

Course Specification

Course Summary Information		
1	Course Title	BSc (Hons) Economics
2	Course Code	US1047 US1260 US1048
3	Awarding Institution	Birmingham City University
4	Teaching Institution(s) (if different from point 3)	N/A
5	Professional Statutory or Regulatory Body (PSRB) accreditation (if applicable)	N/A

6	Course Description
	Through a mix of theory and opportunities to apply this in practice, our BSc (Hons) Economics degree prepares you to work as an economist, or in a related role which is concerned with the study of resource allocation (e.g. business management, policy analysis). Economics is a social science which informs major challenges faced by our societies today, including inequality, environmental sustainability and economic policy. Economics draws on, and influences, other social sciences and humanities. It's also a core business discipline, key to understanding organisational behaviour, strategy and corporate performance. What's Covered in the Course? You'll explore different economic theories and perspectives, helping you understand how they shape the world around you and apply to real-world issues and your future career. We'll provide you with a firm foundation of economics principles to interpret, analyse and question diverse economic theories and policies in a real-life context. To do this effectively, we'll equip you with a robust analytical toolkit, including statistical analysis, critical thinking, analytical techniques and proficiency in a range of industry-specific software packages that are relevant to the Economics profession such as Python, SPSS and Eviews. You will also learn how to communicate results and ideas concisely to a variety of specialist and non-specialist audiences. Economics is a global subject. You will look at situations from an international perspective. You will apply your knowledge to examine global events and look at how different economic ideas help us understand and address global challenges such as poverty, inequality, climate change and the impact of new technologies on the economy and society. In addition, your course will be delivered by a multinational team of experts, with fellow students from a variety of countries and cultural backgrounds. Finally, we offer you a study abroad opportunity, where you can study for one term overseas in one of our partner universities. The course will foster your intellectual and professional development to support you in pursuing a wide range of career goals. After successful completion of the course, you will be able to work as a professional economist in the public, private or third sector; as an analyst in the financial services industry, or as a business professional in the private or third sector. The technical and critical thinking skills taught in this course, alongside your voluntary engagement with our BCU Award employability programme, will further enhance your development as a work-ready graduate capable of making an immediate impact, and long-term difference.

Artificial Intelligence

Artificial Intelligence (AI) is integrated into the course, helping you develop the digital skills, critical thinking and professional judgement needed in the modern finance sector. You'll learn to use AI responsibly and transparently, while critically evaluating its outputs and considering issues such as accuracy, bias, data privacy, academic integrity and intellectual ownership. You'll develop your ability to apply AI critically in your studies and professional practice, using technology alongside independent judgement. AI is used in different ways across learning and assessment, and course content is regularly reviewed to reflect emerging technologies, industry developments and current professional practice.

Sustainability, SDGs and Ethics

Sustainability, ethics and responsible practice are embedded throughout the Economics course, reflecting the important role economics plays in understanding and responding to major global challenges. You will explore how economic decisions, policies and systems affect people, communities and the environment, developing your ability to evaluate economic issues from both an analytical and wider societal perspective.

Throughout the course, you will consider issues including sustainable development, inequality, welfare, economic growth, climate change and the environmental consequences of economic activity. You will also explore the United Nations Sustainable Development Goals (SDGs) and their relevance to contemporary economic challenges, helping you understand how economic theory and policy can contribute to more sustainable and inclusive outcomes.

