



BSc (Hons) Economics with History Programme Specification

| | | | |
|----------------------------------|---|-------------------------|------------------|
| Programme Title & award | Bachelor of Science (Honours) in Economics with History | UCAS Code | F716 |
| Programme Level | Level 6 (FHEQ) | HECoS Code | 100450 100302 |
| Relevant QAA Benchmark Statement | Economics History | Programme Code | BNCHEPOF |
| Awarding Body | Solent | Language of Instruction | English |
| Teaching institution | New College of the Humanities | Date approved | November 2014 |
| Mode of Study | Full Time | Duration of Study | 3 years |

PROGRAMME STRUCTURE

The degree is studied over three years and there are three terms each year: Michaelmas (autumn), Hilary (spring) and Trinity (summer). Michaelmas and Hilary are 12 weeks long. Trinity is eight weeks long.

The Michaelmas and Hilary terms both consist of eight to ten weeks of intensive study for the degree programme, with one Reading Week and the remaining week for Collections (individual meetings with the student and their tutors to review their performance over the term).

The Trinity term consists of three to four weeks of teaching and revision, three of exams, and then a fortnight of other activities and preparation for courses to be studied in the year ahead.

The courses in History, the minor subject, will be taught over the whole of the academic year. The courses in Economics, the major subject, may be taught in more concentrated periods through the year.

STRUCTURE OF THE ECONOMICS MAJOR (270 credits)

The **Economics** major consists of nine courses:

FIRST YEAR (LEVEL 4)

Core Courses:

NCH400 Introduction to Economics (30 credits)

NCH401 Mathematics (15 credits)

NCH402 Statistics (15 credits)

NCH404 International Development (30 credits)

SECOND YEAR (LEVEL 5)

Core Courses:

NCH533 Microeconomics I (15 credits)

NCH534 Microeconomics II (15 credits)

NCH501A Macroeconomics I (15 credits)

NCH501B Macroeconomics II (15 credits)

NCH502 Econometrics (30 credits)

THIRD YEAR (LEVEL 6)

Core Courses:

NCH600A Applied Economics I (15 credits)

NCH600B Applied Economics II (15 credits)

And a choice of **TWO** from

NCH601A Finance I (15 credits) **AND**

NCH654 Finance II (15 credits)

NCH602 Political Economy (30 credits)

NCH652 Economics Dissertation (30 credits)

Supervision of the Dissertation can be arranged with any member of the Economics Faculty, subject to staff availability.

STRUCTURE OF THE HISTORY MINOR (90 credits)

The **History** minor consists of three courses:

First Year: NCH406 Britain and the Wider World (30 credits)

Second Year: NCH505 History, Heritage and Memory (30 credits)

Third Year: NCH643 Power and Politics [Minor] (30 credits)

ENTRANCE REQUIREMENTS

AGE

An applicant must normally be at least 17 years of age at the time of registration, and keeping in line with the College's **policy** normally turn 18 before December 31st of that academic year.

GENERAL ENTRANCE REQUIREMENTS

The College reviews application forms, grades, personal statements, references, work samples, and interview performance, before making offers of places on its programmes. Typically offers will only be made to candidates with three subjects at GCE A level (normally holding or predicted not less than grade A) or the equivalent. Provisional admissions decisions are made by the Head of Faculty and/or Admissions Officer of the faculty of the major subject for which the student has applied. These decisions are approved by the Head of Faculty and/or Admissions Officer of the minor subject before formal offers are made.

SPECIFIC ENTRANCE REQUIREMENTS

Economics Major: Mathematics at A-level, IB or equivalent, or completion of a summer course.

History Minor: None.

RECOGNITION OF PRIOR LEARNING

Where a student wishes to apply for the recognition of prior learning on the basis of certificated or experiential learning, they should follow the Solent RPL procedure: Academic Handbook Section 2H, Recognition of Prior Learning and Credit Transfer. Credits obtained by students taking the University of London International Programme can apply to be transferred to this degree programme.

AIMS OF THE PROGRAMME

The central purpose of the Economics major as a subject is to understand the structures that influence well-being and wealth. The Economics programmes at the College encourage students to think critically about the building blocks of the discipline of Economics, as well as enable them to use their knowledge to understand economic events and decisions in the real world.

