

Reference points:	Internal	Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations
	External	QAA Quality Code for Higher Education 2013 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"> <input type="checkbox"/> 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. <input type="checkbox"/> Allows students as an option to have a one-year work placement which will enhance the employability of the student. <input type="checkbox"/> Takes on board recent discussions in the economics profession as regards the need to set the teaching of economics within the parameters of society emphasising the interaction between economics and society and that growth of the economy must be sustainable growth. <input type="checkbox"/> 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. <input type="checkbox"/> Emphasis placed on practical lab based work with specific econometric package. <input type="checkbox"/> Offers opportunity for students to study specialised modules in the final year. <input type="checkbox"/> Potential summer internship between the penultimate and final year depending on demand from students and availability from employers. <input type="checkbox"/> Part-time mode of study available. <input type="checkbox"/> Advanced entry is possible for suitably qualified applicants. <input type="checkbox"/> Allows advanced progression from HND Economics.
Course Aims	<p>The BSc (Hons) Economics and BSc (Hons) Economics with Work Placement aims to:</p> <ol style="list-style-type: none"> 1. To provide a broadly based education in economics and to equip our students for a variety of future careers, with European and international perspectives. The curriculum provides a broad and integrated academic foundation at level 4, and 5, with specialisation opportunities at level 6. 2. To 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. To 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. To 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. To 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.

	<p>6. In the case of those students opting for the one-year work 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> <p>For the BSc (Hons) Economics with Work Placement only</p> <ol style="list-style-type: none"> 1. Develop an understanding and application of soft-skills in a workplace situation. 2. Appreciate what the operations of a workplace involve through the activities of various professionals, and how the student, as an individual, fits into other disciplines within the workplace. 3. Can apply the principles, theories and frameworks of economic theory to business decisions. 4. Can recognise and build competence in the core skills required for progression through work-based professional roles and for future graduate employability. 5. Develop concrete ways to demonstrate their employability in a competitive job market.
<p>Course Learning Outcomes</p>	<p>a) Students will have knowledge and understanding of:</p> <p>A1: The theories, methodologies and application of the academic disciplines relevant to the study of economics and, to a lesser extent, business.</p> <p>A2: Organisations, the external environment in which they operate, how they are managed and the future needs of organisations.</p> <p>A3: The main economic schools of thought, how they inter-relate, integrate, or indeed, stand apart from each other.</p> <p>A4: In-depth knowledge in one or more of the following specialist areas of economics: microeconomics, macroeconomics, economic history, statistics, and econometrics.</p> <p>A5: Issues relating to economic decision making on the economy and the responses needed to make economic activities sustainable.</p> <p>A6: Economic issues at UK, European and international levels.</p> <p>b) Students will develop their intellectual skills such that they are able to:</p> <p>B1: Define terms and generalise appropriately.</p> <p>B2: Identify assumptions and implicit values.</p> <p>B3: Evaluate statements in terms of evidence and data.</p> <p>B4: Integrate theoretical knowledge to analyse economic problems, policies and decisions.</p> <p>B5: Apply theoretical expertise to solve economic problems and generate recommendations.</p> <p>B6: Undertake independent research into economic and business issues either individually or as part of a team for projects or presentations.</p> <p>c) Students will acquire and develop practical skills such that they are able to:</p> <p>C1: Apply theory to practice in a series of 'real life' economic data sets through the medium of appropriate econometric software.</p> <p>C2: Be able to manage large data files, such that they can transform primary data into usable data for analysis.</p> <p>C3: Be effective in the use of information and communication technology (ICT) for business and economic applications.</p>

d) Students will acquire and develop transferrable skills such that they are able to:

D1: Define problems and be effective at problem-solving and decision-making, using appropriate quantitative and qualitative skills and also be able to create, evaluate and assess options, together with being able to apply ideas and knowledge to a range of situations.

D2: Be effective performers within a team environment including leadership, teambuilding, influencing and project management skills.

D3: Be effective in communication, oral and written, using ICT and a range of media used in business and economics; select appropriate channels, format and content.

