation of the economy, the application of a range of relevant economic skills, which will feed into employability, initiative and creativity. 5. Give the graduate student a core foundation in numerate and analytical skills that will equip the student for economics and business related positions in the world of work. 6. In the case of those students opting for the one-year placement, to enhance the employability of the student through an extensive on-the-job work experience by developing their soft skills and enabling them to put into practice some of the knowledge and skills learnt in years 1 and 2 of the course. <p>The BSc (Hons) Economics with Placement additionally aims to</p> <ol style="list-style-type: none"> 1. Develop an understanding and application of softskills in a workplace situation. 2. Convey appreciation of the operations of a workplace through the activities of various professionals, and how the student, as an individual, fits into other disciplines within the workplace. 3. Allow the student to apply the principles, theories and frameworks of economic theory to business decisions. 4. Recognise and build student competence in the core skills required for progression through work-based professional roles and for future graduate employability. 5. Develop concrete ways to demonstrate student employability in a competitive job market. |
| <p>Course Learning Outcomes</p> | <p>By the end of the course students will be able to:</p> <p>L1- Apply the theories, methodologies and application of the academic disciplines relevant to the study of economics in order to solve real economic problems and generate recommendations.</p> <p>L2- Assess organisations, their external environment and competition as well as the global economic forces which affect their growth and operations.</p> |

| | |
|--|---|
| | <p>L3- Critically evaluate economic trends and developments, such as sustainability, digitalisation and internationalisation.</p> <p>L4- Apply theory to practice in a series of 'real life' economic data sets through the medium of appropriate econometric software and manage large data files, such that they can transform primary data into usable data for analysis.</p> <p>L5- Undertake independent research into economics issues in order to analyse and Integrate theoretical knowledge to evaluate economic problems, policies and decisions.</p> <p>L6- Critically evaluate problems and be effective at the use of appropriate quantitative and qualitative skills for problem-solving and decision-making.</p> |
|--|---|

C. Teaching and Learning Strategy

Lectures, seminars and workshop: Interactive seminars and workshops support lectures and have a strong focus on small group activities to encourage active participation of students throughout the course, developing peer learning, sharing of knowledge and best practice, and support networks amongst a diverse student body.

Case study: Teaching, learning and assessment are very applied, with case studies and simulation being used in all modules. Where possible live case studies are brought into the classroom and external stakeholders involved in the delivery and the subsequent feedback to student generated solutions.

Research and enterprise: Research and entrepreneurial skills and knowledge are developed throughout the student journey. Modules such as Economic Policy Analysis, Development Economics, Behavioural Economics or Macroeconomic Policy, students have the opportunity to engage in simple research of topics covered in the modules. Additionally, students will be exposed to the collection, transformation and modelling of data in modules such as Introduction to Econometrics, Big Data Econometrics and Financial Econometrics and be able to use this modelled data as empirical evidence for the testing of research hypothesis. Those students wanting to develop entrepreneurial ideas can receive additional support from the LSBU Enterprise Centre.

Relevant information technology skills: Skills in the use of industry standard software such as STATA, Bloomberg and Excel are developed and assessed through various modules of the course.

Self-managed learning: Self-managed learning activities to supplement and consolidate classroom based activity constitutes about 75% of the student study hours, and these include: reading texts and relevant journals, application of knowledge to additional problem-based exercises, engaging in coursework, group discussion, review of key topics, blogs and reflective journals. Many of these activities are supported by the virtual learning environment (VLE).

Learning support: The University has a well-stocked library which provides a range of study environments for individual and group/social learning, course materials, online information

resources – library staff dedicated to the School of Business are also on hand to provide support for effective researching. Free computer access is available for all students across the University, and a Bloomberg lab with 12 Bloomberg terminals is available for the dedicated use of the School's students. Printing, scanning, photocopying, and wireless internet access facilities are available, along with specialist online support and training. The library provides, bookable group rooms and laptop computers for loan. Current students can find more information at <https://my.lsbu.ac.uk>.

Teaching staff: A variety of experienced academic staff teach on the course, some who have considerable industry experience which they bring to the classroom, others who are actively engaged in relevant real world research which they use to inform their teaching.

