

PROGRAMME SPECIFICATION

Course record information

Name and level of final award:	BSc (Hons) Business Economics
Name and level of intermediate awards:	BSc Business Economics Diploma of Higher Education Business Economics Certificate of Higher Education Business Economics
Awarding body/institution:	University of Westminster
Status of awarding body/institution:	Recognised Body
Location of delivery:	Marylebone Campus, London, UK
Language of delivery and assessment:	English
Course/programme leader:	Karen Kufuor
Course URL:	Please see final page
Mode and length of study:	Full-time. 3 years (or 4 years if optional work placement or study abroad year included).
University of Westminster course code:	CONSCON
JACS code:	N100
UCAS code:	L114
QAA subject benchmarking group:	Economics (2007) General business and management (2007)
Professional body accreditation:	Government Economic Service (GES) accreditation to be sought.
Date of course validation/review:	2009/2010
Date of programme specification:	July 2015

Admissions Requirements:

Normal entry requirements for Year 1 are expected to be:

- 300 UCAS points, (equivalent to BBB at A2, DDM at BTEC National Diploma) which should preferably include A level in Economics or Mathematics (or other equivalent qualification); or
- International Baccalaureate 32 points; or
- Access course with overall Merit profile.
- GCSE Minimum grade C in Mathematics (grade B is preferred) and grade C in English

Key skills and General Studies A2 will be viewed as a part of the candidate's overall application but will not normally be a qualification for entry.

The equivalence of qualifications from outside the UK will be determined according to guidance from NARIC (National Academic Information Centre).

All entrants who do not have English as their first language are normally expected to have a qualification in English Language usage equivalent to IELTS 6.0 (minimum of 5.5 in each component) or above

There may be the opportunity to apply for direct entry to Year 2 (Level 5) for candidates who have already achieved the equivalent of 120 UK (60 ECTS) credits at Level 4 from a degree course or relevant vocational or professional qualification from a UK or overseas institution. Similarly applications are considered for direct entry to Year 3 (Level 6) for candidates who have also already achieved the equivalent of 120 UK (60 ECTS) credits at Level 5. The applicant's claim for Accreditation of Prior Certified Learning (APCL) must show that they have not only met the credit requirements above but have also successfully met the relevant learning outcomes and reached an appropriate standard in subjects which are pre-requisite for effective progress through the subsequent levels of the course.

Every applicant who is judged to be academically suitable will be considered for admission. For applicants with a disability or long-term medical condition (including mental health), reasonable adjustments will be made where practicable in the light of the assessment of student need by the University's Disabilities Service in discussion with the relevant academic Department.

Aims of the course

The BSc Honours Business Economics provides an undergraduate education in economics with a particular focus on its application to decision making in business but also in public and non-profit organisations. The course content reflects the close connection between economics and business and the increasingly significant role of economics in analysing business problems.

The course offers an academic experience with a strong emphasis on development of the knowledge skills and capabilities appropriate to the study of modern market economies and their relevance to decision making of economic agents.

The course aims at enabling students to

- understand how resources are used and how households and firms behave and interact, both at the individual level and on the aggregate.
- study the factors influencing income, wealth and well-being.
- inform business and organisational decision making and the design and implementation of economic policy by government agencies
- understand and critically evaluate the allocation, utilisation of scarce resources and the consequences of related decisions for business and social outcomes.
- apply modern methods of business and economic analysis including a high degree of numeracy and confidence in data handling
- obtain appropriate tools of analysis to tackle issues and problems of economic decision making and policy through a range of generic skills, analytical skills and the ability to select and use appropriate models to solve real world problems.

- Become competent in the use of quantitative methods and computing/IT programming techniques, including required mathematical and statistical methods and econometrics on actual economic, financial or social data.

In addition, the BSc Business Economics offers students a wide choice of module options including modern languages and the opportunity of a Study Abroad Year or a Business Placement Year after completing the second year of studies. There is additionally the option of studying one semester in a partner university overseas within the three years of study.

