

## Programme Specification

<b>GENERAL INFORMATION</b>	
<i>Awarding Institution//Body</i>	University of Bath
<i>Teaching Institution</i>	University of Bath
<i>Validated/Franchised/Licensed (if appropriate)</i>	
<i>Programme accredited by (including date of accreditation)</i>	
<i>Programme approved by (including date &amp; minute number of Senate)</i>	Senate 12/05/71 (Minute no S2337)
<i>Final award</i>	Batchelor of Science with Honours Students leaving an undergraduate programme prematurely may be eligible for a Certificate of Higher Education ( <a href="http://www.bath.ac.uk/quality/documents/certhe.pdf">www.bath.ac.uk/quality/documents/certhe.pdf</a> ) or a Diploma of Higher Education ( <a href="http://www.bath.ac.uk/quality/documents/diplhe.pdf">www.bath.ac.uk/quality/documents/diplhe.pdf</a> )
<i>Programme title</i>	BSc (Hons) Economics BSc (Hons) Economics with Placement BSc (Hons) Economics with Study Year Abroad BSc (Hons) Economics with Study Abroad and Placement
<i>UCAS code (if applicable)</i>	L100/L101
<i>Subject Benchmark Statement</i>	<a href="#">Economics (2015)</a>
<i>Intended level of completed programme (in line with FHEQ eg 5, 6, 7,)</i>	6
<i>Duration of programme &amp; mode of study</i>	3 years full-time; or 4 years thick sandwich, to include placement and/or study abroad
<i>Date of Specification preparation/revision</i>	Revision dated June 2016
<i>Applicable to cohorts (eg. for students commencing in September 2013 or 2013/14-2014-15)*</i>	All cohorts from September 2017

### **Synopsis and academic coherence of programme**

The programme will be taught over three years, with the option of an additional year, covering a minimum of 40 weeks, on placement and or academic exchange at one of our partner institutions (Year 3 of 4). Students will follow and pass an agreed study programme. This year will not contribute to the overall programme average.

The programme has been designed around a number of themes which combine to meet the aims and learning outcomes of the programme. These themes are intended to be consistent with the subject specific skills of the Benchmark Statement in Economics and focus on developing students' analytical, conceptual and quantitative skills. The following precepts underpin the curriculum structure of the programme: Firstly, students should develop a secure base in micro and macro-economic theory and analysis, compulsory in each semester. Secondly, students should develop appropriate numeracy skills in mathematics, statistics and information technology, provided in the first year and then integrated into economic analysis and econometrics from the second year. Thirdly, students should develop an awareness of the institutional, UK and global context within which economic decisions and debates and policy formulation takes place. Fourthly, students will be offered optional units in finance in order to prepare them for placements and graduate employment in the financial sector. Students will have the opportunity to study a language throughout the degree or to select particular options of interest and relevance to them through Director of Studies Approved Unit choices.

The programme is designed to prepare students for a wide range of careers in the private and public sectors. Some graduates wish to pursue careers as professional economists, but a firm disciplinary base in Economics also provides the basis for career paths, for example, in finance, accountancy, business and management consultancy. Students benefit from the Department's many and well-established links with the financial sector, industry, government and international organisations which it has developed through its placement scheme and research activity.

### **Educational aims of the programme**

In support of the University's overall mission, we place strong emphasis on teaching and researching economics for the "real world". Our primary aim is to develop in our students an understanding of the role of economics in the analysis of contemporary problems and policy.

The aims of the programme are to give students opportunities to:

- establish a coherent understanding of the concepts and models of economics;
- develop an analytical and empirical understanding of the relevance of economics to contemporary problems and policies;
- analyse and evaluate economic problems, so that they can reach considered and appropriate conclusions, and can competently communicate the reasoning behind these conclusions;
- attain their full academic potential, within an environment which is constructively critical and where current research of staff members informs their teaching.