7	Course Awards		
7a	Name of Final Award	Level	Credits Awarded
	Bachelor of Science with Honours Economics	6	360
	Bachelor of Science with Honours Economics with Professional Placement Year	6	480
7b	Exit Awards and Credits Awarded		
	Certificate of Higher Education Economics	4	120
	Diploma of Higher Education Economics	5	240
	Bachelor of Science Economics	6	300
	Bachelor of Science Economics with Professional Placement Year	6	300

8	Variation from the University Regulations
	N/A

9	Delivery Patterns			
Mode(s) of Study		Location(s) of Study	Duration of Study	Code(s)
Full time		City Centre	3 years	US1047
Full Time with Professional Placement Year		City Centre (and placement provider)	4 years	US1260
Part Time		City Centre	5 years	US1048

10 Entry Requirements		
	Home:	The admission requirements for this course are stated on the course page of the BCU website at https://www.bcu.ac.uk/ , or they may be found by searching for the course entry profile located on the UCAS website.
	EU:	
	International:	
	Access:	

11 Course Aims	
1	Provide students with the tools to analyse and understand the allocation, distribution and utilisation of resources and their impact on economic and social well-being, and sustainability.
2	Teach students how to use the full variety of analytical tools and contextual knowledge to ethically address key economic issues arising in the world around them.
3	Develop an understanding of how economic and social entities, such as households, firms, governments and global institutions, behave and interact, to promote equitable distribution and inclusive growth.
4	Produce graduates who contribute to effective organisational strategy, operations and performance, in a variety of business, government and the third-sector contexts.
5	Provide work-ready employable graduates who contribute productively and responsibly in the workplace, either as economists, or in roles where optimal resource allocation is required.

12 Course Learning Outcomes	
K1	Display a critical understanding of causality and analytical methods, both theoretical and empirical, to aid problem solving and ethical decision-making.
K2	Exhibit an appreciation and understanding of the history and development of economic ideas and the differing methods of analysis that have been and are currently used by economists.
K3	Demonstrate an understanding of the historical context of contemporary problems addressed by economists, and, more generally, a knowledge of global economic history as relevant to the learning context.
K4	Apply economic reasoning to the positive and normative analysis of complex contemporary topics in applied topics.
K5	Demonstrate an ability to critically evaluate differences in policy recommendations in the context of their underlying methodologies and assumptions.
K6	Identify and analyse national and international issues, evaluating government policy and performance in the UK, other countries and regions, and the global economy.
K7	Recognise, identify and analyse sustainability constraints when considering the equitable allocation of resources and inclusive growth.
S1	Evidence understanding of the verbal, graphical, mathematical and econometric techniques to professionally present economic ideas and analysis, including the relationship between them. Utilise appropriate techniques to enable manipulation, treatment and interpretation of quantitative and qualitative data.
S2	Articulate, communicate and present arguments, verbally and non-verbally, to both specialist and non-specialist audiences, to evidence an ability to work in inclusive transdisciplinary teams.
S3	Self-reflect and articulate what are the transferrable skills associated with training as an economist, rendering graduates work-ready and employable in fields where economic reasoning can be applied.

13	Level Learning Outcomes
	<i>Upon completion of Level 4 / the Certificate of Higher Education, students will be able to:</i>
1	Exhibit an appreciation and understanding of the history and development of economic ideas and the differing methods of analysis that have been and are currently used by economists.
2	Demonstrate an understanding of the historical context of contemporary problems addressed by economists, and, more generally, a knowledge of global economic history as relevant to the learning context.
3	Apply a basic economic reasoning to the analysis of contemporary topics in applied topics.
4	Evidence understanding of the verbal, graphical, and mathematical representation to professionally present economic ideas and analysis, including the relationship between them. Utilise appropriate techniques to enable manipulation, treatment and interpretation of quantitative and qualitative data.
5	Self-reflect and articulate what are the transferrable skills associated with training as an economist, rendering graduates work-ready and employable in fields where economic reasoning can be applied.
	<i>Upon completion of Level 5 / the Diploma of Higher Education, students will be able to:</i>
1	Display an intermediate understanding of causality and analytical methods, both theoretical and empirical, to aid problem solving and decision-making.
2	Apply intermediate economic reasoning to the positive and normative analysis of contemporary topics in applied topics.
3	Demonstrate an ability to critically evaluate differences in policy recommendations in the context of their underlying methodologies and assumptions.
4	Evidence understanding of the econometric techniques to professionally present economic ideas and analysis, including the relationship between them. Utilise appropriate techniques to enable manipulation, treatment and interpretation of quantitative econometric data.
5	Recognise, identify and analyse sustainability constraints when considering the equitable allocation of resources and inclusive growth.
	<i>Upon completion of 60 credits at Level 6 / the Bachelor's Degree, students will be able to:</i>
1	Display a critical understanding of causality and analytical methods, both theoretical and empirical, to aid problem solving and decision-making.
2	Apply economic reasoning to the positive and normative analysis of complex contemporary topics in applied topics.
3	Identify and analyse national and international issues, evaluating government policy and performance in the UK, other countries and regions, and the global economy.
4	Articulate, communicate and present arguments, verbally and non-verbally, to both specialist and non-specialist audiences.
5	Recognise, identify and analyse sustainability constraints when considering the allocation of resources.
6	Utilise verbal, graphical, mathematical and econometric techniques to professionally present economic ideas and analysis, including the relationship between them, in a major independent research project.