D4: Collect, analyse interpret and present data.

D5: Self-manage one's own time, behaviour, motivation, initiative and enterprise.

D6: Demonstrate interpersonal skills in relation to one or modes of listening, negotiating, persuasion and presentation.

C. Teaching and Learning Strategy

In-class

Lectures will deliver key topic areas across the academic Levels. Where possible, guest speakers from business and academia will bring specialisms and real world contextualisation.

Interactive seminars and workshops will support the lectures and have a strong focus on small group activities to encourage the active participation of students throughout the academic year, developing peer learning, the sharing of knowledge and support amongst the diverse student body.

Examples of activities students will engage with during seminars are: question practice and case study analysis to reinforce and contextualise key lecture topics, debate and discussion. At level 4 there is greater emphasis on acquisition of knowledge of process thus question practice and repetition of process are key to learning. At level 5 the application of knowledge to case study and debate and discussion of current issues support and enhance student learning.

An integrated formative and summative assessment and feedback process are a key component to a student's independent acquisition of knowledge and understanding.

Self-managed learning

Self-managed learning activities to supplement and consolidate classroom based activity include: reading texts and relevant journals, application of knowledge to additional problem based exercises, engaging in coursework, group discussion, review of key topics and examination preparation where appropriate. Many of these activities are supported by the virtual learning environment (VLE).

Throughout the suite of Economics courses the School intends to expand its use of technology for learning and assessment at undergraduate level through the common first year initially and then through core modules across this undergraduate suite of courses. Although there is already an expectation every module will have a set of core materials available to students via the VLE, the School aims to use digital technology to increase academic support for students particularly at level 4; to improve the efficiency of our teaching and assessment processes; and 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.

In-class

Seminars and workshops encourage student development in this area with the application of knowledge to business case studies and real life problems to develop critical evaluation of relevant information, and problem solving skills. In class debate allows the sharing of ideas amongst peers and the evaluation of opinions within a

diverse student body to enable students to develop and evaluate arguments.

At level 4 in particular, support is given to basic cognitive skills development and student research practice via the Concepts of Management module.

The theories underpinning the cognitive process and elementary research techniques are delivered through lectures and supported via interactive seminars applying the theory to case study and discussion of issues arising.

As students move through the programme their ability to evaluate and synthesise information, and their problem solving skills are developed through their application to more complex case study problems through which independence of thought and practice are developed.

Research skills are introduced via the Concepts of Management module at level 4, but are predominantly developed at levels 5 and 6 via coursework application and in class case study analysis.

Self-managed learning

Self-managed learning activities supplement in-class learning and will include the reading and critique of academic journals and their application to problem based exercises and peer debate. Links to core journals will be available via the VLE and on-line fora will be used to encourage debate and discussion of key issues.

Engagement with coursework and the examination preparation are also key strategies to develop these skills.

In-Class

Practical skills development is delivered via lectures and interactive seminars and workshops. Processes and techniques are demonstrated during lectures and are then developed and applied to questions and exercises during seminars to reinforce learning.

The key practical skills are then continually developed throughout each level demonstrating progressive development. As students' progress through the Programme, there is a move away from the ability to perform practical skills to a greater emphasis on application in economic contexts. There are also a series of workshops at level 4 developing enterprise awareness and the entrepreneurial mind-set as we engage in curriculum development around enterprise education.

Self-managed learning

The school's Student Enterprise Strategy details the enterprise engagement opportunities that students will have made available to them which will help them develop and demonstrate innovation, creativity, and enterprise skills and these activities have been developed under the following headings.

1. Business Solutions Centre, a student led consultancy service for clients within the university, student run start-ups and small businesses within the local area.
2. Links with societies, in particular student membership of the Institute of Directors, work as part of the Bright Futures society, the Enterprise Society and the Student Advisory Committee.
3. Induction, the School of Business supports the Enterprise Centre in a range of activities for induction, including the fresher's fair.
4. Extra-curricular activities, the school runs a series of extra curricula activities focused around developing the entrepreneurial capability and entrepreneurial effectiveness of students.