### **Intended learning outcomes** (including teaching, learning and assessment methods, specifying those applicable for interim awards where appropriate)

<p>➤ Knowledge &amp; Understanding:</p>	<p>➤ students will have a secure understanding and knowledge base in economics;</p> <p>➤ students will have gained a unified, coherent and broadly based training in economics, enabling them to work as economists in the private or public sectors, or to proceed to postgraduate programmes or to professional training in economics, accountancy, or finance.</p> <p>➤ Students who select the international academic exchange with partner institutions option or work placement with exchange will have had the opportunity to develop an understanding of how</p>
---	--

	economic analysis is taught and applied in a different country and institutional context.				
➤ Intellectual Skills:	<ul style="list-style-type: none"> <li>➤ possess a sound understanding of economic theories and concepts and their contestability, and be able to appraise such models using quantitative and qualitative information;</li> <li>➤ have developed an enquiring and critical mind, the ability to find, assimilate and evaluate new information, and to think clearly and logically about a range of contemporary problems and economic policy decisions;</li> </ul>				
➤ Professional Practical Skills:	<ul style="list-style-type: none"> <li>➤ Students who select the placement will have a better understanding of the relevance and applicability of economic analysis and modelling to improve the efficiency of private sector and civil society decision making;</li> <li>➤ They will become more critical in their use of, selection, analysis, and understanding of the limitation of data.</li> </ul>				
➤ Transferable/ Key Skills: summary	<ul style="list-style-type: none"> <li>➤ Students who select the placement will be better able to use dedicated information technology effectively for processing qualitative and quantitative information, and for the presentation and communication of this information;</li> <li>➤ be able to demonstrate good written and oral communication skills, both individually and in group environments;</li> <li>➤ be able to plan and organise their time effectively to ensure that schedules are observed and all tasks are therefore completed within the prescribed time frame;</li> <li>➤ have developed personal and generic skills, including networking, which they can utilise throughout their future careers.</li> </ul>				
Transferable / Key Skills : teaching and assessment process	<p>The programme incorporates a range and diversity of assessment – unseen examinations, tests, coursework projects and essays, problem sets, as well as group presentations and projects. Though our primary emphasis is on subject specific skills, these have been developed to include transferable skills, essential to students’ future careers, in teamwork, oral and written presentation and communication.</p> <p>Links with employers through work placements enable us to regularly monitor and update the curriculum to incorporate important developments, particularly in IT and data analysis, and the introduction of particular specialist econometric software. In recent years we have invited research active employers to give guest lectures in selected units, for example, second year Money &amp; Finance and final year Development Finance.</p> <p>The table below summarises key transferable skills which all students should acquire through the teaching and assessment process:</p> <p><b>Presentation Skills</b></p> <table border="1"> <tr> <td>Written Essays</td> <td>The ability to develop and present a well structured essay to a set question is required in many unit assessments and examinations. Essay lengths vary but are always specified.</td> </tr> <tr> <td>Computer-based projects</td> <td>Relates to the type of work done in first year Economic Data Analysis and subsequently in Econometrics, where students assimilate, model and analyse quantitative data with general and specialist software packages.</td> </tr> </table>	Written Essays	The ability to develop and present a well structured essay to a set question is required in many unit assessments and examinations. Essay lengths vary but are always specified.	Computer-based projects	Relates to the type of work done in first year Economic Data Analysis and subsequently in Econometrics, where students assimilate, model and analyse quantitative data with general and specialist software packages.
Written Essays	The ability to develop and present a well structured essay to a set question is required in many unit assessments and examinations. Essay lengths vary but are always specified.				
Computer-based projects	Relates to the type of work done in first year Economic Data Analysis and subsequently in Econometrics, where students assimilate, model and analyse quantitative data with general and specialist software packages.				

