

# Nottingham Trent University Course Specification

## Basic Course Information

1. Awarding Institution: Nottingham Trent University
2. School/Campus: Nottingham Business School, City
3. Final Award, Course Title and Modes of Study: BA (Hons) Economics with International Finance and Banking (Full Time) BA (Hon) Economics with International Finance and Banking (Sandwich)
4. Normal Duration: three years (full-time) or four years (sandwich)  
UCAS Code: L1N3 (FT) , L1NH (SW)

## 5. Overview and general educational aims of the course

The course is delivered over four years, with a placement year in the third year (sandwich degree), or as a full-time course over three years.

By studying Economics with International Finance and Banking you will also develop a range of skills which will prove valuable later in whatever career you choose to follow. Therefore, in undertaking the course you will be developing distinctive ways of thinking adopted by economists. In particular, economists are problem-solvers who are expected to weigh-up the costs and benefits of a proposal, such as the criteria banks should adopt when lending money or whether it is profitable for a firm to build a new factory.

In doing this course you will be better able to discuss such questions as:

- What role do banks and other financial intermediaries play in modern economies?
- What happens on international financial markets?
- What is money?
- What could lead financial institutions to require government help?
- Are some financial institutions too big to fail?
- How much regulation should be applied to financial institutions?
- How do central banks affect interest rates?
- Why do some firms struggle to get credit?
- What is the future of banking?

Special features of the course, which are expanded upon later within this document, include: -

- A common first year with other Economics courses facilitating transfer in your second year.
- A focus on you as an individual and the quality of your student experience; a commitment to tracking your learning, personal development and progression across all levels of the course, with the support of an academic mentor.
- A focus on developing your skills in the use of business software such as Excel and PowerPoint
- Use of a range of teaching and learning approaches across the course to stimulate your interest in the subject, methods include lectures, seminars, workshops, group work and practical computer lab sessions.
- E-learning features such as online activities, discussion forums, podcasts and the provision of collaborative workspaces which enable you to keep in touch with tutors and your fellow students to share learning and receive ongoing support
- A thread of academic, personal and professional development modules spanning all three levels of the degree to ensure that you develop the knowledge, understanding, skills and behaviours that are necessary for academic success and relevant to your future career aspirations.
- Opportunities for you to relate theory to practice and gain valuable employability skills by participating in activities such as business challenges and competitions,

consultancy assignments, yearlong placements and shorter internships, volunteering and enterprise ventures.

- Further opportunities to gain work-like experience through, for example, roles in clubs and societies, work as a student ambassador or student mentor.
- Events whereby you are encouraged to network with NBS alumni and the wider business community
- The chance to participate in a range of continuing professional development activities as diverse as mindfulness workshops and coding courses.
- The opportunity to engage with local employers through activities such as mock assessment centres, the Developing Professional Impact module and career related events.
- The opportunity to get some international experience through either an international summer school experience at the end of your first year or by studying abroad during part of your second or third year.

The course has been developed with the overall aim of producing graduates who are equipped with the relevant knowledge, understanding and skills in order to enable you to excel within a wide range of careers which will be open to you.

Specifically, the course aims to: -

- Develop academic knowledge and a critical understanding of the conceptual frameworks upon which the study of Economics is based
- Provide you with a comprehensive profile of skills to enable you to think like an economist.
- Equip you with an array of personal and professional skills to enable you to operate effectively in a variety of work contexts
- Give you opportunities to hone your employability skills through work and work-like experiences embedded within the course
- Develop your understanding of the Economist's toolkit and the activities which Economist's undertake.
- Develop your self-confidence and ability to take responsibility for your own personal development and the skills you need to develop to support your personal and career aspirations
- Encourage you to adopt an independent and reflective approach to learning
- Prepare you for interacting professionally in a multi-cultural context
- Develop your transferable skills (including, but not limited to, verbal and written communication, presenting, working with others, researching, problem identification, analysis, creative thinking and business IT skills)
- To develop analytical and research skills relevant to a range of careers and professions
- To enrich your commitment to lifelong learning

## **6. Course outcomes**

Course outcomes describe what you should know and be able to do by the end of your course if you take advantage of the opportunities for learning that we provide.

### **Knowledge and understanding**

By the end of the course you should be able to:

K1 Demonstrate a critical understanding of theory and practice within Economics

K2 Apply Economic theory to practice within organisational settings

K3 Assimilate and critically evaluate key themes and concepts within the literature relevant to the field

K4 Demonstrate an awareness of ethical and sustainability issues within the field of

## Economics

K5 Demonstrate an awareness of wider social and management issues and cultural diversity within a global context

K6 Apply economic reasoning to analyse a range of economic policy and other global, social and political issues.