14	Course Learning, Teaching and Assessment Strategy
	The goal of the Course Learning, Teaching and Assessment Strategy is to provide opportunities, support and reliable measures of the course learning outcomes as realised across the modules. Its overall goal is to develop autonomous, critical and reflective economists. In order to achieve this, the objectives in the strategy set out below will incorporate key elements of the Quality Assurance Agency's Subject Benchmark Statement Subject Benchmark Statement for Economics (March 2023), within which the BSc Economics falls.

Although the programme is focused on economics, there is recognition that this field is inherently interdisciplinary, drawing, for example, on the business and management and finance subject areas.

The pedagogy reflects the needs of the economics profession and the competences and skill for careers in which economics is considered helpful, as a disciplinary background (e.g. finance, insurance, management). Your scheduled teaching will be face-to-face in a variety of settings, including classrooms and computers labs. There are a variety of teaching methods and pedagogical approaches, opening up opportunities beyond the classroom through problem-based learning, critical thinking, collaboration, self-reflection and placements. There is also a range of extra-curricular activities available for you including field trips and company visits.

Embedding active and meaningful learning and assessment opportunities within the curriculum will encourage you to acquire the skills to be engaged members of a workplace team—either in business, government or the third-sector—and to engage external partners and clients in professional and effective way. A diverse range of methods, activities, content, skills and understandings supports you in developing your own approach to critical evaluation and enhances your ability to develop your own knowledge base. Small group learning environments, such as workshops and seminars, provide student-centred interaction, maximising effective student participation.

Activities include problem solving exercises, group presentations, and live scenarios which will be co-designed with external partners. You will engage with a wide range of sources and be supported to develop the skills to critically evaluate them. Teaching and assessment strategies in the module diet prioritise support for cultivating belonging and inclusiveness through personal study and career planning. As you learn the fundamentals of academic writing and presentation, the teaching team will involve the Centre for Teaching Excellence. Accessibility is reflected in the variety of assessments, which will be flexible and adjusted to any students with disabilities. The teaching team will develop your digital skills and norms to locate reliable sources and use artificial intelligence appropriately and sensibly. To ensure progression and retention, all modules provide ongoing formative feedback, as well as revision workshops. The manner in which contact time is distributed during the week, as well as the use of the VLE, means that the course offers a flexibility that will be of benefit to those who are working alongside their studies.

The above strategy, which underpins the achievement of the course learning outcomes, is complemented by a range of experiential learning opportunities and involvement from the Department's researchers. This will include access to cutting-edge and unpublished research and field trips to economics institutions (e.g. Bank of England) and businesses. Students will also be invited to attend research seminars and masterclasses.

The course provides you with a set of attributes that prepare you for your future career. Our graduates are effective problem solvers, capable of optimising subject to constraint, and with a global outlook. Moreover, we value our diverse student body and utilise the diversity of our academic community (students and staff) as a key learning resource, while respecting individual differences in knowledge, education and culture. Engagement with partners is a key priority. Our department has close working links with a variety of business and non-business organisations. These partnerships support the curriculum in delivering a combination of practical and subject specific knowledge.