	Research projects	Students are expected to demonstrate quantitative and qualitative skills developed from the first year onwards. Projects are distinguished from essays partly by length and range of sources consulted.
	Oral and visual presentations	Oral presentations form an important part of assessment in a number of units in each year of the programmes. In some units students are encouraged to use PowerPoint. Presentations are also used informally and formatively, and provide opportunities for students to discuss and receive feedback before they write up their essays.
	Problem-solving exercises	Relates to regular class work done in first and second year economic theory and mathematics/statistics. Students are encouraged to provide succinct and focused solutions to problems. Some of this is assessed, much of it is formative work.
<b>Ability to Work &amp; Communicate Effectively as Individuals</b>		
	Oral discussions	In seminars and classes through tutor-student interaction. Also on a one-to-one basis during an individual lecturer's posted office hours. A student's ability to answer questions and engage in effective discussion, following an oral presentation, is tested either formatively or summatively in some units.
	Time management, prioritisation and organisational skills	Students are advised of all coursework deadlines in handouts which are distributed in the first lecture of each course unit and posted on Moodle. Attention is given to spacing deadlines, particularly in the first year.
	Self directed learning	On average, during term time, students spend 12-15 hours per week in lectures and classes. We expect a total allocation of time of at least 40 hours per week; thus 25-28 hours a week should be devoted to research and preparation in connection with programme requirements.  Provision is made for reading and revision at the end of the teaching period and before examinations in both semesters.
<b>Ability to Work &amp; Communicate Effectively as a Team</b>		
	Group projects and group presentations	ES10004 (second semester, first year) introduces students to group work; this is developed in other units.
<b>Information Technology</b>		

Using standard business packages	In year 1 students become competent with Excel, Word (for word-processing), Access, PowerPoint (for presentations). Continued use throughout degree reinforces and improves student proficiency.
Using technical packages	Specialist econometric software is introduced in year 2; students become competent in Eviews, software which is also used by some of our major placement employers (eg. Bank of England). There are opportunities to develop competencies in MicroFit and Stata (final year Econometrics), so that students are well prepared for placement and subsequent graduate employment.
Using the Internet	Introduced to Internet Explorer. Students are encouraged to use as source of information for essays, projects and course material from year 1 onwards.
Using Email	Regularly encouraged to use throughout programme.
Using computer aided learning packages	The continuing development of Moodle as a departmental resource.
<b>Critical &amp; Analytical Skills</b>	
Abstraction and modelling in economics	Through the compulsory economic theory units in each year of the programme, students develop an economic framework which can be applied in a range of contexts.
Numeracy: relevant quantitative methods and computing techniques	All students at entry have A level Mathematics, or equivalent at grade A or A*. Mathematical skills are developed in year 1 through provision of year long units in Mathematics and in Statistics and Economic Data Analysis. In these there is an emphasis on the application of mathematics and statistics to economics. The mathematical and statistical framework is developed throughout year 2 in the year long Introduction to Econometrics cross section and time series units.
Researching information	Students are provided with guidance, but expected to use their judgement in both selecting from and extending reading lists. Students are supported by a designated member of Library staff.
Understanding views and controversies within disciplines	Capacity to think critically about economic issues developed from year 1, within an historical, institutional and global context.
Use and evaluation of information	Capacity to synthesise relevant information and exercise critical judgement in drawing conclusions.
Following complex arguments	Developed from simple modelling and representation in introductory economics to increasingly complex subject matter.

	Logical reasoning and paying attention to detail	Capacity to reason deductively and inductively from assumptions; related to problem-solving.
<b>Investigative Skills &amp; the Use of a Variety of Sources of Information</b>		
	Use of library, lecture notes, text books, reference books, journals	Study skills appropriate to university programmes developed from independent learning strategies established in schools.
	Use of internet and computer databases	Developed through explicit teaching (year 1) to enhance individual based learning.
	Asking others	Classes (year 1) provide environment for supportive learning, encouraged and developed in subsequent years.
	Use of media sources: videos, broadsheets etc.	To enhance student awareness and critical skills, particularly in the first year.
<b>Creative &amp; Efficient Problem Solving Ability (in the context of Contemporary Problems and Policies)</b>		
	Quantification and design	Knowledge of principal data sources and ability to analyse data is developed from the first year.
	Application of economic analysis and modelling to efficient decision making	Involves problem identification; framing; gaining insight into problems; using a flexible approach.