The key aims of all Economics programmes at the College are threefold. Firstly, they encourage the student to think rigorously about economic theory. Secondly, they develop their quantitative skills in order to engage with the subject as it is commonly practised. Finally, they help the student understand economic conditions in different institutional, geographic and socioeconomic settings, in which process the Minor subject is of particular use.

The central aim of the History minor is to enable students to acquire knowledge and understanding of the human past and to reflect critically on the complex, and often contradictory, information available to us now about that past.

The Economics with History programme, aims to prepare students to be educated observers of economic and socio-political processes over time and space. The combination of technical and analytical Economics training together with the study of

History gives students the ability to produce sophisticated economic thoughts, place them in appropriate historical contexts and understand the implications, and communicate them effectively for different audiences.

KNOWLEDGE AND UNDERSTANDING

The programme aims to:

- give students a solid grounding in both microeconomic and macroeconomic theory, the methodological conventions of the field (including graphical and mathematical);
- give students an understanding of the appropriate econometric and other quantitative techniques required for a career as a professional of the economy;
- make students aware of the importance of real-life data in economic work and how it can be used for forming economic policy;
- cultivate an understanding of historical and current debates within Economics and related fields;
- stimulate awareness of, and an enduring interest in, economic policy debates;
- enable students to acquire knowledge and understanding about the complexity and diversity of the human past, and the surviving evidence about it.

SUBJECT-SPECIFIC SKILLS

The programme aims to:

- ensure that students understand the importance of logical economic thinking;
- develop students' ability to make inferences from known premises using economic logic;
- accustom students to rigorous research when forming their own views of economic policies and practices;
- enable students to frame problems as an economist would, whilst understanding and appreciating the differences between the economist's approach and those of other academic disciplines;
- enable Economics major students to progress to postgraduate study in Economics and related fields;
- equip all students sufficiently that they can consider a career involving observation of economic affairs;
- train students to read, understand, analyse and reflect critically, empathetically, and contextually on a wide range of source materials.

TRANSFERABLE SKILLS

The programme aims to:

- enhance students' understanding of both the short term and the long term, and enable them to appreciate both direct and indirect policy impact;

- develop students' ability to question the assumptions of others as well as their own;
- develop students' tolerance of ambiguity in matters of both theory and policy;
- enable students to tackle economic problems independently and logically;
- encourage open-mindedness and appreciation of the connections between different academic disciplines;
- foster the ability to gather, organize and deploy evidence, knowing where to identify and retrieve such information, and how to evaluate its relevance and usefulness to the question at hand.

LEARNING OUTCOMES

[Economics (Ec); History (Hi)]

KNOWLEDGE AND UNDERSTANDING

The student will be able to:

- K1c (Ec) express their interests in the economic realm using the correct terminology and frameworks, and perform competent research in the field;
- K2c (Ec) carry out independent economic analysis using the dominant techniques in the field (including verbal, graphical and mathematical);
- K3c (Ec) interpret analysis and research findings, both one's own and those produced and reported by others, and comment intelligently on research findings;
- K4c (Hi) appreciate the complexity of reconstructing the past and the problematic nature of historical evidence, and command a varied body of historical knowledge.

SUBJECT-SPECIFIC SKILLS

The student will be able to:

- S1c (Ec) identify key parameters in a problem and proceed to solve the problem in a logical manner consistent with the conventions of Economics;
- S2c (Ec) conduct appropriate research, whether theoretical or empirical, before expressing views of economic policies and practices;
- S3c (Ec) understand and identify an economic argument even if it is presented in language typical of another discipline rather than in the terminology of Economics;
- S4c (Hi) read, analyse and reflect critically and contextually upon contemporary and secondary texts and other non-textual sources.

TRANSFERABLE SKILLS

The student will be able to:

- T1c (Ec) evaluate ideas in terms of frameworks that use the concepts of trade-offs, incentives, and other key notions of Economics;
- T2c (Ec) communicate these ideas clearly both in writing and verbally to high standards in organisation, relevance, expression and referencing;
- T3c (Ec) discriminate between various policy options that all have advantages and disadvantages, and process situations where ambiguity cannot be eliminated;
- T4c (Hi) produce written work to high standards in organisation, relevance, fluency of expression and referencing, including in the design, research and presentation of an independently conceived piece of writing.

