

BA History and Economics
For students entering Part 1 in 2005

UCAS code: LV11

Awarding Institution:	The University of Reading
Teaching Institution:	The University of Reading
Relevant QAA subject benchmarking group:	History; Economics
Faculty of Arts and Humanities	Programme length: 3 years
Date of specification: December 2004	
Programme Director:	Mr Roy Wolfe
Programme Adviser:	Mr Roy Wolfe, Dr C. Grant
Board of Studies:	History; Economics, Accounting & Finance
Accreditation: Not Applicable	

Summary of programme aims

The History element of the syllabus aims to familiarise students with an extremely broad chronological range, whilst providing them with the opportunity of specialisation in particular periods and topics of British, European and American history. It also enables students to pursue their own interests through independent study and a substantial dissertation. Using a variety of approaches to the study of history, students will develop the ability to analyse change over time, to understand the nature of causal relationships, and to handle comparative, cross-cultural and abstract concepts. Additionally, students will refine the following subject-based skills: the collection and synthesis of large quantities of information; the critical evaluation of primary and secondary sources; the making of well-crafted and substantial judgements, and engagement in debate on historical issues.

The Economics element of the programme aims to provide a thorough degree level education in the subject. It focuses on coverage of economic principles and their relevant application: the areas of economic principles are compulsory in the second part of the degree, and relevant applications are compulsory in the third part. Students taking the degree will thus acquire a good knowledge and appreciation of the basic elements of economic theory and of relevant uses and applications.

Transferable skills

The University's Strategy for Teaching and Learning has identified a number of generic transferable skills which all students are expected to have developed by the end of their degree programme. In following this programme, students will have had the opportunity to enhance their skills relating to career management, communications (both written and oral), information handling, numeracy, problem-solving, team working and use of information technology.

History is a discipline which lends itself to critical judgement and problem-solving, both through personal engagement with issues and through dialogue and group discussion. Also integral is the collection, collation and analysis of substantial quantities of material and its communication and presentation. History also prompts an awareness of numeracy through chronology, periodisation, and basic quantification. In addition, the development of powerful tools of research, analysis, and presentation associated with information technology is reflected in several ways, such as in the location and retrieval of bibliographic and source material, the production and presentation of student work and, where appropriate, the use of more sophisticated databases and exploitation of the internet.

Economics reinforces many of these skills, particularly numeracy and the use of IT. In

addition, it induces business awareness, and an understanding of important features of decision making, such as uncertainty, constraints and opportunity cost.

Programme content

Each Part comprises 120 credits. In Part 1 the remaining credits can be made up from any optional modules and/or from modules elsewhere in the University.

Not all optional modules will necessarily be available in any year. Admission to optional modules will be at the discretion of the Programme Director.

Part 1 establishes the foundations for study in both disciplines. Part 2 contains a broad focus as students study broad periods of History and, also, modules on microeconomics and macroeconomics. In Part 3 the programme focuses upon the study of specific topics in depth through the History Options and Special Subject and the Economics Options. The Dissertation requires independent research.

In Economics Part 1 deals with the microeconomic and macroeconomic foundations of the subject. These are developed in more depth in Part 2. In Part 3, choice over a range of options is available to explore specific sub-disciplines and/or applications.

Part 1	(three terms)	Credit	Level
	<i>Compulsory modules in History</i>		
HS1APH	Approaches to History	20	C
HS1LMH	Landmarks in History	20	C
	<i>Optional module in History which may only be taken if the compulsory modules are also studied</i>		
HS1DSH	Directed Study in History	20	C
	<i>Compulsory modules in Economics</i>		
EC1F1A	Introductory Economics I	20	C
EC1F1B	Introductory Economics II	20	C
Part 2	(three terms)		
In Economics:			
	<i>Compulsory modules in the Department of Economics (60 credits)</i>		
EC201A	Microeconomics I.1	20	I
EC201B	Microeconomics I.2	10	I
EC202A	Macroeconomics I.1	20	I
EC202B	Macroeconomics I.2	10	I

In History:

Optional modules

Periods

Students must take **three** Period modules with the co-requisite skill module from **each of the three groups**, (Medieval, Early Modern, and Modern), totalling 90 credits.