**Structure and content of the programme (including potential stopping off points)**

The structures of the programmes showing the titles and weighting of mandatory and optional units available to students are given in the Appendix.

**Details of work placements / work-based learning / industrial training / study abroad requirements**

The four year programme will provide students with a deeper understanding of economics through the opportunity to take a work placement in the UK or overseas, or an academic exchange at one of our partner institutions, or a combination of both.

Thus Year 3 of the four year programme will consist of a) a placement, covering a minimum of 40 weeks, in the UK or overseas, b) academic exchange for two semesters in one of our partner institutions, during which equivalent study to 60 ECTS credits will be undertaken and 1200 study hours, or c) a combination of a minimum of 22 weeks of placement and one semester of academic exchange, during which the equivalent study to 30 ECTS credits will be undertaken.

The placement underpins and contributes to our central aim, to *enable* students with the analytical and disciplinary skills embedded in an Economics programme to learn more

effectively about policy and application through institutional practice, to enhance their *understanding* of economics and the *professional* role of an economist.

Students will develop skills in applied economics and gain insight into the policy process; all become proficient in IT, teamwork, communication, presentation, time keeping skills and personal organisation. Students may choose to develop skills which complement and extend their academic profile, for example, in finance, accountancy, business, and marketing. It is sometimes possible to use the placement year to acquire professional qualifications or exemptions, particularly in accountancy and banking. The placement provides an excellent opportunity to investigate and assess potential career options prior to graduation.

The 40-week placement is valued at 60 credits and is assessed on a pass/fail basis. Students must satisfy the following conditions in order to successfully complete the placement and gain the relevant credits.

- 1) Carry out to a satisfactory standard the work prescribed by the employing organisation for a minimum of 40 weeks (excluding holidays) and adhere to the Code of Practice laid down by the Placements Office;
- 2) Complete satisfactorily prescribed preparation work before the placement period;
- 3) Complete satisfactorily a reflective Report on their placement experience evidencing achievement of learning objectives specified in POLO;
- 4) Prepare a Poster summarising their placement, to be shared with others attending the Poster Event (students and academic staff).

The 22-week placement is valued at 30 credits and is assessed on a pass/fail basis. Students must satisfy the following conditions in order to successfully complete the placement and gain the relevant credits.

- 1) Carry out to a satisfactory standard the work prescribed by the employing organisation for a minimum of 22 weeks (excluding holidays) and adhere to the Code of Practice laid down by the Placements Office;
- 2) Complete satisfactorily prescribed preparation work before the placement period;
- 3) Complete satisfactorily a reflective Report on their placement experience evidencing achievement of learning objectives specified in POLO;
- 4) Prepare a Poster summarising their placement, or experience of studying overseas, to be shared with others attending the Poster Event (students and academic staff).

Students on academic exchange will be expected to undertake a programme of study which is equivalent in demand to one or two semesters in the University of Bath, depending on whether the exchange is combined with an international placement (one semester + placement) or is not (two semester study). Minimum threshold requirements for the award of 30/60 credits will be determined for each exchange institution, bearing in mind the different assessment and classification practices in different countries.

The Placements Office provides considerable assistance and guidance throughout the placement process. They encourage students to develop their transferable skills via company presentations, mock interviews and by encouraging students to work closely with the Careers Service. They give students considerable one-to-one support and provide extensive advice and information on a dedicated website. Students consult the Placements Office and staff in the Economics Department as they apply for placements and academic exchanges. While on placement students are assigned an academic placement tutor who visits their workplace if they are in the UK to discuss and evaluate progress; students can contact relevant members of staff for support and guidance. We will endeavour to visit all students overseas, either whilst they are on placement or exchange; a dedicated member of staff will be assigned to each country or area.

No student can be guaranteed a placement but support and encouragement will be given to students who actively participate in the process.

Exchange places are limited; students will be selected on the basis of interest, timely application, personal written statement, and first year transcript of marks.