Virtual learning environment: Digital technology is used to increase academic support for students and improve the efficiency of the teaching and assessment processes - eventually to transform student learning so that the student experience becomes truly 'blended' and extends well beyond the use of the VLE as merely a document repository.

D. Assessment

Formative: Formative assessment activities provide opportunities for developmental feedback and reflective learning and are a key teaching and learning strategy throughout the course to ensure students engage in a process of continuous learning. Workshop and seminar activities and feedback is a key formative assessment method throughout the programme; supported by back up material as provided on the University's VLE.

Peer and staff review on a variety of in-class activities can provide formative feedback to students on the development of their knowledge and skills. Activities such as in-class debates and discussions can provide students and staff with an understanding of the knowledge gained and areas of syllabi needing further reinforcement and delivery. Computer lab sessions using Bloomberg and STATA allow students to develop literacy in the use of such specialist software and identify areas for future practice. These activities allow staff to reflect on student performance and feed forward into future delivery.

The VLE and in-class presentations can provide formative feedback to both staff and students as to the development of key intellectual skills.

Application of knowledge to case study analysis and team working within workshops are all part of the formative feedback process with regards to transferable and practical skills. Application of theory to real problems with the use of real data allows students to develop attractive employability skills.

Summative: Summative assessment is delivered through a variety of methods. Group work based on case study analysis is used to assess team working, leadership, communication and reflective skills. Written communication is developed through report writing of both academic and business genres. Verbal communication and persuasive advocacy skills are developed through presentations and pitching. The numeracy skills that are essential for the economics profession are developed and enhanced throughout the programme, and assessment is through practical lab sessions to solve real economics problems. Research analysis is conducted to support evidence based decisions. The use of industry standard financial analysis software such as STATA, Bloomberg and Excel is embedded throughout the subject-specific modules, developing valuable employability skills that work-ready graduates are

expected to possess.

Examination is used to assess knowledge, understanding and application within a pressurised time constrained environment only when discipline norms prevail – i.e. in one core subject-specific module students have to sit a 2-hour exam with a weighting of 50%.

E. Academic Regulations

The University's Academic Regulations apply for this course. There are no course specific protocols which differ from University-wide regulations.

F. Entry Requirements

In order to be considered for entry to the course(s) applicants will be required to have the following qualifications:

The normal qualifications required for entry to Level 4 are GCSE passes at Grade C or above in five subjects, including English Language and Mathematics (or equivalent), plus one of the following:

- 112 UCAS tariff points (subject to annual review)
- A Level BCC
- BTEC National Diploma – DMM (subject to annual review)
- Relevant recognised Access Courses with Pass +24 Merits
- Any other Level 3 qualification which is of equivalent standard

14.2 Accreditation of Prior Learning (APL)

All awards for APL will be in line with the University's policy and current academic regulations.

14.3 Transfer credit

Transfer credit allows credit awarded by another HE Institution to contribute to the credit required for a London South Bank award. Credit may also be transferred from a previous experience of learning at LSBU.

Applicants will be considered on a case by case basis. Consideration of any request for transfer credit will only be confirmed against a transcript of credit or award certification and particular attention will be paid to grades achieved and number of attempts at the assessments.

Applicants for whom English is a foreign language should either hold a recognised qualification in English e.g. British Council IELTS (minimum 6.0) or the TOEFL equivalent. LSBU also accepts other equivalent English language certification.

G. Course structure(s)

Course overview

BSc (Hons) Economics – **Full time**

- The course is structured around 360 CATS points/credit. The course offers the award name of BSc (Hons) Economics or BSc (Hons) Economics with Placement. The BSc

(Hons) Economics degree is offered as a three-year full time course only. The course structure information is shown below followed by the listing of all option modules potentially offered.

- At each level all full-time students study for 120 credits. Any optional modules offered are contingent on sufficient student demand. All electives may not be available in any one year and new electives may be added.
- The semester of delivery of all the modules may change in the future due to timetabling and resourcing requirements. Below we present two tables: the course structure by year and semester and in section 16 a finalised table of modules on the proposed BSc (Hons) Economics degree course.