The BSc (Hons) Business Economics features option modules to prepare for a professional life in the context of decision making for businesses, organisations and public and non-profit organisations, focusing their studies on specialised areas such as Quantitative/Financial economics, World Economics and Sustainability, and Labour/Socioeconomic Studies.

By the time of graduation, students will have acquired specialised skills and knowledge to pursue a wide range of careers as economists or analysts in business or government.

Employment and Further Study Opportunities

The labour market is undergoing rapid and fundamental change. The drivers of this change are: economic, technological, political and environmental. The future world of work will demand people who can respond to and participate in change. It will require more flexibility in patterns of employment with individuals taking responsibility for their own career development with many developing their own business or consultancy.

Businesses and organisations increasingly operate with teams of specialists, so require people who can communicate effectively and can interact effectively within a team recognising and supporting leadership, being proactive in leadership, negotiating, and managing conflict. Businesses also rely on people who can work independently and remotely, using technology to overcome the traditional constraints of location, time and national boundaries. Graduates of the BSc (Hons) Business Economics are well equipped to meet these challenges.

Westminster Business School (WBS) is committed to developing employable graduates and the curriculum has been designed to enhance employability at all levels of study. Employability is seen as an intrinsic aspect of all degree programmes in the School and development of the essential graduate attributes is embedded in the keystone modules BKEY401 Professional Competences, BKEY501 Business Research & Professional Practice and BKEY601 Strategic Perspectives.

WBS has introduced the opportunity for all students to undertake an optional work placement to add value to the student experience. Each student is allocated a Personal & Professional Development Tutor (PPDT) in their first year who, not only provides tutorial guidance with an attitude of care and interest in the individual from the start of Welcome Week but they also work with the student to identify, develop and articulate their employability skills in their Personal Development Plan which should lead to a quality work placement and future graduate employment. There is a designated team of advisors who have effective links with industry and support the student to find a relevant placement.

Graduates of the BSc (Hons) Business Economics course are equipped to follow a variety of careers in the private, public and non-profit sectors. Past graduates have found successful employment as: management trainees, investment bankers, professional accountants and the Government Economic Service.

Increasing numbers of students progress to further study on graduation: either taking professional qualifications (in accountancy, financial services, marketing, HR for example) or proceed to a specialist Masters degree in the Economics area.

Learning outcomes

Learning outcomes are statements on what successful students have achieved as the result of learning. These threshold statements of achievement are linked to the knowledge, understanding and skills that a student will have gained on successfully completing a course.

	In order to progress from Level 4 to Level 5 , the student should be able to:	In order to progress from Level 5 to Level 6 , the student should be able to:	On successful completion of the programme , the student should be able to:
Knowledge and understanding	<ul style="list-style-type: none"> Describe economic concepts and principles and basic economic theory and modelling approaches Demonstrate an understanding of logic and rationality of microeconomic analysis and its applicability to decision making Use the elementary techniques of microeconomics in the formulation and explanation of business problems Use quantitative methods and computing techniques, including spreadsheet software Identify the sources and content of economic data and evidence and use appropriate methods to analyse such data Demonstrate understanding of main macroeconomic indicators and their method of measurement Conduct web based research, including accurate referencing of materials used when working on practical problems. 	<ul style="list-style-type: none"> Use appropriate quantitative and qualitative techniques in the analysis, solution and interpretation of business problems, including necessary research skills Understand standard microeconomics, including the theory of prices and markets, including factor markets use a wide range of techniques in order to solve microeconomic problems Analyse real world economic and business data and application to decision making processes in business and organisations Demonstrate understanding econometric models summarising the relationships within real world sets of data, including skills necessary for assessing the validity of empirical analyses Demonstrate a sophisticated understanding of the tools of modern regression analysis and the skills required to use these appropriately in economics and business Demonstrate understanding of concepts, measurement tools, models and issues of macroeconomics Use in computer software to facilitate the economics analysis 	<ul style="list-style-type: none"> Solve complex business/economics problems Demonstrate an in depth knowledge of entrepreneurial action in a variety of business and institutional settings Analyse real world problems with a minimum level of guidance through confident use of data and a range of econometric techniques and appropriate computer software Evaluate policy implications on businesses and aggregate outcomes in a modern market economy through detailed understanding economic models Articulate informed judgements on the likely impact of competitive and regulatory aspects of the firm's environment through the application of appropriate knowledge, tools and methodology Compare and contrast the main theories and models encountered in a field of specialisation (the "streams") in order to being able to contribute to current debates