All of the above learning outcomes are mapped to the relevant QAA Subject Benchmark threshold statement - see [Appendix A](#). For learning outcomes of exit awards see [Appendix B](#).

MAP OF COURSES TO LEARNING OUTCOMES

| Course Title | Knowledge & Understanding | | | | | | | | | | | | Subject-specific Skills | | | | | | | | | | | | Transferable Skills | | | | | | | | | | | | |
|------------------------------|---------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|
| | K1a | K1b | K1c | K2a | K2b | K2c | K3a | K3b | K3c | K4a | K4b | K4c | S1a | S1b | S1c | S2a | S2b | S2c | S3a | S3b | S3c | S4a | S4b | S4c | T1a | T1b | T1c | T2a | T2b | T2c | T3a | T3b | T3c | T4a | T4b | T4c | |
| FHEQ Level 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Introduction to Economics | ● | | | ● | | | | | | | | | ● | | | ● | | | ● | | | | | | ● | | | ● | | | | | | | | | |
| Mathematics | ● | | | ● | | | | | | | | | ● | | | ● | | | ● | | | | | | ● | | | | | | | | | | | | |
| Statistics | ● | | | ● | | | | | | | | | ● | | | ● | | | ● | | | | | | | | | | | | ● | | | | | | |
| International Development | ● | | | ● | | | ● | | | | | | | | | ● | | | ● | | | | | | | | | ● | | | ● | | | | | | |
| Britain and the Wider World | | | | | | | | | ● | | | | | | | | | | | | | ● | | | | | | | | | | | | ● | | | |
| FHEQ Level 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Microeconomics I & II | | ● | | | ● | | | | | | | | | | | | | | | ● | | | | | | | ● | | ● | | | | | | | | |
| Macroeconomics I & II | | ● | | | ● | | | ● | | | | | | ● | | | ● | | | ● | | | | | | ● | | | ● | | | ● | | | | | |
| Econometrics | | | | | ● | | | ● | | | | | | ● | | | ● | | | | | | | | | | | | | | | ● | | | | | |
| History, Heritage and Memory | | | | | | | | | | ● | | | | | | | | | | | | | ● | | | | | | | | | | | | | ● | |
| FHEQ Level 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Applied Economics I & II | | | ● | | | | | ● | | | | | | | ● | | ● | | | | | | | | | | ● | | | ● | | | ● | | | | |
| Finance I & II | | | ● | | | ● | | | | | | | | | ● | | ● | | | | | | | | | | ● | | ● | | ● | | ● | | | | |
| Political Economics | | | ● | | | | | ● | | | | | | | | | ● | | | | ● | | | | | | ● | | ● | | ● | | ● | | | | |
| Economics Dissertation | | | ● | | | ● | | ● | | | | | | | ● | | ● | | | | ● | | | | | | ● | | ● | | ● | | ● | | | | |
| Power and Politics [Minor] | | | | | | | | | | | ● | | | | | | | | | | | | ● | | | | | | | | | | | | | ● | |

TEACHING AND LEARNING STRATEGIES

STRATEGIES

The Economics and History faculties make use of various teaching and learning strategies, including:

- Lectures (of an interactive nature)
- Individual tutorials (based on an assignment submitted beforehand by the student)
- Small group tutorials (typical size 2-3 students)
- Group tutorials (typical size 7 students)
- Informal discussion groups (including online discussion)
- Consolidation and revision workshops
- Examinations and examiners' reports
- Independent study and research individually and in groups

Lectures introduce the key themes of each field of study by presenting the main theoretical frameworks and their common variations, as well as including real-life examples and applications of ideas. Both lectures and tutorials (of all sizes) encourage the student to do independent reading and research on the topic, and the majority of tutorial time is designed to provide an opportunity for structured discussion.