BSc (Hons) Economics with Placement – Full time

- Substantially as above for the BSc (Hons) Economics degree course, but with an added year after level 5. As such, the student studies for four years and not three. Students can elect to take this optional one-year placement at the start of their university career or switch to it as they progress, although every effort will be made to encourage the student to decide early on to facilitate the early finding of a placement. Students decide on the placement route, will be advised by the Business School Lead for Commercial Student Experience and by the economics staff as to appropriate placements where every effort will be made to match acquired skills and knowledge with the placement.
- The assessment of the placement is designed to support the experience by formalising personal development outcomes, and by contextualising prior learning. The production of evidence over the period for submission to the module tutor, which includes a minimum of two workplace visits, will be used to determine whether the student gains a pass or fail for the placement. Regular on-line contact with tutors and placement support will be maintained throughout the period. Details of the assessment procedure can be found in the module guide.
- Only those students eligible under current United Kingdom legislation to work in the United Kingdom will be able to take this module.
- The requirement to achieve 360 credits in order to graduate with BSc (Hons) Economics with Placement will remain in place.

BSc (Hons) Economics

| | Semester 1 | | Semester 2 | |
|---------|-------------------------|----|------------------------------|----|
| Level 4 | Finance and the Economy | 20 | Economic Concepts | 20 |
| | Business Mathematics | 20 | Management and Organisations | 20 |

| | | | | |
|----------------|------------------------------|----|--------------------------|----|
| | The LSBU Discovery Project | 20 | Principles of Strategy | 20 |
| Level 5 | Microeconomic Modelling | 20 | Macroeconomic Modelling | 20 |
| | The Analytical Economist | 20 | Economic Policy Analysis | 20 |
| | Introduction to Econometrics | 20 | The Digital Economy | 20 |
| Level 6 | Microeconomic Strategy | 20 | Macroeconomic Policy | 20 |
| | Option | 20 | Option | 20 |
| | Option | 20 | Option | 20 |

BSc (Hons) Economics [Finance pathway]

| | Semester 1 | | Semester 2 | |
|----------------|------------------------------|----|---|----|
| Level 4 | Finance and the Economy | 20 | Economic Concepts | 20 |
| | Business Mathematics | 20 | Management and Organisations | 20 |
| | The LSBU Discovery Project | 20 | Principles of Strategy | 20 |
| Level 5 | Microeconomic Modelling | 20 | Macroeconomic Modelling | 20 |
| | The Analytical Economist | 20 | Economic Policy Analysis or The Digital Economy | 20 |
| | Introduction to Econometrics | 20 | Finance in a Digital World | 20 |
| Level 6 | Microeconomic Strategy | 20 | Macroeconomic Policy | 20 |
| | Financial Decision Making | 20 | Corporate Finance and Risk Management | 20 |
| | Option | 20 | Option | 20 |

BSc (Hons) Economics [Business Strategy pathway]

| | Semester 1 | | Semester 2 | |
|----------------|-------------------------------|----|---|----|
| Level 4 | Finance and the Economy | 20 | Economic Concepts | 20 |
| | Business Mathematics | 20 | Management and Organisations | 20 |
| | The LSBU Discovery Project | 20 | Principles of Strategy | 20 |
| Level 5 | Microeconomic Modelling | 20 | Macroeconomic Modelling | 20 |
| | The Analytical Economist | 20 | Economic Policy Analysis or The Digital Economy | 20 |
| | Introduction to Econometrics | 20 | Responsible Business | 20 |
| Level 6 | Microeconomic Strategy | 20 | Macroeconomic Policy | 20 |
| | Leadership, Strategy & Change | 20 | Strategic Leadership and Governance | 20 |
| | Option | 20 | Option | 20 |

Placements information

Students have the option of a placement year in industry in a role cognate with economics. This placement allows the student to gain valuable extended work experience while studying for an undergraduate degree. Responsibility for securing the placement lies with the student. However, the student is supported by the School of Business Student Commercial Experience team, both during the search process and when the student is actually working.