<p>Key Transferable Skills –</p> <p>Professional Working Skills & Attributes</p>	<p><i>Business awareness</i></p> <ul style="list-style-type: none"> describe the major functional areas of business show an awareness of ethical issues in own studies and relate these to personal values explain the financial markets and their relationship with one another demonstrate awareness of the basic financial risks that market participants are exposed to 	<p><i>Business awareness</i></p> <ul style="list-style-type: none"> apply theory to integrated business practice evaluate the impact of business on the wider social environment in relation to general ethical perspectives apply financial quantitative methods to practical problems 	<p><i>Business awareness</i></p> <ul style="list-style-type: none"> critique theoretical frameworks and apply to practice understand the importance of, and apply, personal corporate and professional responsibility
<p>Key Transferable Skills –</p> <p>People Skills & Attributes</p>	<p><i>Communication</i></p> <ul style="list-style-type: none"> communicate effectively in an appropriate format in a clear and concise manner using a range of communication tools and with structured and coherent arguments <p><i>Teamwork & Leadership</i></p> <ul style="list-style-type: none"> work effectively in a group on a given task meeting obligations to other group members recognise, support or be proactive in leadership 	<p><i>Communication</i></p> <ul style="list-style-type: none"> communicate effectively in an appropriate medium and style with regard to audience and desired effect <p><i>Teamwork & Leadership</i></p> <ul style="list-style-type: none"> interact effectively within a group, allocating tasks, receiving and giving information and ideas, and modifying responses where necessary to achieve team goals take responsibility for the direction and action of a group reflect on the group outcome and process to improve personal performance 	<p><i>Communication</i></p> <ul style="list-style-type: none"> engage in debate in a professional manner, using communication to persuade and convince <p><i>Teamwork & Leadership</i></p> <ul style="list-style-type: none"> work effectively as a member of a team, negotiating in a professional manner and managing conflict build a shared understanding of team goals continually reflect on the group process to improve personal and group effectiveness demonstrate a critical understanding of inter-cultural, international and leadership attributes of modern businesses
<p>Key Transferable Skills –</p> <p>Learning and Study Skills & Attributes</p>	<p><i>Cognitive</i></p> <ul style="list-style-type: none"> demonstrate factual knowledge structure a coherent argument with conclusions linked to evidence <p><i>Information literacy</i></p> <ul style="list-style-type: none"> access and use a given range of information tools including the internet 	<p><i>Cognitive</i></p> <ul style="list-style-type: none"> select and apply the major economic theories in a practical context <p><i>Information literacy</i></p> <ul style="list-style-type: none"> access, collect and analyse self-determined quantitative and qualitative information for effective use 	<p><i>Cognitive</i></p> <ul style="list-style-type: none"> critically analyse theories, concepts and problems formulate a complex argument within a theoretical and contextual framework challenge received opinion and use own criteria and judgement