K7 Evidence the behavior of financial institutions and financial markets and their significance for business, management and financial decision-making in a national and international context

K8 Critically apply fundamental economic concepts, techniques and principles to analyse the financial system

### **Skills, qualities and attributes**

By the end of the course you should be able to:

S1 Demonstrate cognitive skills of critical thinking, analysis and synthesis

S2 Critically evaluate arguments, assumptions, concepts and data (that may be incomplete) to make judgements and frame appropriate questions to achieve solutions to business problems

S3 Exhibit information literacy including searching, retrieving and critically evaluating information from a range of appropriate resources

S4 Display commercial awareness, adaptability and understanding of contemporary Practice

S5 Demonstrate a range of professional and transferable skills such as effective communication, understanding of leadership and team working skills

S6 Demonstrate ability for self-managed learning and continuous professional development

### **7. Learning and teaching methods**

The learning and teaching methods on your course are designed with reference to the Business School's approach to the design of student learning opportunities as shown in figure 1. Below. Our aim is to ensure an appropriate balance and connection between theory, practice, experience and observation, and, reflection and improvement throughout your course.

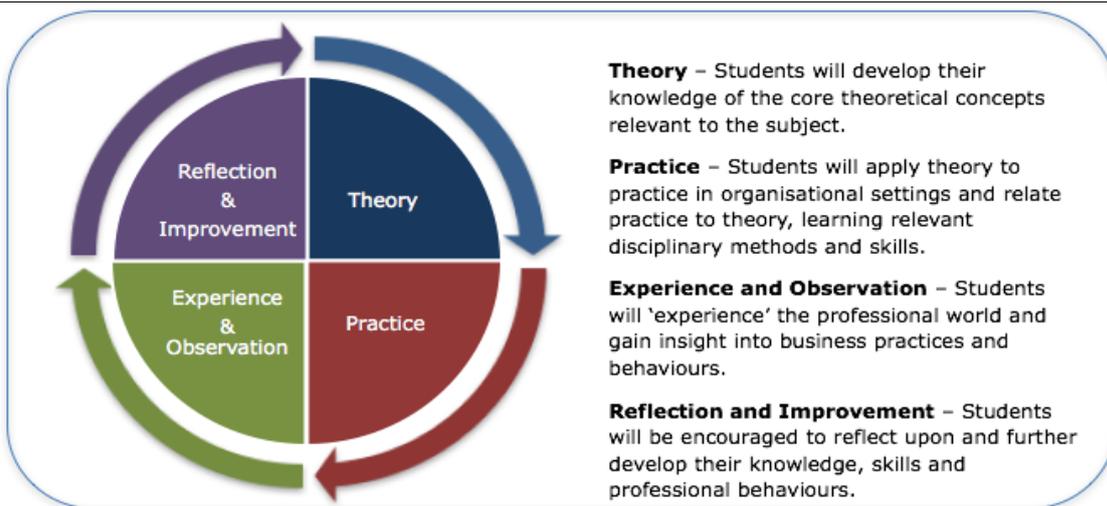


Fig 1. The NBS Model of Student Learning Opportunities

The approach taken to teaching and learning on this course is also strongly influenced by NTU’s Learning and Teaching Enhancement Strategy which articulates and underscores key principles of teaching and learning for undergraduate courses, including:

- the need to provide effective learning opportunities throughout the course
- the need to provide you with stimulating learning experiences through the highest quality of inputs, and a modern, inspiring curriculum
- the need to link theory and research with practice, and to demonstrate the value of such linkages
- the value of variety, innovation and creativity in teaching and learning, including use of the Virtual Learning Environment (VLE).

Accordingly, on your course, a strong emphasis is placed on real-world application and on the integration of theory and practice. Use is made of case studies, video clips, industry lectures, in class group work and other interactive activities designed to improve your understanding of theories and concepts and your ability to apply your learning in a range of workplace settings.

Equally, as an EQUIS and AACSB accredited Business School you will find that research is an integral component of activities within NBS. Staff who teach on your course engage in a range of research and professional activities that underpin and inform the teaching on your course. As a student on the course you will benefit from the insight research active staff bring to your modules and the debates and discussions their expertise provokes.

During the course you will experience lectures, seminars and workshops, with opportunities to work both with others and independently. The prevailing philosophy in all modules is a student-centred approach rather than direct, transmission of knowledge. These modes of tuition are intended to develop subject knowledge and understanding and to enhance your transferable skills set. A key strategic goal in the curriculum design is developing you as an autonomous learner as the course progresses.