The placement should relate to the student study and sourced in line with aspects related to the student's learning and specialism. Placement year authorisation will be gained via the Commercial Experience Team and Course Directors on review of a job description.

H. Course Modules

Optional modules run on the basis that approximately 40-50% of the cohort or a minimum of 10 students select the option.

| Module Code | Module Title | Level | Semester | Credit value | Assessment |
|-------------|------------------------------|-------|----------|--------------|-----------------------------|
| TBC | Finance and the Economy | 4 | 1 | 20 | 100% Coursework |
| TBC | Business Mathematics | 4 | 1 | 20 | 50% Coursework and 50% Exam |
| TBC | The LSBU Discovery Project | 4 | 1 | 20 | 100% Coursework |
| TBC | Economic Concepts | 4 | 2 | 20 | 100% Coursework |
| TBC | Management and Organisations | 4 | 2 | 20 | 100% Coursework |
| TBC | Principles of Strategy | 4 | 2 | 20 | 100% Coursework |
| TBC | Microeconomic Modelling | 5 | 1 | 20 | 50% Coursework and 50% Exam |
| TBC | The Analytical Economist | 5 | 1 | 20 | 100% Coursework |
| TBC | Introduction to Econometrics | 5 | 1 | 20 | 100% Coursework |
| TBC | Macroeconomic Modelling | 5 | 2 | 20 | Coursework and Exam |
| TBC | Economic Policy Analysis | 5 | 2 | 20 | 100% Coursework |
| TBC | The Digital Economy | 5 | 2 | 20 | 100% Coursework |
| TBC | Responsible Business | 5 | 2 | 20 | 100% Coursework |
| TBC | Finance in a Digital World | 5 | 2 | 20 | 60% Coursework |

| | | | | | |
|----------------|---------------------------------------|-----|-----|-----|-----------------------------|
| | | | | | and 40% Exam |
| TBC | Microeconomic Strategy | 6 | 1 | 20 | 50% Coursework and 50% Exam |
| TBC | Financial Decision Making | 6 | 1 | 20 | 40% Coursework and 60% Exam |
| TBC | Leadership, Strategy & Change | 6 | 1 | 20 | 100% Coursework |
| TBC | Macroeconomic Policy | 6 | 2 | 20 | 50% Coursework and 50% Exam |
| TBC | Corporate Finance and Risk Management | 6 | 2 | 20 | 60% Coursework and 40% Exam |
| TBC | Strategic Leadership and Governance | 6 | 2 | 20 | 100% Coursework |
| TBC | Placement | N/A | N/A | N/A | 100% Coursework |
| Options | | | | | |
| | Big Data Econometrics | 6 | 1 | 20 | 100% Coursework |
| TBC | International Trade and Globalisation | 6 | 1 | 20 | 100% Coursework |
| TBC | Development Economics | 6 | 1 | 20 | 100% Coursework |
| TBC | Financial Econometrics | 6 | 2 | 20 | 100% Coursework |
| TBC | Behavioural Economics | 6 | 2 | 20 | 100% Coursework |
| TBC | Global Finance and Technology | 6 | 2 | 20 | 100% Coursework |
| TBC | Volunteering | 6 | 2 | 20 | 100% Coursework |

I. Timetable information

This course is usually delivered over three days per week but this may be subject to change if change is needed to enhance your experience.

Outside of the standard delivery you are expected to engage in extracurricular activity, placements and private study.

You can expect to receive a confirmed timetable during Welcome Week and you will be kept informed of any changes.

J. Costs and financial support

Course related costs

- An additional placement fee will be charged to students who take the optional placement year, which covers the cost of administration during the placement.

Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - <http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding> or
- <http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding>
- Information on living costs and accommodation can be found by clicking the following link- <https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at->

List of Appendices

Appendix A: Curriculum Map

Appendix B: Educational Framework (undergraduate courses)

Appendix C: Terminology

Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

| Modules | | | Courses | | | |
|---------|---------------------------------------|------|---------|----|----|----|
| Level | Title | Code | L1 | L2 | L3 | L4 |
| 4 | Finance and the Economy | TBC | X | X | X | |
| 4 | Business Mathematics | TBC | X | | | X |
| 4 | The LSBU Discovery Project | TBC | X | X | | |
| 4 | Economic Concepts | TBC | X | X | X | |
| 4 | Management and Organisations | TBC | X | X | | |
| 4 | Principles of Strategy | TBC | X | X | X | |
| 5 | Microeconomic Modelling | TBC | X | X | | X |
| 5 | The Analytical Economist | TBC | X | | X | X |
| 5 | Introduction to Econometrics | TBC | X | | X | X |
| 5 | Macroeconomic Modelling | TBC | X | X | X | |
| 5 | Economic Policy Analysis | TBC | | X | X | X |
| 5 | The Digital Economy | TBC | X | X | X | |
| 5 | Responsible Business | TBC | X | X | | |
| 5 | Finance in a Digital World | TBC | X | X | | |
| 6 | Microeconomic Strategy | TBC | X | X | X | |
| 6 | Financial Decision Making | TBC | X | X | | |
| 6 | Leadership, Strategy & Change | TBC | X | | X | |
| 6 | International Trade and Globalisation | TBC | X | X | X | |
| 6 | Macroeconomic Policy | TBC | X | X | X | |
| 6 | Corporate Finance and Risk Management | TBC | X | X | | |
| 6 | Strategic Leadership and Governance | TBC | X | | | X |
| 6 | Big Data Econometrics | TBC | X | X | | X |
| 6 | Development Economics | TBC | X | X | X | |

| | | | | | | |
|---|-------------------------------|-----|---|---|---|---|
| 6 | Financial Econometrics | TBC | X | | X | X |
| 6 | Behavioural Economics | TBC | X | X | | X |
| 6 | Global Finance and Technology | TBC | | X | X | X |
| 6 | Volunteering | TBC | X | X | X | |
| 6 | Placement | TBC | X | X | X | X |

Appendix B: Embedding the Educational Framework for Undergraduate Courses

The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the highest standards of academic knowledge and understanding applied to the challenges of the wider world.

The Educational Framework reflects our status as University of the Year for Graduate Employment awarded by *The Times* and *The Sunday Times Good University Guide 2018* and builds on our 125 year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry-standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities)

The dimensions of the Educational Framework for curriculum design are:

- **informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- **embedded learning development** for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **inclusive teaching, learning and assessment** that enables all students to access and engage the course
- **assessment for learning** that provides timely and formative feedback

All courses should be designed to support these five dimensions of the Educational Framework. Successful embedding of the Educational Framework requires a systematic approach to course design and delivery that conceptualises the student experience of the curriculum as a whole rather than at modular level and promotes the progressive development of understanding over the entire course. It also builds on a well-established evidence base across the sector for the pedagogic and assessment experiences that contribute to high quality learning.

This appendix to the course specification document enables course teams to evidence how their courses meet minimum expectations, at what level where appropriate, as the

basis for embedding the Educational Framework in all undergraduate provision at LSBU.

| Dimension of the Educational Framework | Minimum expectations and rationale | How this is achieved in the course |
|---|--|---|
| <p>Curricula informed by employer and industry need</p> | <p><u>Outcomes focus and professional/employer links</u> All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models. Students should have access to employers and/or alumni in at least one module at level 4.</p> | <p>The course is strongly informed by employer and industry needs and the curriculum is adapted according to suggestions by curriculum advisors from the Economic and private sectors. Modules are closely mapped to the recommendations of curriculum adaptation to improve graduate skills development. Optional modules such as “Financial Econometrics”, “Big Data Econometrics”, “International Trade and Globalisation”, “Behavioural Economics”, “Development Economics” or “Global Finance and Technology” are highly practical, currently relevant and oriented towards the development of employability skills. We teach using an applied character based education model, developing the whole student via the practical application of knowledge and skills to live scenarios wherever possible To support this aim we work as one networked community with our stakeholders to provide opportunity to students through guest lectures, employer panels and live case studies, this thread runs throughout the course and throughout each module. The course will be mapped</p> |