Students will be able to access information about course units at partner institutions and which units will be available to them.

**Details of support available to students** (e.g. induction programmes, programme information, resources)

University of Bath students are usually encouraged to stay in University halls of residence, normally on Campus, during their first year and will be supported in their transition into University life and study by Resident Tutors. These are postgraduate students or staff who live in the halls of residence and are responsible for the general welfare, health and safety and discipline of student residents.

All taught students will be allocated a Personal Tutor who is responsible for monitoring and supporting the academic progress and general welfare of their students.

Staff in these roles will be able to respond to many of the questions and concerns raised by their students. However, there is also a range of specialist student support services that will offer both information and advice to support these staff working with their students, as well as take referrals to work more directly with the students. Students can also self-refer to these services.

These services can provide information, advice and support in relation to accommodation, emotional difficulties, assessment of needs and provision of support relating to disability, student funding, general welfare, academic problems, student discipline and complaints, careers, international students, spiritual matters, part time work, security and personal safety. The Students' Union can also provide advocacy for students. More information about these services can be accessed via: <http://www.bath.ac.uk/students/support/>.

There are also Medical and Dental Centres, and a Chaplaincy on campus that are very experienced in meeting the needs of a student population, as well as a University nursery and vacation sports schemes are sometimes available for older children during the school holidays.

Other Support applying to this programme includes:

- the University and Departmental induction programmes
- Programme handbooks
- Unit descriptors
- Study skills support (eg in Maths, English Language tuition)
- Excellent library and IT facilities
- Sports and Arts facilities
- Proactive Students' Union

**Admissions criteria** (including arrangements for APL/APEL)

Candidates must be able to satisfy the general admissions requirements of the University of Bath and the Department of Economics. This will include:

- At least 5 GCSE passes at grade C and above, which must include grade A in Mathematics and English. Preference will be shown to applicants with a high proportion of A and A\* grades. Applicants whose first language is not English should normally also achieve an IELTS score of 7 with not less than 6.5 in each of the four components



Plus one of the following:

- A-levels: Typical offer of A\*AA from 3 GCE A-levels (excluding General Studies and/or Critical Thinking). Mathematics required at grade A. Economics and Further Mathematics are desirable subjects, but not an essential requirement. A-levels in languages, which are intended for non-native speakers, are not normally acceptable when taken by native speakers of that language. A Social Science or Humanities subject is useful.
- VCE: A six unit VCE in Business at grade B is acceptable alongside two GCE A-levels in Economics and Mathematics, for which A grades are required.
- International Baccalaureate: 38 points (including bonus points) with grades of 7, 6, and 6 in a combination of three subjects at the higher level, which must include Mathematics and preferably Economics/Business Studies.
- BTEC National: Single award BTEC national acceptable alongside two A-levels in Economics and Mathematics, for which A-grades are required. You will need to achieve a distinction grade in all units from this qualification.
- Irish Leaving Certificate, Scottish qualifications, and Welsh Baccalaureate (see departmental webpage for details).
- HNDs in a business-related subject are acceptable provided you achieve an overall distinction grade. Only acceptable for first year entry. A grade in A level Mathematics also required.
- Foundation Programme: You will be expected to achieve a distinction grade overall and have studied Mathematics (and preferably Economics/Business Studies) to a higher level (achieving distinction grade in each unit).
- European Baccalaureate 85% overall required with **8.5 in Higher Level 5 period Mathematics**. Economics is a **strongly** preferred subject. Due to the applied nature of the programme, preference will be given to students who are taking Advanced Mathematics; Physics; Chemistry; Biology or a Modern Language. Students taking the EB in English will not normally need an additional English Language qualification. If you are not taking the EB in English, a mark of 75% in English as a foreign language (either L2/L2A) will be accepted in place of an additional English Language qualification, such as IELTS
- Access courses: 60 credits with a minimum of 45 credits at level 3 (or equivalent). In addition, an A-level in Mathematics (grade A) is required.

For further information on Accreditation of Prior (Experiential) Learning, applicants are asked to contact the Admissions Tutor.