	<p><i>Numeracy</i></p> <ul style="list-style-type: none"> • collect numerical data from a range of defined sources • perform simple explorations to solve a range of given problems <p><i>Information for decision-making</i></p> <ul style="list-style-type: none"> • apply given business tools accurately under direction to a well-defined problem and begin to appreciate the complexity of the issues <p><i>Research</i></p> <ul style="list-style-type: none"> • access and collect, with guidance, different written information 	<p><i>Numeracy</i></p> <ul style="list-style-type: none"> • use quantitative information to verify and extend existing theory • develop the ability to evaluate and apply various financial statistical methods <p><i>Information for decision-making</i></p> <ul style="list-style-type: none"> • assess the reliability and validity of quantitative information • use a range of established techniques to initiate and undertake critical analysis of information • adopt multiple perspectives to identify key elements of real-life problems and select appropriate methods/tools for their resolution <p><i>Research</i></p> <ul style="list-style-type: none"> • critically review current research and critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make own judgements 	<p><i>Information for decision-making</i></p> <ul style="list-style-type: none"> • evaluate options within the limitation of imperfect and incomplete information • develop appropriate criteria to identify a range of solutions to a complex problem and use decision-making in unpredictable contexts <p><i>Research</i></p> <ul style="list-style-type: none"> • develop and implement own research strategy, working with a minimum of guidance
<p>Key Transferable Skills –</p> <p>Self Management Skills & Attributes</p>	<p><i>Personal Awareness and Career Management</i></p> <ul style="list-style-type: none"> • manage and prioritise own study time to achieve set tasks • explore and reflect on personal capabilities as defined in the personal development planning process • identify sources of information on careers in economics and allied fields 	<p><i>Personal Awareness and Career Management</i></p> <ul style="list-style-type: none"> • evaluate own strengths and weaknesses • identify career opportunities and critically assess own skills and attributes against requirements for future employment • reflect on outcomes, processes, the experience of others and personal experience to improve performance 	<p><i>Personal Awareness and Career Management</i></p> <ul style="list-style-type: none"> • initiate own activity, plan and manage own time effectively • manage own personal development • translate own strengths into evidence for personal marketability for employment, for professional training, postgraduate study or other career aspirations

Learning, Teaching and Assessment Methods

The assessment strategy of the BSc Business Economics reflects the chief learning outcomes of the course and employs a variety of methods, including, for example, unseen and/or time-limited examinations, dissertations, portfolios, written essays, oral presentations, problem-solving exercises, case studies or other assignments. This assessment strategy consists of both formative and summative elements and is aligned to the students' learning in that it supports the active acquisition of the knowledge and the engagement of the students with the subject. This assessment strategy is particularly open to computer-aided assessments (CAA) in order to monitor the students progress in acquiring the knowledge required as these can provide an instant high-quality feedback.

The overall assessment strategy of the course balances the assessment of the various core and option modules, with a focus of assessing the application of skills for real-world problems, in examinations as well as for continuous assessment in coursework elements. The particular design of the module assessments can be found in the syllabi of core and optional modules applicable to this course.

The scheme requires that individual modules on the course apply a variety of assessments in order to evaluate different learning outcomes materialising over the course of learning in a particular module, including one or more in-unit assessments that allow for a timely and constructive feedback to guide students' learning on the module.

In addition to subject specific knowledge and understanding being assessed by examinations and other summative assessments, each of the individual modules employs at least one additional primarily formative in-unit assessment like individual or group presentations or smaller individual or group research projects. These assignments must also assess the required professional and working skills and attitudes (e.g. presentation, communication, teamwork and research skills). As a consequence, a module mark is always a weighted outcome of the different assessments used in the module and never results from only one particular approach (this include the dissertation module, for which an outlines will be assessed at the beginning of the module).

The BSc (Hons) Business Economics assessment strategy lays down the principles of assessment for all modules taken by students on the course as to be guided by

- Validity: The assessed learning outcomes are laid out clearly and sufficiently in advance for all elements of the assessment, covering both the threshold criteria for passing the assessment element as well as clear requirements for particular grades.
- Transparency: A clear and readily available marking scheme allows re-assessing of different elements of assessments and external scrutiny.
- Reliability: The assessment delivers the same marks across time, markers and methods.
- Practicability: The assessment strategy avoids unduly heavy workload for students and staff and over assessment of the same learning outcomes.

Course Structure

Modules are divided into:

Keystone modules taken by all students in the Westminster Business School Undergraduate programme and have been designed to develop the key transferable skills expected of graduates.

Core modules are ones that must be undertaken by all students on the BSc Business Economics course. They provide the fundamental skills and knowledge expected to be addressed in a

Business Economics degree. Level 4 core modules act as academic building blocks, provide opportunities for skill development and introduce the fundamental concepts of economics and how an economic analysis informs decision making in businesses, non-profit organisations or government. Level 5 core modules develop an understanding of the theory and application of micro and macroeconomics, the empirical analysis of economic and business data and the wider context of the macroeconomic environment. Skills of enquiry, evaluation and analysis are further developed. By the time of graduation, the students have an in-depth understanding of micro- and macroeconomics and the ability to independently conduct an economic analysis for real world problems with a minimum level of guidance through confident use of data and a range of econometric techniques and appropriate computer software

Option modules at Level 5 extend the depth and breadth of the students' understanding of economics by applying their studies to specific areas of business economics, the economic environment of business or the macroeconomic context.