Feedback to students is continuous, and individual feedback is given in each course. In all courses that involve an assessed coursework component, similar assignments are attempted previously in a formative manner. The content of tutorials is carefully selected to maximise the student's learning and ability to absorb the material, as well as encourage the student to engage in further independent study.

The programme is designed to escalate in difficulty over the three years. Each year's content builds on the previous one in both content and complexity. The later courses also require increasing understanding of quantitative and econometric skills. The third year enables substantial freedom for the student to build in their particular themes of interest.

RESOURCES

Study is supported by a Virtual Learning Environment, Moodle, where students can preview and download course descriptors, lecture handouts, reading lists, and supplementary materials. Students also have access to Senate House Library and online research resources, such as JSTOR.

Sample and/or past examination papers, as well as examiners' reports, are available, on Moodle, to help students understand what is expected of them.

WIDENING PARTICIPATION

The faculty is committed to widening participation in the study of Economics through a wide variety of approaches. The faculty visits a wide range of schools on a regular basis, hosts lectures in Economics outside the formal syllabus, and engages with mass and social media. Interactive teaching sessions and individual attention create an environment well suited to supporting students from different kinds of backgrounds.

Various parts of the syllabus are designed to emphasise how the subject matter affects everyone regardless of location, position, or socioeconomic standing. The global and universal reach of the course is exemplified in the first-year compulsory course in International Development, and other themes throughout the Degree that both emphasise the global nature of modern Economics, and enable each student to use their own prior experiences as the starting point to economic analysis.

RESEARCH

The faculty aims to provide a lively, open, and interactive teaching environment, in which research and teaching are complementary. Teaching is allocated in line with research interests and expertise, and the faculty facilitates a wide range of academic and social events in which academics and students are brought together.

Students are taught research and digital literacy skills in three main ways:

- a) At the beginning of Michaelmas term of the first year, subject librarians at Senate House Library give NCH students inductions on the use of the Senate House Library catalogue, other library catalogues, and other electronic resources relevant to the study of Economics with Politics & International Relations. Students need to know how to analyse their research topic when planning a literature search, identifying appropriate keywords, and alternative possibilities. They will be made aware of library database that they can use to search for academic journal articles (such as JSTOR) and know how to use these databases effectively to find articles relating to their chosen keywords. Following their search, it will be necessary to evaluate the results and the quality and relevance of the articles critically. They will be made aware of the availability and value of other physical and online research tools. Students should also know how to access the online and in-person support available to them in this area, via Senate House Library.
- b) Part-way through the first half of Michaelmas term (once students have had some experience of writing essays and have acquired the appetite to improve their research skills), first-year students receive, in College, both College-wide and subject-specific briefings on basic digital literacy and research skills. These briefings are given as lectures, and are reinforced by summary documentation made available on Moodle.
- c) During the Michaelmas term of each of the three years of the Degree, the lecturer in one of the Economics courses makes a particular point of building in the teaching of digital literacy and research skills to their lectures. The skills taught become more sophisticated in each successive year. Details of how this might be done appear in the Course Descriptors for: International Development, Econometrics, and Applied Economics. In addition, research skills peculiar to the writing of dissertations are taught as part of the optional Dissertation course.

ASSESSMENT

Assessment in Economics with History aims to test:

- knowledge and understanding of frameworks and theories;
- ability to use their knowledge and understanding to produce new insights in the academic tradition, as well as other applications of said knowledge;
- capability to direct their independent research and study with a level of maturity commensurate to the student's level in their degree;
- knowledge and understanding of key problems and debates;
- ability to reason rigorously, critically, creatively and autonomously.
- ability to express oneself fluently, clearly and coherently in prose and an awareness of the different methodological approaches to History.

ECONOMICS MAJOR:

- Examinations
- Coursework (essays and projects, including data analysis)
- Presentations and vivas
- Dissertation

HISTORY MINOR:

- Examinations
- Coursework Essays

Appendix C is the programme structure and assessment summary.

ASSESSMENT REGULATIONS

The assessment regulations are annexed to the College Assessment Policy, which can be found on the College [website](#).