| | | |
|--------------------------------------|---|--|
| | | <p>against the ILM Level 5 Certificate in Leadership and Management. The ILM is the UK's leading provider of leadership, management and coaching qualifications, with over 50 years' experience in learning and development. Every year they improve the leadership skills and success levels of over 90,000 managers. The qualification grants students access to the ILM learning platform and online learning community.</p> |
| <p>Embedded learning development</p> | <p><u>Support for transition and academic preparedness</u> At least two modules at level 4 should include embedded learning development in the curriculum to support student understanding of, and familiarity with, disciplinary ways of thinking and practising (e.g. analytical thinking, academic writing, critical reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Other level 4 modules should reference and reinforce the learning development to aid in the transfer of learning.</p> | <p>All modules at Level 4 are designed to support student transition into Higher Education and academic preparedness. The LSBU Discovery Project has a specific focus on learning support and has coaching embedded within it. Finance and the Economy and Principles of Strategy have a particular focus on analytical and strategic thinking. Management and Organisations develops reflection. Academic writing is explored across all modules and all modules make cross reference to each other and reinforce learning and development throughout the students' journey. All the course modules have learning development embedded in the curriculum, and students engage in independent learning, critical thinking and reflection throughout the course. Independent learning and critical thinking are encouraged right from the start of the course and emphasises throughout in the modules "Finance and</p> |

| | | |
|---|--|--|
| | | the Economy”, “Economic Concepts”, “Macroeconomic Modelling”, “Microeconomic Modelling”, “Economic Policy Analysis”, “Macroeconomic Policy” and “Microeconomic Strategy”, all of which cover economics theories in the context of application to historic and contemporary real world phenomena. |
| High impact pedagogies | <p><u>Group-based learning experiences</u></p> <p>The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and respect for diversity of perspectives relevant to professionalism and inclusivity. At least one module at level 4 should include an opportunity for group working. Group-based learning can also be linked to assessment at level 4 if appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.</p> | All Courses and each level has at least one element of group coursework. At Level 4 this is embedded within The LSBU Discovery Project module and the Management and Organisations module. Group work also features in several modules at higher levels, such as International Trade and Globalisation. |
| Inclusive teaching, learning and assessment | <p><u>Accessible materials, resources and activities</u></p> <p>All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle should be provided in an accessible format. For example, font type and size, layout and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists.</p> | Course materials and resources, including course guides, PowerPoint presentations, handouts, on all modules are provided in an accessible format via Moodle and additionally, in some cases, as hard copies in the classroom. Workshop and seminar activities and feedback are key formative assessment methods throughout the programme - all supported by back up material provided on the University’s VLE. |
| Assessment for learning | <p><u>Assessment and feedback to support attainment, progression and retention</u></p> <p>Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential</p> | All modules have both formative and summative feedback at the appropriate level. All modules have formative assessment and feedback throughout |

| | | |
|--|--|---|
| | <p>during transition into university. All first semester modules at level 4 should include a formative or low-stakes summative assessment (e.g. low weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicates high expectations and develops a commitment to excellence.</p> | <p>delivery. Often feedback is face to face in class feedback from tutors and peers. Students always have the opportunity to use the feedback to feed forward into the final summative assessment.</p> |
| High impact pedagogies | <p><u>Research and enquiry experiences</u> Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in enquiry as a highly sought after outcome of university study. In preparation for an undergraduate dissertation at level 6, courses should provide opportunities for students to develop research skills at level 4 and 5 and should engage with open-ended problems with appropriate support. Research opportunities should build student autonomy and are likely to encourage creativity and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.</p> | <p>Research enquiry is embedded in the teaching and assessment across the programme. Moreover, learning and application of research methods begins right from the start of the course and continues throughout. The aim is to enable students to see the linkage between economic theories and methods and their practical application within a real world policy context.</p> |
| Curricula informed by employer and industry need / Assessment for learning | <p><u>Authentic learning and assessment tasks</u> Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline. Engagement with live briefs creates the opportunity for the development of student outcomes including</p> | <p>Focus on real life case studies and development of the employability skills expected in a work-ready graduate are integral to the course. Alongside the teaching programme will run a series of extracurricular activities focusing on enhancement of student employability, designed in partnership with employers, professional bodies, our LSBU careers department and LSBU societies and the</p> |