In their final year, students on the BSc (Hons) Business Economics specialise in a particular area of business economics by enrolling on specific options preparing them for professional practice, applying economic theory and empirical research to Quantitative/Financial economics, World Economics/Sustainability or Labour/Socioeconomic Studies.

Project module at level 6: Alternatively, the final year offers the opportunity to engage in a 15-credit project which must be in an area relevant to Business Economics and replaces one of the option modules.

Free modules, of which a student may take a maximum of 15 credits in a year, may be chosen from the programme options or from the Westminster electives (which are modules from the whole University) subject to availability, pre-requisite requirements and coherence with the student's personal study programme. Students may also choose to commence the study of a foreign language alongside their business modules (and take this through to the final year), thereby adding further value to their degrees.

Course Structure – BSc(Hons) Business Economics

Credit Level 4				
Module code	Module title	Status	UK credit	ECTS
BKEY401	Professional Competences	Keystone	30	15
BKEY402	Business Context	Keystone	30	15
BEQM401	Quantitative Analysis of Economic Environment	Core	30	15
BEQM405	Economic Principles	Core	15	7.5
Max 1 from:				
BBUS402	Principles of Marketing	Option	15	7.5
BBUS403	Financial Information	Option	15	7.5
BEQM400	Numeracy Skills for Business (subject to screening)	Option	15	7.5
SACE400	Academic English 4	Option	15	7.5
BBIM404	Web Development	Option	15	7.5
BBIM405	Online Entertainment Management	Option	15	7.5
BEQM402	London Economy	Option	15	7.5
BEQM403	Business of Sport	Option	15	7.5
BHRM401	Role of the Manager	Option	15	7.5
	Westminster electives	Option	15	7.5
Award of Certificate of Higher Education available				
Credit Level 5				
Module code	Module title	Status	UK credit	ECTS
BKEY501	Business Research & Professional Practice	Keystone	30	15
BEQM501	Microeconomic Theory and Application	Core	15	7.5
BEQM502	Macroeconomic Analysis	Core	15	7.5
BEQM503	Principles of Statistics	Core	15	7.5
Min 2; max 3 from:				
BEQM505	Information Economics	Option	15	7.5
BEQM506	The Global Economy	Option	15	7.5
BEQM507	European Business Environment	Option	15	7.5
BEQM508	Public Economics	Option	15	7.5
BEQM509	Financial Markets & Institutions	Option	15	7.5
BEQM510	Development of Economic Analysis	Option	15	7.5
Max 1 from:	WBS UG Programme or Westminster electives	Option	15	7.5
Award of Diploma of Higher Education available				
The opportunity is available to take an optional work placement or study abroad year				
Credit Level 6				
Module code	Module title	Status	UK credit	ECTS
BKEY601	Strategic Perspectives	Keystone	30	15
BEQM601	Economic Theory and Policy	Core	30	7.5
BEQM602	Econometrics	Core	15	7.5
Min 2, max 3 from:				
BEQM605	Business Forecasting	Option	15	7.5
BEQM606	Behavioural Economics	Option	15	7.5
BEQM607	International Economics	Option	15	7.5
BEQM608	Development Economics	Option	15	7.5
BEQM609	Environmental Economics	Option	15	7.5
BEQM610	Labour Economics	Option	15	7.5
BEQM611	Economics of Culture, Media & Entertainment	Option	15	7.5
Max 1 from:				
BBUS612	Dissertation	Option	15	7.5
BBUS614	Post Placement Project	Option	15	7.5
	WBS UG Programme or Westminster electives	Option	15	7.5
Award of BSc available				
Award of BSc Honours available.				

Please note: Not all option modules will necessarily be offered in any one year.