STUDENT SUPPORT

DISABILITIES AND/OR SPECIFIC LEARNING DIFFICULTIES (SPLDS)

When students arrive they are asked to complete a Medical Disclosure Form, where they can list any medical conditions, disabilities and/or SpLDs and make a note of who can have access to this information. This data is managed and securely stored by the College. During Freshers' Week a number of talks and events are held which are designed to support and inform students with regard to mental health, disabilities, safety and learning support.

The Learning and Assessment Support Officer (LASO) meets with students soon after Freshers' Week to discuss their needs and help set up support systems both within the College (if appropriate) and externally. If requested by the student, the LASO will then arrange to meet with relevant academic staff to discuss the student's needs and the ways these might impact on their studies. If students request specific arrangements (for

e.g. submission extensions, use of a laptop, special exam conditions, etc.) they are asked to submit approved medical documentation to Student and Academic Services.

If a student is undiagnosed but believes they may have an SpLD (e.g. Dyslexia) the LASO will help them to access support groups and assessment centres. If the assessment confirms an SpLD, the LASO will discuss further support options with the student and their tutors. The LASO is in contact with local dyslexia tutors for advice to the College or student referral. The College can help provide students with special learning equipment (e.g. coloured paper, reading pens, dictation software, etc.).

For more information, please click [here](#).

CAREERS EDUCATION, INFORMATION AND GUIDANCE

The College **Careers** Adviser will meet with each student in the first term, to work with the student to identify career goals and create a personal plan so that those goals might be realised on graduation. The College organises two employer evenings each year, where potential employers are invited into the College to meet with the students. In addition, staff at the College source on an ad hoc basis internships and work experience opportunities which are then promoted to College students.

The College runs **LAUNCH**, which represents part of the NCH Diploma and has been designed in collaboration with the CBI – the Confederation of British Industry. This has been designed to develop the attitudes, behaviours and capabilities that will prepare students for the world of work. It consists of two substantial projects, where students are required to work in teams to address real world briefs, and weekly seminars covering financial literacy, negotiation skills, working in teams, writing and presenting and so on.

For more information, please click [here](#).

QUALITY EVALUATION AND ENHANCEMENT

AWARD STANDARDS

Every programme of study is developed and approved by the College's Academic Board and then validated by Solent.

REVIEW AND EVALUATION MECHANISMS

Procedures are in place to assure the quality of the programme development, delivery, management, systematic monitoring and on-going review and enhancement of all of the College's programmes. Enhancements are made as necessary to ensure that systems remain effective and rigorous.

- Annual programme reports are prepared in order to enhance individual programmes and to plan ahead.
- Annual Examiner reports are prepared by independent External Examiners to confirm that a programme has been assessed properly and meets the appropriate academic standards.
- Formal student feedback mechanisms consist of course surveys on a termly basis and the Student-Staff Liaison Committee.
- Informal student feedback is also valued by the College and this can take the form of students talking to their tutor or professional staff (Registrar, Student Wellbeing Coordinator, etc.).

ABOUT THIS DOCUMENT

| | |
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| Head of Faculty for Bachelor of Science (Honours) in Economics with History | Dr Marianna Koli |
| Start date | September 2019 |
| Date of approval | June 2018 |
| Date(s) updated/amended | May 2019 |

APPENDIX A – MAP TO QAA ECONOMICS SUBJECT BENCHMARK

| Threshold* | Learning Outcomes |
|--|--------------------------|
| Demonstrate knowledge of economic concepts and principles. | K1 – K3, S1, S3 |
| Demonstrate knowledge of economic theory and modelling approaches. | K2, K3, S2, S3 |
| Demonstrate awareness of quantitative methods and computing techniques appropriate to their programme of study, and show an appreciation of the contexts in which these techniques and methods are relevant. | K2 – K3, S2 |
| Display knowledge of the sources and content of economic data and evidence and appreciate what methods might be appropriately applied to the analysis of such data. | K2, S2 |
| Know how to apply economic reasoning to policy issues. | K2, K3, S1 – S3, T1 – T3 |
| Demonstrate knowledge in an appropriate number of specialised areas in Economics. | K1 – K3, S2 – S3 |
| Display awareness of the possibility that many economic problems may admit of more than one approach and may have more than one solution. | S2 – S3, T3 |

*This is intended to mean that all students (taken over all years) graduating with an honours degree in this discipline will have achieved this.