### **Summary of assessment and progression regulations**

The rules for progression from one stage to another and grading of assessed work and examinations conform to the University's framework for assessment and assessment regulations (NFAAR), see <http://www.bath.ac.uk/registry/nfa/nfaar.pdf>

### **Indicators of quality and standards**

**To assure continuing excellence in its quality and standards, the University of Bath has a quality management framework including:**

***For more general information on each part of the framework, click on the links.***

1. A Quality Assurance Code of Practice, and associated regulations and policies : <http://www.bath.ac.uk/quality/cop/statements.html>
2. A learning, teaching and quality committee structure which monitors quality and standards and instigates action for enhancement. For further information:

Governance:

<http://www.bath.ac.uk/quality/documents/QA03PSGuidQSGov.doc>

Review and Monitoring:

<http://www.bath.ac.uk/quality/documents/QA03PSGuidQSRevMon.doc>

3. Staff development arrangements that assist staff in enhancing their own performance as educators, as researchers or as professional support services staff. Further information:  
<http://www.bath.ac.uk/quality/documents/QA03PSGuidQSASD.doc>

Students are involved in many of these processes. The emphasis here is upon the *informed* student voice - engaging with students as academic citizens to ensure they have opportunities to take an active part in shaping their own learning.

<http://www.bath.ac.uk/quality/documents/QA03PSGuidQSStuVoice.doc>

A more detailed overview of the University's Quality Management framework is set out in this summary document: <http://www.bath.ac.uk/quality/documents/approach-to-quality-management.pdf>

The University's management of its academic standards and quality is subject to external institutional review by the [Quality Assurance Agency](#) on a six year cycle. In its 2013 Institutional Review, the QAA confirmed that the University met its expectations for the management of standards, the quality of learning opportunities, the enhancement of learning opportunities. The University was commended on its provision of information.

**Professional or industrial placements** for a year or a semester are particularly supported at Bath by specialised staff and these arrangements are demonstrably effective for improving degree grade and employability within six months of graduation.

#### Sources of other information

<http://www.bath.ac.uk/economics/>

<http://www.bath.ac.uk/study/ug/prospectus/subject/economics>

## Appendix : Programme Descriptions (NFAAR)

<b>Programme code</b>	UHES-AFB03 (full-time) / UHES-AKB03 (thick sandwich)
<b>Programme title</b>	BSc (hons) Economics
<b>Award type</b>	Bachelor of Science with Honours
<b>Award title</b>	BACHELOR OF SCIENCE IN ECONOMICS BACHELOR OF SCIENCE IN ECONOMICS WITH PLACEMENT BACHELOR OF SCIENCE IN ECONOMICS WITH STUDY YEAR ABROAD BACHELOR OF SCIENCE IN ECONOMICS WITH STUDY ABROAD AND PLACEMENT
<b>Mode of Attendance</b>	Full-time or Thick Sandwich
<b>Length</b>	3 years (full-time); 4 years (thick sandwich)
<b>State if coexistent M-level programme</b>	
<b>State any designated alternative programme(s)</b>	BACHELOR OF SCIENCE IN ECONOMICS for students failing year 3 of BACHELOR OF SCIENCE IN ECONOMICS WITH PLACEMENT, BACHELOR OF SCIENCE IN ECONOMICS WITH STUDY YEAR ABROAD or BACHELOR OF SCIENCE IN ECONOMICS WITH STUDY ABROAD AND PLACEMENT
<b>Approving body and date of approval</b>	Update approved 16.3.16