These are specifically taught and developed through dedicated modules for example the Concepts of Management module at level 4 and the Quantitative Methods for Economists modules at level 5.

Additionally, transferable skills development is embedded within all other modules through an integrated teaching and learning strategy.

In class

Methods are to be interactive and practical by nature, for example, group work based upon case study and in class presentations are used across both levels.

Spread sheet, planning and problem solving techniques are delivered in workshops and taught via application to case study problems and the synthesis of data.

In addition transferable skills are developed throughout the teaching and learning seminars using small group discussions, student led presentations, exercises and case studies.

Self-managed learning

Reflective practice and work planning are all skills expected to be developed out of class hours. As above, elements of the school's Student Enterprise Strategy will assist in helping students to develop a range of transferable skills as well as developing a network of business contacts. Key activities are:

1. Business Solutions Centre, a student led consultancy service for clients within the university, student run start-ups and small businesses within the local area.
2. Links with societies, in particular student membership of the Institute of Directors, work as part of the Bright Futures society, the Enterprise Society and the Student Advisory Committee.
3. Induction, the School of Business supports the Enterprise Centre in a range of activities for induction, including the fresher's fair.
4. Extra-curricular activities, the school runs a series of extra curricula activities focused around developing the entrepreneurial capability and entrepreneurial effectiveness of students.

D. Assessment**Formative**

Formative assessment activities provide opportunity for developmental feedback and reflective learning and are a key feature of teaching and learning strategy throughout the course, to ensure students engage in a process of continuous learning.

In-class testing with peer marking and feedback is a key formative assessment method throughout the programme; this testing will be supported by additional on line tests via the VLE which provide students with automatic feedback as to performance.

As students' progress through the course, in class debate and discussion will provide students and staff with an understanding of the knowledge gained and areas of syllabi needing further reinforcement and delivery. This will allow staff to reflect on student performance and feed-forward into future delivery.

Summative

The summative coursework assignments used to assess knowledge and understanding are diverse and set within a wider business context.

Examples of the range of assessment types are multiple choice tests (at level 4), business reports (at levels 5 and 6) academic research reports (at level 5 - 6), group work (at levels 4 - 6), and individual assignments (at levels 4 - 5).

Examinations are compulsory for all modules that embed professional body exemptions. They incorporate a variety of question types and assess a broad range of the syllabi content.

Formative

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

Summative

At level 4, intellectual skills are mainly assessed through coursework as examinations tend to assess knowledge and understanding of basic processes.

As students move through the academic levels examinations are also used to assess the application of knowledge to scenarios and assess their evaluation and problem solving techniques. These skills are also assessed via coursework on all core Economics modules.

Elementary research skills are primarily assessed via coursework. As students' progress through the course, assessment methods will reflect the expectation that students will exhibit greater autonomy in their learning, refine their intellectual skills, and approach their work in a more evaluative manner.

Formative

Formative assessment via in-class tests, observation, peer review and debate can inform students and staff concerning the progress that has been made in areas of skill development.

Summative

Summative assessment will be via closed book examination, individual and group coursework through which practical skills can be demonstrated. IT skills are necessary to produce each piece of coursework.

Formative

Peer and staff review on a variety of in-class activities can provide formative feedback to students on the development of their transferable skills. This will allow staff to reflect on student performance and feed forward into future delivery.

Summative

The summative assessment of transferable skills is delivered through a variety of methods. Group work based on case study 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 skills are developed through presentations at each level. Numeracy skills are embedded throughout all core Analytical / Economics modules

E. Academic Regulations

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.

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:

- 240 UCAS tariff points (subject to annual review)
- BTEC National Diploma – MMM/DD (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.