Teamwork is a fundamental part of being a manager or working in any kind of organisation and is therefore a central part of the teaching and learning experience. Some modules contain team-based projects and presentations, some of which are

directly assessed. Through these activities you will learn to work and communicate in teams and to harness group diversity.

On this course students will be exposed to a range of different teaching and learning experiences such as peer teaching, flipped learning and enquiry-based approaches. You will also have the opportunity to use the Trading room facilities.

The course enables you to develop skills around the use of general packages such as Microsoft Excel and more specialist software packages such as E-views. In addition, you will develop analytical skills and will be able to undertake data analysis.

The university's Virtual Learning Environment (known as 'NOW') contains learning materials to complement and enrich face to face contact lectures, seminars and workshops. You will be referred to articles, cases, quizzes and other activities on NOW in advance of, and following taught sessions, to help structure and direct your independent study time, undertake preparatory work for seminars and prepare for assessments.

The university has invested extensively in lecture capture technology to enable lectures to be recorded and uploaded to NOW. This facility is designed to further aid your learning by enabling you to revisit material covered in the lectures.

In addition to the variety of teaching and learning strategies employed *within* modules there are extensive opportunities for you to learn through practical experience either in the workplace or by connecting with 'The Hive', NTU's entrepreneurship centre. If you are following the sandwich route you will typically spend a full year in industry however you could opt to pursue an enterprise proposition within the 'The Hive' or undertake a period of study abroad during your placement year with one of our partner universities and experience culturally different approaches to learning and teaching. If you are following the three-year full time course you can choose to complete an internship, study abroad semester or pursue an enterprise project linked to 'The Hive' in the second half of your second year, each of these opportunities is worth 60 credits towards your degree. We can also support you to gain summer internships, volunteering work and other roles either within the university or external to NTU which will provide you with opportunities to 'learn through doing'. At each year of the course you will be required to undertake a minimum of 20 hours continuing professional development, a wide array of events, guest lectures, workshops, challenges and competitions are available to you including sessions on referencing and improving your academic writing provided by the library, IT workshops, alumni lectures, company talks and visits,

The approach to teaching and learning on your course also embraces the practice of reflection. With the support of your academic mentor you will be encouraged to reflect on and further develop your knowledge, skills and professional behaviours drawing on the totality of the experiences you have encountered as a student on the course.

## **8. Assessment methods**

The assessment strategy and practice on the course operates in accordance with the University's Common Assessment Regulations and the Business School's interpretation of the Common Assessment Regulations and is informed by the Business School's Assessment Strategy, Policies and Guidance document.

The Economics course team is committed to ensuring a balanced approach to assessment, appropriate for a diverse cohort. The assessment mix therefore comprises a broad range of assessments including examinations, reports, presentations/posters, digital outputs, theoretically focused papers, and reflective pieces.

Formative assessments have been devised at module level, to provide a platform for you to demonstrate your knowledge and understanding of relevant course material and to provide a chance for you to gain feedback to help you to successfully complete work that is formally assessed (summative assessments). Formative assessment may take place within timetabled lectures, seminars or workshops etc. Examples of class-based formative assessments include: phase tests, practice examinations, individual or group presentations with oral feedback, peer assessment within class and seminar tasks that include review and feedback. Formative assessment may also include work that you need to complete independently, outside of your normal class contact hours such as short answer questions, written responses to case studies, short articles and essays.

At every level you will be assessed on both academic and practical knowledge and understanding, and on your ability to relate theory to practice and vice versa. Often assessed tasks will draw on real world business issues and problems in the form of case studies, workplace simulations and other work-like experiences such as consultancy exercises, other assessments may be based on direct experience you undertake in the workplace.

As you move through the levels of the course the scope and depth of assessment builds, allowing you to incrementally gain confidence and improve your knowledge, skills and understanding. In particular, assessments are progressively designed to facilitate and develop independent critical thinking skills and your ability to analyse and critically evaluate theories, concepts and ideas. In the final year of the course assessment methods are likely to test your ability to synthesise your ideas and take a more holistic view of the discipline.

Throughout your course care is taken to ensure that the burden of formative and summative assessment is manageable and that the work you are required to submit reflects the learning outcomes of your modules and wider course. To support you to succeed, we ensure that you are fully briefed before each assignment and the assessment criteria for the work you are required to undertake is clearly conveyed in advance. Tutor support and guidance is available outside of classroom contact time, via NOW (e.g. FAQs, discussion forums) or email/ telephone.