Periods and Skill in Medieval History

HS2P01	Byzantine Empire 324-1453	20	I
HSKK01	Skills in Byzantine Empire 324-143	10	I
HS2P03	The Medieval West 1050-1200	20	I
HS2K03	Skills in The Medieval West 1050-1200	10	I
HS2P04	England 1272-1485	20	I
HS2K04	Skills in England 1272-1485	10	I
HS2P05	Women in the Medieval and Renaissance Worlds:...	20	I
HS2K05	Skills in Women in Medieval & Renaissance Worlds	10	I
HS2P06	End of the Middle Ages? England in the mid-fourteenth to mid-sixteenth centuries	20	I
HS2K06	Skills in End of the Middle Ages? England in the mid-fourteenth to mid-sixteenth centuries	10	I

Period and Skills in Early Modern History:

HS2P31	Europe 1450-1600: Government, Culture and Society	20	I
HS2K31	Skills in Europe 1450-1600	10	I
HS2P32	Britain in Europe, 1500-1707	20	I
HS2K32	Skills in Britain in Europe, 1500-1707	10	I
HS2P34	Change and Stability in Europe of the Old Regime	20	I
HS2K34	Skills in Change and Stability in Europe	10	I
HS2P35	British History 1640-c.1800	20	I
HS2K35	Skills in British History 1640-c.1800	10	I
HS2P36	The Making of Early Modern Britain, 1450-1640	20	I
HS2K36	Skills in The Making of Early Modern Britain, 1450-1640	10	I

Periods and Skills in Modern History:

HS2P61	Central Europe, 1740-1919	20	I
HS2K61	Skills in Central Europe, 1740-1919	10	I
HS2P62	Union and Disunion: The United States	20	I
HS2K62	Skills in Union and Disunion: The United States	10	I
HS2P63	Themes in the Social History of Europe 1789-1914	20	I
HS2K63	Skills in Themes in the Social History of Europe	10	I
HS2P64	Questions of Labour History, 1800-1939	20	I
HS2K64	Skills in Questions of Labour History, 1800-1939	10	I
HS2P65	Region, Nation and and Global Power. The US 1865...	20	I
HS2K65	Skills in Region, Nation and Global Power. U S, 1865	10	I
HS2P66	Imperial Britain, 1815-1982	20	I
HS2K66	Skills in Imperial Britain, 1815-1982	10	I
HS2P67	A People and a Nation: A Social History of the US	20	I
HS2K67	Skills in A People and a Nation: A Social History...	10	I
HS2P68	Europe since 1870: The Fortunes of the Nation State	20	I
HS2K68	Skills in Europe since 1870: Fortunes of the Nation State	10	I
HS2P69	Modern British History: The Changing Role of the State	20	I
HS2K69	Skills in Modern British History: The Changing Role	10	I
HS2P70	American State & Society & the Wider World, 1890	20	I
HS2K70	Skills in American State and Society	10	I
HS2P71	Women in Society: a comparison of Britain and America from 1850	20	I
HS2K71	Skills in Women in Society: a comparison of Britain and America from 1850	10	I

HS2P72	The Development of Modern Britain: Town and Country Since 1800	20	I
HS2K72	Skills in The Development of Modern Britain: Town and Country Since 1800	10	I
HS2P73	The Poor and the Masses in Britain and France, 1789-1914	20	I
HS2K73	Skills in The Poor and the Masses in Britain and France, 1789-1914	10	I
HS2P74	Changing Perspectives in Irish History, 1801-1973	20	I
HS2K74	Skills in Changing Perspectives in Irish History, 1801-1973	10	I
HS2P75	An Historical Approach to British Rural Sociology	20	I
HS2K75	Skills in An Historical Approach to British Rural Sociology	10	I

Of the 120 credits in Part 2, 5 are taken up by Career Management Skills.

Part 3 (three terms)

In the School of History (60 credits):

Compulsory module

HS3HSD	Dissertation in History	20	H
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Optional modules

Students choose either two 20 credit Topic modules or a Special Subject consisting of two corequisite modules of 20 credits, each totalling 40 credits. No more than 20 credits may be taken at I level.