G. Course structure(s)

Course overview

BSc (Hons) Economics

- The course is structured around 360 CATS points/credit. The course offers the award name of BSc (Hons) Economics or BSc (Hons) Economics with Work Placement. The BSc (Hons) Economics degree is offered as a three-year full time course and as a four-year part-time course. 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. Part-time students can also study a maximum 120 credits in an academic year where full use will be made of the third term for teaching purposes. Not all stated electives are available on the part-time mode. For both full-time and part-time students the electives 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 offering will vary for students on the part-time mode. 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 Work Placement

- 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 work 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 work placement. Students decide on the work placement route, will be advised by the employability unit of the university and by the economics staff as to appropriate placements where every effort will be made to match acquired skills and knowledge with the work 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 work 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. In addition, students will not be allowed to carry modules over from level 5 into their work placement year. Any student carrying modules forward from level 5 will not be allowed onto the work placement module. Instead they will proceed to their final year of the BSc (Hons) Economics degree assuming all progression rules have been satisfied.

- The requirement to achieve 360 credits in order to graduate with BSc (Hons) Economics with Work Placement will remain in place.
- The BSc (Hons) Economics with Work Placement will not be offered as a part-time route of study.

BSc (Hons) Economics – Full time

	Semester 1		Semester 2	
Level 4	Concepts of Management	20	People & Organisations	20
	Financial Accounting Fundamentals	20	Principles of Marketing	20
	Business Economics	20	Business Economics II	20
Level 5	Intermediate Macroeconomics	20	Intermediate Microeconomics	20
	Quantitative Methods for Economists	20	Introduction to Econometrics	20
	Historical and Institutional Economics	20	Environmental Economics and Sustainability	20
OPTIONAL ONE YEAR PLACEMENT PERIOD				
Level 6	Introduction to Advanced Macroeconomics	20	Introduction to Advanced Microeconomics	20
	Economic Research	20	Option 2	20
	Option 1	20	Option 3	20

BSc (Hons) Economics, January intake

A fast track Level 4 with a January intake is available for International students.

		Module Title	Level	Credit value
YEAR 1 (120 credits)	S2	People & Organisations	4	20
		Principles of Marketing	4	20
		Business Economics II	4	20
	S1 following academic year	Concepts of Management	4	20
		Business Economics	4	20
		Financial Accounting Fundamentals	4	20

Placements information

H. Course Modules

- Optional modules run on the basis that approximately 40-50% of the cohort select the option.

Module Code	Module Title	Level	Semester	Credit value	Assessment
BBS_4_ECO	Business Economics	4	1	20	Coursework
BBS_4_COM	Concepts of Management	4	1	20	Coursework
BBS_4_ECN	Business Economics II	4	2	20	Coursework
BBM_4_PRM	Principles of Marketing	4	2	20	Coursework
BBM_4_PEO	People & Organisations	4	2	20	Coursework
BAF_4_FAF	Financial Accounting Fundamentals	4	1	20	Coursework and Exam
BBS_5_HIE	Historical and Institutional Economics	5	1	20	Coursework
BBS_5_QME	Quantitative Methods for Economists	5	1	20	Coursework and Exam
BBS_5_IMA	Intermediate Macroeconomics	5	1	20	Coursework and Exam
BBS_5_INM	Intermediate Microeconomics	5	2	20	Coursework and Exam
BBS_5_ECO	Introduction to Econometrics	5	2	20	Coursework
BBS_5_EEC	Environmental Economics and Sustainability	5	2	20	Coursework
BBS_6_IAM	Introduction to Advanced Macroeconomics	6	1	20	Coursework and Exam
BBS_6_ERE	Economic Research	6	1	20	Coursework
BBS_6_MIC	Introduction to Advanced Microeconomics	6	2	20	Coursework and Exam
	OPTIONS				
BBS_6_APE	Applied Econometrics	6	1	20	Coursework
BBS_6_BEC	Behavioural Economics	6	2	20	Coursework
BBS_6_CWE	Contemporary Issues Facing the UK and World Economy	6	2	20	Coursework
BBS_6_DEC	Development Economics	6	2	20	Coursework
BBS_6_EML	Employment and Labour Markets	6	1	20	Coursework and Exam
BBS_6_FIE	Financial Econometrics	6	2	20	Coursework
BBS_6_MFT	Multinational Firms and Global Trade	6	1	20	Coursework

I. Timetable information

This course is 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 extra curricular activity, work 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

All of your course notes and learning materials are provided to you via our VLE, however you will be expected to purchase the core texts for each module and to supply your own stationery.