MAP TO QAA HISTORY SUBJECT BENCHMARK

| | Recommendation* | Learning Outcomes |
|-----|--|--------------------------|
| 9.1 | <i>The benchmarking group for history recommended that all students studying history as part of their degree:</i> | |
| | Undertake a programme which fosters the skills and qualities of mind listed in paragraphs 3.1 to 3.3 of this subject benchmark statement. | K1-3, S1-S3, T1-2 |
| | Be provided with opportunities to participate regularly in a variety of structured settings with tutors and other students. | S1-2, T2 |
| 9.2 | <i>The benchmarking group for history recommended that all single history honours students:</i> | |
| | Follow a programme which gives them practical experience of the intellectual benefits occurring from studying the subject over an extended period of historical time. | K1-3 |
| | Study the history of more than one society or culture. | K1-3 |
| | Carry out intensive critical work on source materials generated by the period under study. | S2-S3 |
| | Be expected to reflect critically on the nature of their discipline. | K3, S3 |
| | Be introduced to some of the many varieties of history. | K1, K2, K3 |
| | Engage in seminars and forms of group work. | S1 |
| | Undertake a wide range of assignments. | T1-T2 |
| | Be assessed in a significant part on their essay-writing skills. | S1-S3, T1-T2 |
| | Be assessed on their understanding of and ability to handle contemporary source material. | S2, S3 |
| | Be assessed on their ability to address historical problems in depth. | K2, S3, T2 |
| 9.3 | <i>The benchmarking group for history recommended that all departments should give serious consideration to requiring that all single history honours students will:</i> | |
| | Formulate, execute and complete an independent extended piece of written work, with appropriate supervision on which they are assessed. | T1 |
| 9.4 | <i>Departments will also wish to consider the desirability of providing the opportunity for all single honours students to be assessed on:</i> | |
| | Varying types of and extended writing. | T1 |
| | Oral communication. | S1 |

APPENDIX B – LEARNING OUTCOMES FOR EXIT AWARDS

1. LEARNING OUTCOMES FOR AWARD OF CERTIFICATE IN HIGHER EDUCATION:

Knowledge and understanding

The student will be able to:

- K1a (Ec) express basic aspects of Economics using some of the correct terminology and frameworks;
- K2a (Ec) with guidance, carry out independent economic analysis using the dominant techniques in the field (including verbal, graphical and mathematical);
- K3a (Ec) locate and organise analysis and research findings, both one's own and those produced and reported by others;
- K4a (Hi) appreciate the complexity of reconstructing the past.

Subject-specific skills

The student will be able to:

- S1a (Ec) evaluate information and data and frame problems in an economic way to produce ideas for how the problems can be solved;
- S2a (Ec) understand theoretical or empirical research and attempt to express a view of economic policy and practice;
- S3a (Ec) identify an economic argument even if it is presented in language typical of another discipline rather than in the terminology of Economics;
- S4a (Hi) read and reflect contextually upon contemporary and secondary texts and other non-textual sources.

Transferable skills

The student will be able to:

- T1a (Ec) evaluate ideas in terms of frameworks that use at least one key notion of Economics such as trade-offs or incentives;
- T2a (Ec) communicate these ideas clearly both in writing and verbally, showing organisation and referencing;
- T3a (Ec) discriminate between various policy options that all have advantages and disadvantages;
- T4a (Hi) produce written work that demonstrates acceptable standards of organisation, relevance, expression and referencing.

2. LEARNING OUTCOMES FOR AWARD OF DIPLOMA IN HIGHER EDUCATION:

Knowledge and understanding

The student will be able to:

- K1b (Ec) explain basic aspects of economics using some of the correct terminology and frameworks;
- K2b (Ec) carry out economic analysis using the dominant techniques in the field (including verbal, graphical and mathematical) and comment intelligently on the findings of others;
- K3b (Ec) locate and organise analysis and research findings, both one's own and those produced and reported by others, and appreciate the challenges and limitations of quantitative work;
- K4b (Hi) appreciate the complexity of reconstructing the past and the problematic nature of historical evidence.