Two Topics from:

HS3T01	The Vikings	20	H
HS3T02	The Golden Age of Anglo-Saxon England	20	H
HS3T03	Art and Society in France and Italy in the High Middle Ages	20	H
HS3T04	German Imperial Age	20	H
HS3T05	The Medieval Town	20	H
HS3T06	Hundred Years War	20	H
HS3T07	The Church in England in the Middle Ages	20	H
HS3T08	The Reformation in Europe	20	H
HS3T09	The Republic of Venice from the Peace of Lodi to the Battle of Lepanto	20	H
HS3T10	London, 1500-1700	20	H
HS3T11	Culture and Politics in the Age of Walpole	20	H
HS3T12	English Rural Society, 1793-1914	20	H
HS3T13	The French Revolution	20	H
HS3T14	'Integrating America?': Immigrants in American Society, c.1815-1945	20	H
HS3T15	Britain and the American Colonies, 1607-1763	20	H
HS3T16	Green and Pleasant Land: The English Countryside, Culture and Environment since the Industrial Revolution	20	H
HS3T17	Ideas and Society in Europe 1870-1945	20	H
HS3T18	The 'New South': 1895-1940	20	H
HS3T19	Women in Britain, 1919-1939	20	H
HS3T20	Vichy France: Occupation, Collaboration and Resistance	20	H
HS3T21	The Nuremberg Trial and the Third Reich	20	H

HS3T22	Hidden History: The Intelligence Service and British Politics, 1911-1985	20	H
HS3T23	Popular Protest and Political Change in America, 1930-1980	20	H
HS3T24	Modern American Utopias	20	H
HS3R25	Medieval Magic and the Origins of the Witch-craze	20	H
HS3T26	The English Nobility 1500-1642	20	H
HS3T27	Women and Politics in England, 1485-1660	20	H
HS3T28	De Gaulle's France, 1890-1970	20	H
HS3T29	Labouring Women in the English Countryside, 1800-1870	20	H
HS3T30	Ireland and the English in the Middle Ages	20	H
HS3T31	From Darwin to Death Camps? Evolution and eugenics in European Society, 1859-1945	20	H
HS3T33	The Weaker Sex? Women in Britain, 1850-1914	20	H
HS3T34	An Historical Approach to British Rural Sociology	20	H
HS3T35	Religion, Society and Politics in France, 1789-1914	20	H
TY2BH	Book History: from clay tablets to computer screens	20	I
IT207	Italian History and Society since 1945: Conflict, Consumerism and Change	20	I
IT314	The South since 1860: Images and Reality	20	H
FR207	France in the Age of Revolutions, 1750-1870	20	I
FR209	Five Wars and Three Republics: France 1870-1962	20	I
FR316	The French Right since 1940	20	H
FR319	Political Leaders and Groups in the French Revolution	20	H
CL3RM	Renaissance Medicine	20	H

Special subjects

A and B papers are co-requisites in all cases

HS3S01	Gregory of Tours and his World, A	20	H
HS3S51	Gregory of Tours and his World, B	20	H
HS3S02	The Crusader States in the Twelfth Century, A	20	H
HS3S52	The Crusader States in the Twelfth Century, B	20	H
HS3S03	The Reign of Richard II	20	H
HSES53	The Reign of Richard II, A & B	20	H
HS3S04	The English Peasantry, 1350-1450, A	20	H
HS3S54	The English Peasantry, 1350-1450, B	20	H
HS3S05	Rituals, Myths and Magic in Early Modern Europe, A	20	H
HSES55	Rituals, Myths and Magic in Early Modern Europe, B	20	H
HS3S06	Elizabeth's War with Spain, 1585-1604, A	20	H
HS3S56	Elizabeth's War with Spain, 1585-1604, B	20	H
HS3S07	Agriculture and Society in Early Modern England, A	20	H
HS3S57	Agriculture and Society in Early Modern England, B	20	H
HS3S08	1688: Monarchy and Revolution in Britain, A	20	H
HS3S58	1688: Monarchy and Revolution in Britain, B	20	H