The university does have IT resources in the library (PCs & laptops) which you can use, however it would be beneficial to you if you had your own lap top device which you can use both in the classroom and for private study.

If you spend time away from the University on a placement or an internship then the cost of travel and suitable business attire is not included within your fee.

Tuition fees/financial support/accommodation and living costs ^[1]_{SEP}

- 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-LSBU/#expenses>

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-LSBU/#expenses>

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.

Core Modules		Course Outcomes																					
Level	Title	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	D1	D2	D3	D4	D5	D6	
4	Business Economics	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA		TD A		TD A		TD A			TD A		TD A	TD A	
4	Concepts of Management		TDA										TD A			TD A	TD A	TD A	TD A	TD A	TD A	TD A	
4	Financial Accounting Fundamentals							TDA	TDA	TDA			TD A				TD A			TD A			
4	Business Economics II	TDA		TDA	TDA	TDA		TDA	TDA	TDA	TDA	TD A		TD A			TD A			TD A			
4	Principles of Marketing		TDA					TDA												TD A		TD A	
4	People and Organisations		TDA				TDA	TDA					TD A					TD A				TD A	
5	Historical and Institutional Economics	TDA		TDA			TDA					TD A		TD A					TD A				
5	Intermediate Macroeconomics	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TD A	TD A	TD	TD	TD	TD A		D	TD	D	D	
5	Quantitative Methods for Economists	TDA		TDA	TDA	TDA		TDA	TDA	TDA	TDA	TD A	TD A	TD A	TD A	TD A	TD A	TD	TD	TD	TD	D	D
5	Intermediate Microeconomics	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TD A	TD A	TD	TD	TD	TD A		D	TD	D	D	
5	Introduction to Econometrics	TDA			TDA			TDA	TDA	TDA	TDA	TD A	TD A	TD A	TD A	TD A	TD A		TD A	TD A	D	D	
5	Environmental Economics and Sustainability	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TD A	TD A			D	TD A	TD A	TD A	TD A	DA	DA	

6	Introduction to Advanced Macroeconomics	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TD A	TD A	TD	TD	TD	TD A		TD A	DA	D	D
6	Introduction to Advanced Microeconomics	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TD A	TD A	TD	TD	TD	TD A		TD A	DA	D	D
6	Economic Research	DA	DA		DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA		DA	DA	DA	DA

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
Curricula informed by employer and industry need	<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 the Royal Economics Society (RES). Modules are closely mapped to the recommendations of curriculum adaptation to improve graduate skills development by the RES. Optional modules such as “Financial Econometrics”, “Applied Econometrics”, “Multinational Firms and Global Trade”, “Behavioural Economics” or “Contemporary Issues in the UK and World Economy” 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.</p>
Embedded learning development	<p><u>Support for transition and academic preparedness</u></p>	<p>All modules at Level 4 are designed to support student transition into Higher</p>

	<p>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>Education and academic preparedness.</p> <p>The Concepts of Management module has a specific focus on learning support and has the Be coaching programme embedded within it.</p> <p>Financial Accounting Fundamentals and Economics I has a particular focus on analytical thinking.</p> <p>The Concepts of Management and People and Organisations module develops reflection. Academic writing is explored across all modules and The Introduction to Marketing Module has a focus on critical reading.</p> <p>All modules make cross reference to each other and reinforce learning and development throughout the students' journey.</p> <p>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 "Business Economics", "Business Economics II", "Intermediate Macroeconomics", "Historical and Institutional Economics", "Intermediate Microeconomics", "Introduction to Advanced Macroeconomics" and "Introduction to Advanced Microeconomics", all of which cover economics theories in the context of application to</p>
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		<p>historic and contemporary real world phenomena. The “Economics Research” module builds on this – to balance the theoretical and conceptual orientation of the other modules, “Economic Research” places greater emphasis on the scholarly reading and research that develops cognitive skills.</p>
High impact pedagogies	<p><u>Group-based learning experiences</u> 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>	<p>All Courses and each level has at least one element of group coursework. At Level 4 this is embedded within the Concepts of Management module and the People and Organisations module. Students are allocated groups for the CoM module to ensure diversification. During this module they complete a Belbin analysis of group skills so that they are reflecting on diversity of mindset and skills in addition to ethnicity, gender and age. Values are explored in the COM module and we also discuss the benefits of alternative lenses and respecting boundaries, and work in partnerships and the setting up of a partnership agreement. Students are involved in group work for formative assessment in most L4 modules and for summative assessment in two.</p>
Inclusive teaching, learning and assessment	<p><u>Accessible materials, resources and activities</u> 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</p>	<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</p>