| | | |
|--|---|---|
| | <p>excellence, professionalism, integrity and creativity. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.</p> | Enterprise Centre. |
| Inclusive teaching, learning and assessment | <p><u>Course content and teaching methods acknowledge the diversity of the student cohort</u> An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to inclusivity enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.</p> | <p>All of our modules are delivered with a commitment to the inclusive curriculum. All case studies, images and resources are drawn upon to reflect the diversity of our cohort. The course has a diverse student cohort, and a team of equally diverse, experienced and empathetic teaching staff have traditionally ensured that the diversity of our student body, our University, and indeed our nation, is fully recognised in the nature and content of the learning and assessment materials used on the course.</p> |
| Curricula informed by employer and industry need | <p><u>Work-based learning</u> Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are fundamental to developing student applied knowledge as well as developing work-relevant student outcomes such as networking, professionalism and integrity. Work-based learning can take the form of work experience, internships or placements as well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course. Work-based learning can be linked to assessment if appropriate.</p> | <p>We deliver Applied Character Based education whereby student work on case study, live briefs from employers, they can go on placements or internships. Development of the employability skills expected in a work-ready graduate are integral to the course. Employability and careers advice is embedded throughout the modules via guest speakers and alumni input and also through peer to peer support.</p> <p>All students have the option to take out a one year placement opportunity. This allows the student to gain valuable work experience alongside their degree.</p> |

| | | |
|--------------------------------------|---|--|
| <p>Embedded learning development</p> | <p><u>Writing in the disciplines: Alternative formats</u> The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach recognises that writing is not a discrete representation of knowledge but integral to the process of knowing and understanding in the discipline. It is expected that assessment utilises formats that are recognisable and applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.</p> | <p>Writing in the discipline is embedded throughout the programme and builds from level 4 upwards. Students develop their understanding of Business report writing, Client briefs, presenting information in number and cart format and Business communications more generally. Many of the modules are assessed via Presentation and pitching which are essential skills for the business professional. Development of critical thinking and scholarly report writing skills are integral parts of the assessment across the course's modules. An emphasis on the use of econometric techniques is introduced right from the start of the course. The assessments are tailored to the nature of the subject, which introduces a variety of elements reports, econometric reports, presentations and live experiments.</p> |
| <p>High impact pedagogies</p> | <p><u>Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences</u> Building on experience of group working at level 4, at level 5 students should be provided with the opportunity to work and manage more complex tasks in groups that work across traditional disciplinary and professional boundaries and reflecting interprofessional work-place settings. Learning in multi- or interdisciplinary groups creates the opportunity for the development of student outcomes including inclusivity, communication and networking.</p> | <p>Students have the opportunity to work in our Business Solutions Center, an externally facing consultancy working on cross disciplinary projects with live customer briefs. In addition, they all have the opportunity to take up an internship or placement. All students have the opportunity to work in the curricular on live briefs supplied by employers.</p> |
| <p>Assessment for learning</p> | <p><u>Variation of assessment</u> An inclusive approach to curriculum recognises diversity and seeks to</p> | <p>Modules are assessed using a wide variety of methodologies, these</p> |

| | | |
|---|--|---|
| | <p>create a learning environment that enables equal opportunities for learning for all students and does not give those with a particular prior qualification (e.g. A-level or BTEC) an advantage or disadvantage. An holistic assessment strategy should provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. This may be by offering alternative assessment tasks at the same assessment point, for example either a written or oral assessment, or by offering a range of different assessment tasks across the curriculum.</p> | <p>include:</p> <ul style="list-style-type: none"> • Group work • Individual work • Presentations • Report • Reflection • Spreadsheet • Examination • Test <p>Most course works are built around case study and alternative assessments are made available where necessary.</p> <p>A mix of assessments are used at each level and on each programme and are appropriate to each discipline. Some are guided by professional body requirements</p> |
| <p>Curricula informed by employer and industry need</p> | <p><u>Career management skills</u> Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work-related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform the development of excellence and professionalism.</p> | <p>Development of the employability skills expected in a work-ready graduate are integral to the course. Employability and careers advice is embedded throughout the modules via guest speakers and alumni input.</p> <p>We run a series of extracurricular activities focusing on enhancement of student employability, designed in partnership with employers, professional bodies, our LSBU careers department and LSBU societies and the Enterprise Centre.</p> <p>Core values of students are explored at Level 4, enabling them to consider careers that give them happiness and satisfaction and that align to whom they are and what they want to be, how they want to live</p> |