HS3S09	The American Revolution, A	20	H
HS3S59	The American Revolution, B	20	H
HS3S10	The Unification of Italy, A	20	H
HS3S60	The Unification of Italy, B	20	H
HS3S11	Priests, Prelates and People: Religious Life in Nineteenth, Century France, A	20	H
HS3S61	Priests, Prelates and People: Religious Life in Nineteenth Century France, B	20	H
HS3S12	Intellectual and Cultural Revolution in Europe, 1880-1930, A	20	H
HS3S62	Intellectual and Cultural Revolution in Europe, 1880-1930, B	20	H
HS3S13	Slavery and Slave Culture in the Antebellum USA, A	20	H
HS3S63	Slavery and Slave Culture in the Antebellum USA, B	20	H
HS2S14	Britain at War, 1939-1945, A	20	H
HS3S64	Britain at War, 1939-1945, B	20	H
HS3S15	End of Empire: A Comparative Study of British Colonization, 1945-64, A	20	H
HS3S65	End of Empire: A Comparative Study of British Colonization, 1945-64, B	20	H
HS3S16	The New Deal: The USA and the Legacy of the Great Depression, 1933-1946, A	20	H
HS3S66	The New Deal: The USA and the Legacy of the Great Depression, 1933-1946, B	20	H
HS3S17	From Theory to Practice: International Communism 1902-43, A	20	H
HS3S67	From Theory to Practice: International Communism 1902-43, B	20	H
HS3S18	Sex and Society in Victorian Britain	20	H
HS3S68	Sex and Society in Victorian Britain	20	H
HS3S19	The Countryside in English Culture, c.1750-1939, A	20	H
HS3S69	The Countryside in English Culture, c.1750-1939, B	20	H

In the Department of Economics (60 credits):

Students choose optional modules in Economics to total 60 credits.

EC308A	Business Economics 1	20	H
EC308B	Business Economics 2	10	H
EC311A	International Economics 1	20	H
EC311B	International Economics 2	10	H
EC312A	Economics of Development 1	20	H
EC312B	Economics of Development 2	10	H
EC314A	Public Economics 1	20	H
EC314B	Public Economics 2	10	H
EC315A	Economic Issues in Historical Perspective 1	20	H

EC315B	Economic Issues in Historical Perspective 2	10	H
EC316A	European Economic Integration 1	20	H
EC316B	European Economic Integration 2	10	H
EC320A	Money & Banking 1	20	H
EC320B	Money & Banking 2	10	H
EC322A	Economics of Labour 1	20	H
EC322B	Economics of Labour 2	10	H
EC324A	European Urban & Regional Economics 1	20	H
EC324B	European Urban & Regional Economics 2	10	H
EC328	Economics of Land, Development & Planning	20	H
EC330	Comparative International Management	20	H
EC334A	Environmental Economics 1	20	H
EC334B	Environmental Economics 2	10	H
EC337A	Processes of Long Term Political and Economic Change 1	20	H
EC337B	Processes of Long Term Political and Economic Change 2	10	H

Progression requirements

To proceed from Part 1 to Part 2 students should achieve an overall average of 40% in 120 credits taken in the examination, and at least 40% in 20 credits of History and in 40 credits of Economics. *NB. Candidates who only take 20 credits in History may progress to a joint History degree so long as they achieve 40% in their History module.* Students should achieve not less than 30% in any module except that marks of less than 30% in a total of 20 credits may be condoned, provided that the candidate has pursued the course for the module(s) with reasonable diligence and has not been absent from the examination without reasonable cause.

To progress from Part 2 to Part 3 a student must:

- achieve an overall weighted average of at least 40% across all Part 2 modules totalling 120 credits;
- achieve not less than 30% in any History module except that marks of less than 30% in a total of 20 credits may be condoned, provided that the candidate has pursued the course for the module with reasonable diligence and has not been absent from the examination without reasonable cause.
- achieve an overall weighted average of at least 40% in Economics modules totalling 60 credits;
- achieve not less than 35% in any Economics module at Part 2 (i.e. no marks of less than 35% will be condoned). A mark (or marks) of 35 – 39% will be permitted in Economics modules totalling a maximum of 20 credits.

Summary of teaching and assessment

In History at Part 1, teaching is by large group lectures reinforced by seminars of c. 15 students, and for those taking the Directed Study, individual supervision is provided. At Parts 2 and 3, it is principally by seminars, of around 25 students in Periods, 15 in Topics, and 8 in Special Subjects. At all levels, independent research is expected and encouraged. It is most apparent and significant in the Dissertation, although individual supervisory support is also provided. All Parts are assessed by a mixture of coursework and timed examination. The Part 2 Skills in Periods modules are based solely on coursework, while the Dissertation includes a substantial element of oral presentation.