	accessibility and the availability of alternative formats for reading lists.	feedback are key formative assessment methods throughout the programme - all supported by back up material provided on the University's VLE. Four module at Level 4 have lecture capture.
Assessment for learning	<u>Assessment and feedback to support attainment, progression and retention</u> 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 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 .	All modules have both formative and summative feedback at the appropriate level. All modules have formative assessment and feedback throughout 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.
High impact pedagogies	<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.	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.
Curricula informed by	<u>Authentic learning and assessment tasks</u>	Focus on real life case studies and development of the

<p>employer and industry need / Assessment for learning</p>	<p>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 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>	<p>employability skills expected in a work-ready graduate are integral to the course - please see Rationale & Overview, section 5.1 "Learning, Teaching and Assessment Strategy". 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 Enterprise Centre.</p>
<p>Inclusive teaching, learning and assessment</p>	<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>
<p>Curricula informed by employer and industry need</p>	<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</p>	<p>We deliver Applied Character Based education whereby student work on case study, live briefs from employers, they can go on placements, internships and work on simulations (eg. SimVenture). 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</p>

	<p>course. Work-based learning can be linked to assessment if appropriate.</p>	<p>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></p> <p>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 such as essays ("Multinational Firms and Global Trade"), reports ("Intermediate Macroeconomics"), econometric reports ("Introduction to Econometrics"), presentations ("Contemporary Issues Facing the UK and World Economy")</p>

		and conference participations (“Environmental Economics and Sustainability”).
High impact pedagogies	<p><u>Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences</u></p> <p>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>
Assessment for learning	<p><u>Variation of assessment</u></p> <p>An inclusive approach to curriculum recognises diversity and seeks to 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 alternate 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>Modules are assessed using a wide variety of methodologies, these include:</p> <ul style="list-style-type: none"> • Group work • Individual work • Presentations • Peach Kuchma • Essay • Report • Reflection • Spreadsheet • Diaries • Pitching • Posters • Examination • Test <p>Most course works are built around case study and alternate 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</p>

		professional body requirements
Curricula informed by employer and industry need	<p><u>Career management skills</u></p> <p>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 - please see Rationale & Overview, section 5.1 "Learning, Teaching and Assessment Strategy. 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 their lives.</p> <p>At level 5 all students receive in curricular an Employability hour (12 x 1 hour), in which they receive guidance on the job market, CVs, on line profile, social media, interviews, elevator pitching industries, professionals, entrepreneurs, networking, assessment centers.</p> <p>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</p>

		<p>further 'leadership' development and we develop their ability to narrate their own journey.</p> <p>We are to pilot an alumni mentoring programme in 18/19.</p>
<p>Curricula informed by employer and industry need / Assessment <i>for learning</i> / High impact pedagogies</p>	<p><u>Capstone project/dissertation</u></p> <p>The level 6 project or dissertation is a critical point for the integration and synthesis of knowledge and skills from across the course. It also provides an important transition into employment if the assessment is authentic, industry-facing or client-driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates the opportunity for the development of student outcomes including professionalism, integrity and creativity.</p>	<p>The Economics Project was replaced by an "Economic Research" module which enables 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 the 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 degree awarded to students

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