| | | |
|--|--|---|
| | | <p>their lives.</p> <p>At level 5 all students take an employability module “The Analytical Economist”, in which they receive guidance on the job market, CVs, on line profile ned social media, interviews, elevator pitching industries, professionals, entrepreneurs, networking, assessment centers. This is supported by industry and professional body guest lectures and alumni.</p> <p>We run a series of extra curricular events and workshops to support and run our annual employability day which all students can engage in, culminating in an alumni networking session.</p> <p>At level 6 we have a Leadership club to support self selecting students to network at a higher level and to provide further ‘leadership’ development and we develop their ability to narrate their own journey.</p> |
| <p>Curricula informed by employer and industry need / Assessment for learning / High impact pedagogies</p> | <p><u>Relevant curriculum content</u> The design of the curriculum and the assessment of learning outcomes are aligned with feedback and advice from employers. The content reflects currently relevant topics and the assessment aims to prepare students for common types of tasks they are required to perform in the workplace, such as giving presentations and writing analytical reports.</p> | <p>A variety of modules on the course, such as Economic Policy Analysis,enable students to carry out a detailed analysis of a currently relevant economic topic and finding evidence to current policy challenges. Real world impact and application is at the core of each module.</p> |

Appendix C: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

| | |
|---------------------------------|---|
| awarding body | a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees |
| bursary | a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship' |
| collaborative provision | a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former |
| compulsory module | a module that students are required to take |
| contact hours | the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials |
| coursework | student work that contributes towards the final result but is not assessed by written examination |
| current students | students enrolled on a course who have not yet completed their studies or been awarded their qualification |
| delivery organisation | an organisation that delivers learning opportunities on behalf of a degree-awarding body |
| distance-learning course | a course of study that does not involve face-to-face contact between students and tutors |
| extracurricular | activities undertaken by students outside their studies |
| feedback (on assessment) | advice to students following their completion of a piece of assessed or examined work |

| | |
|-----------------------------|--|
| formative assessment | a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of |
|-----------------------------|--|

| | |
|-------------------------------------|--|
| higher education provider | organisations that deliver higher education |
| independent learning | learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision |
| intensity of study | the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study |
| lecture | a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials |
| learning zone | a flexible student space that supports independent and social learning |
| material information | information students need to make an informed decision, such as about what and where to study |
| mode of study | different ways of studying, such as full-time, part-time, e-learning or work-based learning |
| modular course | a course delivered using modules |
| module | a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules |
| national teaching fellowship | a national award for individuals who have made an outstanding impact on student learning and the teaching profession |
| navigability (of websites) | the ease with which users can obtain the information they require from a website |
| optional module | a module or course unit that students choose to take |
| performance (examinations) | a type of examination used in performance-based subjects such as drama and music |
| professional body | an organisation that oversees the activities of a particular profession and represents the interests of its members |

| | |
|----------------------------|--|
| prospective student | those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider |
|----------------------------|--|

| | |
|-----------------------------|--|
| regulated course | a course that is regulated by a regulatory body |
| regulatory body | an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities |
| scholarship | a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary' |
| semester | either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms) |
| seminar | seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture |
| summative assessment | formal assessment of students' work, contributing to the final result |
| term | any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters) |
| total study time | the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment |
| tutorial | one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project |
| work/study placement | a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course |
| workload | see 'total study time' |

| | |
|----------------------------|---|
| written examination | a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions |
|----------------------------|---|