Subject-specific skills

The student will be able to:

- S1b (Ec) evaluate information and data and use this to investigate problems to produce ideas for how the problems can be solved;
- S2b (Ec) understand theoretical or empirical research and appreciate how these can be used for forming views of economic policy and practice;
- S3b (Ec) identify and understand an economic argument even if it is presented in language typical of another discipline rather than in the terminology of Economics;
- S4b (Hi) read, analyse and reflect contextually upon contemporary and secondary texts and other non-textual sources.

Transferable skills

The student will be able to:

- T1b (Ec) evaluate ideas in terms of frameworks that use the concepts of trade-offs, incentives, and other key notions of Economics;
- T2b (Ec) communicate these ideas clearly both in writing and verbally to high standards in organisation, relevance, expression and referencing;
- T3b (Ec) discriminate between various policy options that all have advantages and disadvantages, and process situations where the best course of action is not immediately clear or discernible empirically;
- T4b (Hi) Produce written work to high standards of organisation, relevance, clarity of expression and referencing.

APPENDIX C – PROGRAMME STRUCTURE AND ASSESSMENT SUMMARY

| Code | Course Title | Credit | Type | Mode | Assessment Weighting % & Activity Type (code overleaf) | | | | | |
|----------------|------------------------------|--------|------|------|---|---------------|-----|---------------|-----|---------------|
| | | | | | AE1 | Activity type | AE2 | Activity type | AE3 | Activity type |
| Level 4 | | | | | | | | | | |
| NCH400 | Introduction to Economics | 30 | C | CD | 50% | Ex | 50% | Ex | | |
| NCH401 | Mathematics | 15 | C | CD | 100% | Ex | | | | |
| NCH402 | Statistics | 15 | C | CD | 100% | Ex | | | | |
| NCH404 | International Development | 30 | C | CD | 20% | A | 20% | A | 60% | Ex |
| NCH406 | Britain and the Wider World | 30 | C | CD | 30% | A | 70% | Ex | | |
| Level 5 | | | | | | | | | | |
| NCH533 | Microeconomics I | 15 | C | CD | 100% | Ex | | | | |
| NCH534 | Microeconomics II | 15 | C | CD | 100% | Ex | | | | |
| NCH501A | Macroeconomics I | 15 | C | CD | 100% | Ex | | | | |
| NCH501B | Macroeconomics II | 15 | C | CD | 100% | Ex | | | | |
| NCH502 | Econometrics | 30 | C | CD | 25% | P | 75% | Ex | | |
| NCH505 | History, Heritage and Memory | 30 | C | CD | 50% | A | 50% | Ex | | |
| Level 6 | | | | | | | | | | |
| NCH600A | Applied Economics I | 15 | C | CD | 30% | A | 70% | Ex | | |
| NCH600B | Applied Economics II | 15 | C | CD | 30% | Oral | 70% | Ex | | |
| NCH601A | Finance I | 15 | O | CD | 100% | Ex | | | | |
| NCH654 | Finance II | 15 | O | CD | 100% | A | | | | |
| NCH602 | Political Economy | 30 | O | CD | 20% | A | 20% | A | 60% | Ex |
| NCH652 | Economics Dissertation | 30 | O | CD | 80% | Diss | 20% | Oral | | |
| NCH643 | Power and Politics [Minor] | 30 | C | CD | 50% | A | 50% | A | | |

Course type: C = Core/Compulsory O = Option

Course mode: CD = Campus Delivery BK = Block Delivery BL = Blended Learning DL = Distance Learning and Self-Directed Learning EL = E-Learning EX = Experiential PL = Placement WB = Work Based Learning

Assessment weighting: AE1 = Assessment Element 1 AE2 = Assessment Element 2 AE3 = Assessment Element 3 AE4 = Assessment Element 4

| Assessment activity type | Code |
|--|-------|
| Written exam | Ex |
| Take home exam | TEEx |
| Written assignment | A |
| Report | R |
| Dissertation | Diss |
| Portfolio | F |
| Project output (other than dissertation) | P |
| Oral assessment and presentation | Oral |
| Practical skills assessment | Pract |
| Set exercise | Set |