A manifestation of our engagement with external partners is our commitment to employability. This is embedded in the curriculum, and it is at the heart of the teaching and learning strategy,

which aims to produce graduates with competence and skills in problem solving, time management, effective communication, flexibility and advocacy. As a result, our strategy involves:

1. **Embracing Real-World Cases:** Modules incorporate recent data and business briefs that reflect the roles and practice of economists in industry, the third sector and government.
2. **Using Reflective Practice:** We encourage students to reflect on their learning process and outcomes, fostering deeper learning, for example through the Leadership, Future Skills and Personal Branding module.
3. **Team-Working:** In the History of Economics and Innovation module you collaborative in a project in teams, mimicking real-world work environments. This fosters communication, negotiation, and leadership skills.
4. **Providing Clear Feedback:** Module leaders clearly articulate expectations via discussions,
5. constructive feedback, personal tuition and mentoring.
6. **Collaborating with Industry:** We will partner with external organisation to design both content and assessments that are current and relevant.

Learning and Teaching Methods

1. **Lectures:** Lectures provide you with key knowledge, arguments and debates surrounding a given topic. They can also help you develop a range of skills, including knowledge synthesis, note-taking and the ability to retain information.
2. **Seminars:** Seminars provide the forum for in-depth critical discussions that build upon the lectures and the pre-sessional readings, as well as class activities.
3. **Computer workshops:** These will provide the learning needed to make you competent in data analysis in statistics, econometrics, presentation preparation and qualitative data.
4. **Collaborative study:** Group work is embedded throughout the course in the form of student-led activities, such as presentations. Collaborative study develops teamworking skills, leadership capacity, management skills and creative problem-solving skills.
5. **Guest speakers from the economics, business and finance sectors:** Guest speakers with a range of expertise will be embedded into modules, to provide cutting-edge practice-led perspectives, as well as articulate the skills required for success in a particular professional field. Engagement with tutors and speakers will help you navigate your career options.
6. **Virtual learning environment (VLE):** A virtual learning environment (Moodle) provides a blended learning strategy for engagement outside the timetabled hours. It can house further reading, multimedia content and other resources, as well as provide collaborative and interactive spaces to engage with your peers and tutors.
7. **Independent study and self-reflective practice:** This increases confidence, keeps you informed and critical, and helps you understand what is important to you. It allows you to discover your strengths and weaknesses, and to process and review feedback you have received.

Assessment

Assessments enable you to demonstrate your understanding of the subject and the ability to develop critical analyses. Authentic assessments which model transferable skills that reflect careers in economics or related fields develop your sense of self-efficacy and provide you with a competitive advantage at interview. They enable you to build your capacity for independent research and critically reflect on your knowledge and personal development. Through formative learning you will be able to demonstrate your development and receive qualitative feedback: written or oral, peer reviews, or through the VLE (e.g. Moodle quizzes).

Summative assessments include:

1. **Essays and Reports:** Develop analytical and written skills, which are key employability attributes, as preparation for report-writing in roles economists gravitate to.
2. **Time Constrained Assessment and In-Class Tests:** Used sparingly on the programme but provide an opportunity to test broad economics knowledge and approach hitherto unexplored topics.
3. **Presentations:** They help you develop skills that are highly valued by employers: effective oral communication, time management, leadership, analytical skills, the ability to present and interpret data, and the confident and effective dissemination of findings are enhanced.
4. **Research Reports:** Successfully writing a report requires clear communication in written form, often with recourse to a specialised (economics) vocabulary. You can demonstrate critical thinking and construct critical arguments, demonstrating an ability to distinguish between alternative perspectives and express independent thought.
5. **Professional Placement route:** Affords the opportunity to prepare a placement report and invites you to showcase and reflect on your work experience, evaluating it within the organisational context of business, the third sector or government.