In Economics, teaching is organised in modules. The delivery of material varies among modules, especially in the proportions of time allocated to lectures, and to classes and seminars. All modules involve coursework, which takes a variety of forms. Final assessment normally involves a written examination, and may also incorporate coursework marks; the

maximum proportion of a final module mark allocated to coursework is 20%, other than in special cases.

The conventions for classification are included in the Handbook but you should note that weighting between Part 2 and Part 3 for classification purposes is 33% and 67%.

Admission requirements

Entrants to this programme are normally required to have obtained:

Grade C or better in English in GCSE; and achieved:

UCAS Tariff: 280 points from 3 subjects at A2 or 300 points from 3 subjects at A2 and 1 AS Level

International Baccalaureate: 31 points

Irish Leaving Certificate: BBBB

Two AS grades are accepted in place of one A Level.

All applicants are considered on their individual merits and the School/Department may vary these requirements if it sees fit.

Mature applicants. Applications from mature candidates are welcomed. A mature applicant is more likely to receive an offer of a place if he or she has undertaken recent study, for example two or more A levels or an Access course, but each case is assessed on its individual merits. We recommend that you contact an admissions tutor as soon as possible to discuss your individual circumstances.

International applicants. Applications from international candidates are welcomed. If you are not offering A levels we advise you to contact either the EU or the international admissions tutor before applying in order to discuss the acceptability of your qualifications. IELTS Band 7 (or equivalent) will be required for those whose education has not been undertaken in English.

Applicants wishing to make any inquiries should contact the Admissions Secretary who will pass your query to an appropriate Admissions Tutor. The current Admissions Secretary is Mrs Elizabeth Berry who can be contacted by:

Telephone – 0118 931 8148

Email – e.l.berry@reading.ac.uk

Fax – 0118 931 6440

As well as by post.

Support for students and their learning

University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers and the University Library, which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and houses the Student Access to Independent Learning (S@IL) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by the Careers Advisory Service, the University's Special Needs Advisor, Study Advisors, Hall Wardens and the Students' Union. Support for students in their studies is provided through the University's Personal Academic Record (PAR) Scheme, in which students meet their personal tutors regularly to review their progress.

In the School of History, students are provided with handbooks which outline the programme, provide guidance on study skills, and contain information on staff, facilities and sources of specialised help within the University. They are also available on the internet at, <http://www.reading.ac.uk:80/AcaDepts/lh/History/history.htm>. Additional support is given through orientation sessions on module choices and on the Dissertation. Advice is also given by the Director of Teaching and Learning. There is full written feedback on essay work. Each module teacher gives personal guidance and feedback and sends termly reports on progress to Personal Tutors for discussion with students. There is also a School Library which provides quiet study space, a photocopier and networked computers.

The Department of Economics provides handbooks that outline programme and module content. Guidance on personal and academic matters is provided by the personal tutor. In addition to lecture and class time, each module lecturer has appointed office hours during which they may be consulted without prior appointment.

Liaison Officers for both History and Economics coordinate the programme.

Career prospects

Graduates with a degree in History and Economics are trained in clear thinking, research skills, diligence, independence, adaptability and the ability to understand people and situations in the world at large. Past graduates have used their degree as a springboard for various areas of employment such as law, publishing, librarianship, museum work, teaching, social work, retailing, marketing, sales, and computing, while others go into the civil service and local government. Many pursue jobs in the business world, entering banking, finance, accountancy, retailing, marketing and sales. Several graduates also go on to postgraduate study in either History or Economics, both at MA and PhD level at Reading and elsewhere.

Opportunities for study abroad or for placements

Students have the opportunity to spend a period of study abroad (normally in Part 2) as part of the Socrates scheme, or in conjunction with the American Studies programme's exchange.

Educational aims of the programme

By the end of the Economics programme students are expected to have acquired a thorough knowledge of basic economic analysis and its relevant application. They are expected to be competent to apply economic analysis to practical problems and, with further training at postgraduate level (if suitably qualified) to be able to work as professional economists in government, academics, or private sector, especially in contexts relevant to the other part of their degree. The History component develops the student's knowledge of events, structures, and historical agents or actors, a sophisticated and sensitive understanding of the complex interplay between cause and effect in the historical process, and a critical awareness of the variety of ways in which the past has been interpreted in historical writing. Generally, students are expected to have acquired an ability to think analytically, to develop frameworks for considering and resolving complex problems, and to discriminate between good and bad arguments. Students are expected to have developed the ability to express themselves clearly and concisely in both written and spoken contexts.