Academic regulations

The BSc (Hons) Business Economics degree and its intermediate awards operate in accordance with the University's Academic Regulations and the *Framework for Higher Education Qualifications in England, Wales and Northern Ireland* published by the Quality Assurance Agency for Higher Education (QAA) in 2008.

All students should make sure that they access a copy of the current edition of the general University handbook called Essential Westminster, which is available at westminster.ac.uk/essential-westminster. The following regulations should be read in conjunction with the *Modular Framework for Undergraduate Courses* and relevant sections of the current *Handbook of Academic Regulations*, which is available at westminster.ac.uk/academic-regulations.

Award

A **pass** in a module is achieved when the overall mark is greater than or equal to 40%.

In addition all Westminster Business School undergraduate modules require a minimum mark of 35% in the final assessment and a minimum mark of 35% in the assessed components within the module assessment (the module handbook will indicate those assessments which combine to give the in-module and end-of-module components).

To qualify for the award of **BSc (Hons) Business Economics**, a student must:

- obtained at least 360 credits including:
 - passed 75 credits at credit Level 4 or higher and achieved at least a condoned credit in each of the remaining modules worth 45 credits at Level 4; and
 - passed a minimum of 120 Credits at credit Level 5 or higher; and
 - passed a minimum of 120 credits at credit Level 6 or higher.
- attempted modules with a maximum value of 330 credits at credit Levels 5 and 6.

The class of the Honours degree awarded is decided by two criteria, the average of the best 105 credits passed at credit Level 6 being in the range of the class to be awarded, and the average of the next best 105 credits passed at credit Levels 5 and 6 provided the next best 105 credits passed are no more than one classification below this.

Support for Students

On arrival, a Welcome Week programme will introduce students to the academic and administrative staff responsible for the course, the layout of the site on which they will be studying, the Library and IT facilities, Blackboard (a virtual learning environment) and the University intranet. Students will be provided with the Course Handbook and access to the Course Blackboard site, which provide detailed information about the course. The Welcome Week programme aims to provide an interesting introduction to the course where new students may not only gain information but have the opportunity to integrate socially while taking part in business related activities. During Welcome Week, students complete activities with their allocated tutor group, facilitated by Student Ambassadors and their Personal and Professional Development Tutor (PPDT). Their PPDT will provide advice and guidance on academic matters on a planned and regular basis and will also work with the student to identify, develop and articulate their employability skills in their Personal Development Plan. PPDTs provide the link between course delivery by academic staff and the more specialist support provided by University Services. This personal tutorial support continues through Years 2 and 3. This intensive, pro-active support in the first year, followed by pastoral

support, continued personal development and career guidance alongside immediate access to advice should provide the support a student needs to achieve their maximum potential.

At University level, Services for Students provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers and the chaplaincy provides multi-faith guidance. The International Education Office provides particular support for international students. The University of Westminster Students' Union also provides a range of facilities to support all students during their time at the University.

Within the School, the School Senior Tutor leads and co-ordinates the work of the Personal and Professional Development Tutors who provide pastoral guidance and academic support. The School Disability Officer supports students with specific needs. There is a designated team of advisors in the Business Experience & International Team (BEIT) who have UK, international and pan-European links with both academic institutions and with industry so are able to provide effective support for those students who wish to find a relevant work placement or to spend a semester or a year on a study abroad programme. Guidance and information on general matters concerning the course is provided by a dedicated Programme Administrator within the School Registry.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at their School. Students can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books).

Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught at their School. Students can also securely connect their own laptops and mobile devices to the University wireless network.

The University uses a Virtual Learning Environment called Blackboard where students access their course materials, and can communicate and collaborate with staff and other students.

Reference Points for the course

School:

There is a strong research culture in Westminster Business School, where we have internationally renowned research centres coupled with a good reputation for transferring research knowledge into practice. Up to date research from staff in the areas of Employment: skills, labour markets, diversity, employment relations; Finance and Financial Services: pensions, financial services markets, econometric forecasting for financial markets; and Business Information Organisation and Process Management: internet-based systems for strategic decision making have directly informed and enriched the development of curriculum for the UG Business programme.