Sustainability SDGs and Ethics:

United Nations (UN) sustainability development goals (SDGs) are embedded in the BSc Economics course through their appearance in several core modules, justifying the appearance of sustainability in one course learning outcomes. In particular the level 5 core module Sustainable Development uses the UN SDGs as a point of reference and examines the issues these raise from a variety of perspectives. UN SDGs also appear in core modules at level 4 Economic Principles and History of Innovation and Economic Development, where topics such as the limits to growth and concepts of welfare beyond GDP are addressed. At Level 6 Advanced Economics and Policy module, the role of externalities in resource misallocation from an environmental point of view is studied.

Artificial Intelligence:

The course adopts a developmental approach to the ethical use of artificial intelligence (AI), aligned with guidance from the QAA and Advance HE, recognising AI literacy as an essential graduate capability for contemporary professionals. Rather than prohibiting AI, the course integrates it purposefully throughout the curriculum, enabling students to develop the knowledge, skills and professional judgement required to use AI responsibly in both academic and workplace contexts.

The course promotes the ethical and transparent use of AI through the University's clearly defined assessment permissions. In some assessments, students may use AI to support planning, idea generation and comprehension, provided they retain intellectual ownership of their work and declare how AI has been used. In other assessments, AI use is an explicit requirement, reflecting the expectations of the finance profession, where graduates must demonstrate the ability to apply AI critically while exercising independent professional judgement.

Throughout the levels of study, the course develops students' understanding of the risks associated with AI, including bias, reliability, recognition of hallucinations, transparency, intellectual ownership and data privacy. In line with institutional IT standards, students are taught to use AI securely, avoid uploading confidential or personal data, and maintain appropriate records of AI interactions to promote transparency and academic integrity.

By embedding AI progressively within learning, teaching and assessment, the course develops digitally capable, ethical and reflective graduates who can harness the benefits of AI while safeguarding academic standards and meeting the expectations of modern practice. The course team also engages in continuous professional development opportunities in AI, offered by the school, to ensure that teaching practices keep pace with emerging tools and technologies.

15 Course Requirements

15a Level 4:
In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):

Module Code	Module Name	Credit Value
QME4XXX	Economics Principles	20
FIN4009	Introduction to Finance	20
QME4XXX	Firms, Markets and Strategy	20
QME4XXX	History of Economics and Innovation	20
QME4XXX	Leadership, Future Skills and Personal Branding	20
QME4XXX	Applied Economic Analysis	20

Level 5:
In order to complete this course a student must successfully complete all the following CORE modules (totalling 100 credits):

Module Code	Module Name	Credit Value
QME5XXX	Intermediate Microeconomics and Decision Analysis	20
QME5XXX	Intermediate Macroeconomics and Economic Policy	20
QME5XXX	Econometrics and Data Science	20
QME5XXX	Behavioural Economics and Consumer Behaviour	20
QME5022	Political Economy	20

In order to complete this course a student must successfully complete at least 20 credits from the following indicative list of OPTIONAL modules.

Module Code	Module Name	Credit Value
QME5XXX	Innovation and Technology	20
QME5XXX	Sustainable Development	20
BUS5080	Study Abroad	20

Level 6:

In order to complete this course a student must successfully complete all the following CORE modules (totalling 100 credits):

Module Code	Module Name	Credit Value
QME6XXX	Research Design and Practice	20
QME6XXX	Accounting, Finance and Economics Research Project	20
QME6XXX	International Economics	20
QME6XXX	Advanced Economics and Policy	20
QME6XXX	Macro-Finance, Growth and Stability	20

In order to complete this course a student must successfully complete at least 20 credits from the following indicative list of OPTIONAL modules.