Programme outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and abilities in the following areas:

Knowledge and Understanding

A. Knowledge and understanding of:

1. The broad sweep of post-classical history and its principal divisions;
2. A range of eras and cultures, within a degree structure flexible enough to allow breadth or specialisation;
3. The contextualisation of forces, events, and individual experiences in the historical process;
4. The nature and variety of historical sources as defined by period and culture;
5. The nature of debate and dispute in historical writing;
6. The fundamental concepts at the core of economic knowledge comprising microeconomics and macroeconomics;
7. Empirical studies in economics, using statistical and other methods;
8. How to integrate and apply economic concepts to real world problems and issues.

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Teaching/learning methods and strategies

Formal lectures, classes and practical sessions, supported by directed and assessed self-study. Feedback and guidance are an important part of the process for all three years of study. Students undertake project work and write essays, in which they learn to apply economic concepts to relevant real world issues. In the History component, the importance of both primary and secondary texts is registered throughout the degree, beginning with the Approaches module and culminating in the Dissertation.

Assessment

Courses are assessed through a combination of coursework and both seen and unseen examinations. Feedback is provided on assessed work. The Dissertation is supervised and is also assessed in a viva voce examination.

Skills and other attributes

B. Intellectual skills – able to:

1. Structure, analyse and solve problems;
2. Think laterally and explore alternative solutions;
3. Comprehend the evolving state of knowledge in the degree subject areas.
4. Suggest, organise, collect relevant data and compile a report or an analysis on an economic or a historical issue.
5. Negotiate both primary and second sources and be able to demonstrate how they inter-relate;
6. Develop creative intelligence in independent research and interpretation.

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Teaching/learning methods and strategies

Substantive problems are illustrated in lectures and smaller groups. Essays, project work and problem sets provide related opportunities for problem solving. Lectures supported by essays and discussions provide the basis of ensuring the accumulating knowledge base becomes comprehensible. Through essay, project, and dissertation preparation, the research and analytical skills are reinforced which are necessary to form and to validate arguments and judgements.

Assessment

Skills are assessed through examination questions, essays, project work and problem sets. The Dissertation represents both the evaluation of personal research and creative interpretation.

C. Practical skills – able to:

1. Develop and carry out individual research programmes and strategies;
2. Locate and synthesise large quantities of material;
3. Collect and critically evaluate the major literature on a topic;
4. Obtain data, to use them, and to assess the empirical work of others that use economic data;
5. Use computerised tools for the purposes of research and learning;
6. Draw on the knowledge base in economics and economic research methods to suggest ways to solve problems;
7. Engage in group discussion and debate.

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Teaching/learning methods and strategies

Practical issues are illustrated in lectures and classes, reinforced by, essays and project work, and by problem sets in Economics. The tasks required of students involve library and computerised searches to collect references and data, and to use them to complete practical tasks within set deadlines. The Skills in Periods modules consist of various appropriate exercises aimed to promote, amongst other things, research, IT and referencing skills. Seminars encourage group work and discussion. Feedback on an individual basis combined with the University's personal tutor system encourages constructive self-criticism.

Assessment

Assessment is through essays and project work and a Dissertation that contains an element of oral assessment.

D. Transferable skills – able to:

1. Use IT, including word processing, data exchange, graphics, spreadsheets and other such software, and the conduct of web site searches;
2. Communicate orally and in writing;
3. Work as part of a team;
4. Use library and web-based resources effectively;
5. Organise project work from beginning to completion;
6. Manage time to achieve goals.

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Teaching/learning methods and strategies

The learning of IT is encouraged through web site searches, use of library resources, and the presentation of word processed documents including graphics displays in Economics. Oral presentations are required at several points in the programme. Preparation for these presentations require working as part of a team at several points in the second and third years. Good time management is essential to organising a timetable to complete essays and project work.

Assessment

Assessment is through the production of essays and project work, and through the critical evaluation of presentation performances.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably expect to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in module and programme handbooks.