Pedagogic research within the School on student-centred active learning, enquiry-based learning, delivering effective feedback, supporting student diversity by considering teaching and assessment international students and using technology to enhance support and feedback has had a direct impact on the programme.

The course aims have been designed to reflect the University's mission to provide for the intellectual, social and professional development of the individual. The learning, teaching and assessment strategy supports the University's mission to provide high quality higher education and to meet the requirements of the University policies on employability and student-centred active learning.

Externally

The skills strategy for the course has drawn upon the key national documents: QAA (2001) A Framework for HE Qualifications in England, Wales and Northern Ireland; and QAA (2007) Subject benchmarks in Business and Management. When embedding good practice in modules, module teams have used the SEEC (2003) Credit Level Descriptors for Further and Higher Education as a reference point. The requirements of relevant professional bodies for recognition and exemptions have influenced the curriculum and assessment of the specialist pathways.

Professional body accreditation

The requirements of relevant professional bodies for recognition and exemptions have influenced the curriculum and assessment of the specialist pathways.

Quality management and enhancement

Course management

The BSc Business Economics degree will be managed by a Course Leader. The BScBE Course Leader will report to the Director of Undergraduate Studies and will liaise with the course team, academic departmental representatives, academic administrators and support services to enhance the learning experience of the students and to ensure the academic coherence and quality of the course. The Director of Undergraduate Studies holds responsibility for managing and monitoring the delivery and quality assurance of the suite of undergraduate degrees within the School and reports directly to the Associate Dean (Learning & Teaching). The BScBE Course Leader will be a member of the Course Leader forums which are held regularly to discuss operational matters, such as admissions and student progression, and to consider Course Committee feedback. Minimum standards, on matters such as Induction, are agreed and adhered to. Action points from this forum are sent, as appropriate, to the Heads of Department and the School Manager.

Westminster Business School operates a matrix management structure. Each member of academic staff is allocated to one of six Departments. Each Head of Department has responsibility for maintaining and monitoring the quality of all modules in that Department and holds line-management responsibility for all full- and part-time academics in their Department. The BA Business Management draws upon Keystone, Core and Option modules from all six Departments. Each Department has at least one away-day per year to identify and address ways of improving the design and delivery of the School's undergraduate courses. Staff in the Department participate in annual appraisal and observation of their teaching by their colleagues leading to staff development through course attendance or research activity. Academics attend staff-development workshops and symposia around current teaching, learning and assessment issues.

Course approval, monitoring and review

The course was initially approved by a University Validation Panel in 2010. The panel included internal peers from the University and external subject specialists from academia and industry to ensure the comparability of the course to those offered in other universities and the relevance to employers. Periodic course review helps to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers.

The course is monitored each year by the School to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the outcomes from each Course Committee, evidence of student progression and achievement and the reports from external examiners, to evaluate the effectiveness of the course. The Annual Monitoring Sub-Committee considers the School action plans resulting from this process and the outcomes are reported to the Academic Council, which has overall responsibility for the maintenance of quality and standards in the University.

Student involvement in Quality Assurance and Enhancement

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways. The most formal mechanism for feedback on the course is the Course Committee. Student representatives will be elected to sit on the Committee to represent the views of their peer group in various discussions. The University and the Students' Union work together to provide a full induction to the role of the Course Committee.

All students are invited to complete a Module Feedback Questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced. The University also has an annual Student Experience Survey which elicits feedback from students about their course and University experience.

Students meet with review panels when the periodic review of the course is conducted to provide oral feedback on their experience on the course. Student feedback from course committees is part of the Schools' quality assurance evidence base.

For more information about the BSc Business Economics course, visit the University website at:

www.westminster.ac.uk/wbs

<http://www.westminster.ac.uk/courses/undergraduate/subject?subject=Business%20and%20Management&level=UG>

or contact Marylebone Admissions Office

mrdmark@westminster.ac.uk

Please note: This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. This specification should be read in conjunction with the Course Handbook provided to students and Module Handbooks, which provide more detailed information on the specific learning outcomes, content, teaching, learning and assessment methods for each module.

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