Module Code	Module Name	Credit Value
QME6XXX	Money, Banking and Monetary Policy	20
QME6XXX	Real Estate Economics and Property Investment	20
QME6XXX	Labour Economics	20

15b Structure Diagram

FULL TIME COURSE STRUCTURE

Level 4

SEMESTER ONE	SEMESTER TWO
Core QME4XXX: Economic Principles (20 credits) FIN4009: Introduction to Finance (20 credits) QME4XXX: History of Economics and Innovation (20 credits)	Core QME4XXX: Applied Economic Analysis (20 credits) QME4XXX: Firms, Markets and Strategy (20 credits) QME4XXX: Leadership, Future Skills and Personal Branding (20 credits)

Level 5

Core QME5XXX: Intermediate Microeconomics and Decision Analysis (20 credits) QME5XXX: Econometrics and Data Science (20 credits) QME5XXX: Political Economy (20 credits)	Core QME5XXX: Intermediate Macroeconomics and Economic Policy (20 credits) QME5XXX: Behavioural Economics and Consumer Behaviour (20 credits)
	Optional

	QME5XXX: Innovation and Technology (20 credits) QME5XXX: Sustainable Development (20 credits) BUS5080*: Study Abroad (20 credits)
--	--

Level 6

Core QME6XXX: Research Design and Practice (20 credits) QME6XXX: International Economics (20 credits) QME6XXX: Advanced Economics and Policy (20 credits)	Core QME6XXX: Accounting, Finance and Economics Research Project (20 credits) QME6XXX: Macro-Finance, Growth and Stability (20 credits)
	Optional QME6XXX: Money, Banking and Monetary Policy (20 credits) QME6XXX: Real Estate Economics and Property Investment (20 credits) QME6XXX: Labour Economics (20 Credits)

FULL TIME WITH PROFESSIONAL PLACEMENT YEAR COURSE STRUCTURE

Level 4

SEMESTER ONE	SEMESTER TWO
Core QME4XXX: Economic Principles (20 credits) FIN4XXX: Introduction to Financial Systems and Markets (20 credits) QME4XXX: History of Economics and Innovation (20 credits)	Core QME4XXX: Applied Economic Analysis (20 credits) QME4XXX: Firms, Markets and Strategy (20 credits) QME4XXX: Leadership, Future Skills and Personal Branding (20 credits)

Level 5

Core QME5XXX: Intermediate Microeconomics and Decision Analysis (20 credits) QME5XXX: Econometrics and Data Science (20 credits)	Core QME5XXX: Intermediate Macroeconomics and Economic Policy (20 credits) QME5XXX: Behavioural Economics and Consumer Behaviour (20 credits)
---	--

QME5XXX: Political Economy (20 credits)	
	Optional QME5XXX: Innovation and Technology (20 credits) QME5XXX: Sustainable Development (20 credits) BUS5080*: Study Abroad (20 credits)
Core PPY5001: Professional Placement Year (120 credits)	

Level 6

Core QME6XXX: Research Design and Practice (20 credits) QME6XXX: International Economics (20 credits) QME6XXX: Advanced Economics and Policy (20 credits)	Core QME6XXX: Accounting, Finance and Economics Research Project (20 credits) QME6XXX: Macro-Finance, Growth and Stability (20 credits)
	Optional QME6XXX: Money, Banking and Monetary Policy (20 credits) QME6XXX: Real Estate Economics and Property Investment (20 credits) QME6XXX: Labour Economics (20 credits)

16	Overall Student Workload and Balance of Assessment
-----------	---

Level 4

Workload

19% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	228
Directed Learning	372
Private Study	600
Total Hours	1200

Balance of Assessment

Assessment Mode	Percentage
Coursework	85%

Exam	
In-Person	15%

Level 5

Workload

18% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	216
Directed Learning	408
Private Study	576
Total Hours	1200

Balance of Assessment

Assessment Mode	Percentage
Coursework	68%
Exam	17%
In-Person	15%

Level 6

Workload

18% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	192
Directed Learning	348
Private Study	660
Total Hours	1200

Balance of Assessment

Assessment Mode	Percentage
Coursework	78%- 83% (dependent on option choice)
Exam	
In-Person	17%-22%