### Year 1 (for implementation with effect from 2017/18)

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DPL status	Placement or Study Abroad status	Notes
1	1	S1	ES10005	Core Skills for Economists: Mathematics 1	Compulsory	6			
			ES10091	Core Skills for Economists: Introduction to Probability and Statistics.	Compulsory	6			
			ES10001	Introductory Microeconomics	Compulsory	6			
			ES10007	The Modern World Economy	Compulsory	6			
			SP10204	Introduction to International Development	Optional: Select 1 Unit	6			
			MN10248	Introduction to Accounting		6			
			MN10354	An Introduction to Law		6			
			ZZ10001	Director of Studies Approved Unit		6			
		S2	ES10004	Core Skills for Economists: Statistics and Data Analysis.	Compulsory	6			
			ES10002	Introductory Macroeconomics	Compulsory	6			
			ES10006	Core Skills for Economists: Mathematics 2	Compulsory	6			
			ES10008	Economic Policy in the UK	Compulsory	6			
			SP10203	Development Economics: microeconomic perspective	Optional: Select 1 Unit	6			
			MN10500	Corporate Finance for Managers		6			
ZZ10003	Director of Studies Approved Unit	6							

### Year 2 (for implementation with effect from 2017/18)

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DPL status	Placement or Study Abroad status	Notes
2	2	AY	ES20069	Introduction to Econometrics	Compulsory	12			

			ES20070	Money and Finance	Optional: Select between 0 & 1 Units	12			
		S1	ES20011	Intermediate Microeconomics 1	Compulsory	6			
			ES20013	Intermediate Macroeconomics 1	Compulsory	6			
			ES20068	Public Economics	Optional: Select between 1 & 2 Units	6			
			SP20277	Development Economics: macroeconomic perspective		6			
			MN20501	Intermediate Accounting		6			
			ZZ20001	Director of Studies Approved Unit		6			
		S2	ES20012	Intermediate Microeconomics 2	Compulsory	6			
			ES20014	Intermediate Macroeconomics 2	Compulsory	6			
			ES20019	Public Finance	Optional: Select between 1 & 2 Units	6			
			ES20020	International Economics		6			
			ES20022	Economic Thought & Policy		6			
			ES20097	Games and Experiments		6			
			MN20503	Intermediate Corporate Finance for Managers		6			
			ZZ20004	Director of Studies Approved Unit		6			

**Year 3 (thick sandwich only) (for implementation with effect from 2017/18)**

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DPL status	Placement or Study Abroad status	Notes
Optional Units: Select 1 unit from the following list:									
2	3	AY	ES20024	Placement	Option A	60		Standard	Only choice in 2016/17
2	3	AY	ES200XX	Study Year Abroad	Option B	60		Standard	Additional choice with effect from 2017/8
2	3	AY	ES200XX	Study Abroad and Placement	Option C	60		Standard	Additional choice with effect from 2017/8

**Year 3 (full-time); Year 4 (thick sandwich) (for implementation with effect from 2017/18)**

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DPL status	Placement or Study Abroad status	Notes
3	3*	AY	ES30029	Final Year Research Project	Optional: Select between 0 and 1 Unit	12			
			S1	ES30026	Advanced Macroeconomics	Compulsory	6		
	4#		ES30083	Health Economics	Optional: select between 3 & 4 units	6			
			ES30038	Public Choice		6			

	ES30092	Game Theory		6			
	ES30041	Economics of Work		6			
	ES30027	Econometrics 1		6			
	ES30031	Environmental Economics 1		6			
	ES30033	International Trade		6			
	ES30035	Analytical Development Economics		6			
	ES30039	Welfare Economics & Distributive Justice		6			
	ES30037	Experimental, Behavioural & Neuro Economics		6			
	ES30098	Economics of Innovation and Entrepreneurship		6			
	ES30089	Economics of Banking					
S2	ES30025	Advanced Microeconomics	Compulsory	6			
	ES30028	Econometrics 2	Optional: select between 3 & 4 units	6			
	ES30032	Environmental Economics 2		6			
	ES30046	Growth Theory		6			
	ES30034	International Monetary Economics		6			
	ES30040	Economics of Incentives		6			
	ES30044	Industrial Organisation		6			
	ES30096	Economics of Financial Markets		6			
	ES30093	Political Economy		6			
	MN30470	Investment & Trading		6			
	MN30549	Advanced Accounting		6			
	SP30278	Development Finance	6				
	ES30099	Monetary Economics		6			