## **9. Course structure and curriculum**

The course is delivered over four years as a sandwich course (with a placement in the third year) or over three years full time. The course curriculum is detailed below:

### **Year 1 (level 4)**

In the first year you will study six 20 credit point modules, 3 per half year (HY), as follows:

#### **HY1**

- Personal and Academic Development (20 cp)
- Principles of Macroeconomics (20 cp)
- Principles of Microeconomics (20 cp)

#### **HY2**

- Economic Policy in Context (20 cp)
- Economics for Business, Finance and International Development (20 cp)
- Quantitative Methods for Economists (20 cp)

## **Year 2 (level 5)**

The second year of your degree is also structured in two blocks known as Half Year One (HY1) and Half Year Two (HY2). If you are following the full time three-year course, the half year structure allows you to take part in one of three 60 credit point opportunities in HY2 (January to May), namely a period of study abroad at one of the School's international partner universities, an internship or an enterprise project in conjunction with the NTU 'Hive' (this latter option is also available to students on the sandwich, 4 year route). You will be able to access support from your academic mentor and other resources, such as the employability team, to help decide which of these opportunities is best for you. If you are a sandwich student, you will normally remain at NTU in HY2 and study a further three 20 credit point modules.

### Half Year 1

- Intermediate Macroeconomics (20 cp)
- Intermediate Microeconomics (20 cp)
- Economics of International Banking

### Half Year 2

- Study Abroad (60 cp)  
**OR**
- Internship (60 cp)  
**OR**
- Enterprise Project (60 cp)  
**OR**
- Employment and Enterprise (20 cp)
- Global Financial Markets
- Plus one module from
  - Econometrics (20 cp)  
or
  - Survey Research and Analysis (20cp)

## **Year 3 (placement year – SW course)**

### **Final Year (level 6)**

In the final year you will study six 20 credit point modules, 3 per half year (HY), as follows:

#### HY1

- Developing Professional Impact (20 cp)
- Research Project (20 cp)
- Developments in Economic Theory (20 cp)

#### HY2

- Money and Risk (20 cp)
- International Finance and Banking (20 cp)
- Econometric Methods (20 cp)  
**OR**
- Contemporary Economic Perspectives (20 cp)  
**OR**
- Investment and Portfolio Management (20 cp)

Each module is designed to build a specific subset of knowledge and understanding, and facilitate opportunities for you to develop or enhance generic and specific skills, qualities and attributes. The combination of modules offered across the breadth of the

course is designed to enable you to develop the knowledge and understanding, and the skills, qualities and attributes typically required in graduate careers related to your degree.

At each level of the course you will study a module which has been specifically designed to support the acquisition of the academic skills you will need to succeed in your degree and the development of personal and professional skills and qualities that will help to enhance your employability. The sequence of three modules (Personal Development in the first year, Employment and Enterprise in year 2 and Developing Professional Impact in your final year) complements your entire student journey from arrival through to graduation and beyond, ensuring that you are fully supported to achieve your full potential. The modules build from a base of activities and sessions designed to help you acclimatise to university life and study. Early focus is on fostering social relations and on setting expectations of learning in HE to ensure you quickly master the steps required to achieve academic success. Thereafter the modules incrementally build employability skills and support you to derive optimal benefit from work and work-like experiences embedded in the design, learning and assessment of your course. Within these modules you will be supported to diagnose and reflect upon your personal and professional development needs and to select extra-curricular continuing professional development (CPD) activities to help you to achieve your ambitions.

#### Distinct features of the course

- In the first year you will follow the same course of study as those students on BA (Hon) Economics and BA (Hon) Economics with Business.
- You may transfer between these degrees, should you wish, after successfully completing your first year. The distinctive nature of these courses is developed during the second and final year of the courses.
- As you progress through the degree there are opportunities for some specialisation, including an international or applied economics theme.

#### Option Modules

At year two you are able to select between two quantitative modules. Both modules allow you to develop skills in the area of data analysis.

Your option module choice for the final year of study is more diverse and enables you to select a module based upon your own particular interests.

- You may choose to further your Econometrics knowledge based upon your choice at year 2.
- Alternatively, you may choose to take an applied economics route by choosing Contemporary Economic Perspectives. This will allow you to gain an insight into current issues in Economics. This module centres around the current research interests of staff.
- Finally, you have the option to take a module from outside of the division which will allow you to widen your general business knowledge.

#### International Perspectives

Throughout the course there will be a focus on national and international themes and issues. The course enables you to contextualise economic theory and practice within national and global political structures and behaviours.

#### Ethics, Responsibility and Sustainability

An awareness of ethics frameworks, ethical decision making, corporate responsibility and sustainability are crucial for all graduates going into the world of work. These issues are embedded within the degree.

## **10. Admission to the course**

### **Entry requirements.**

For current information regarding all entry requirements for this course, please see the 'Applying' tab on the NTU course information web page.

## **11. Support for learning**

You will be given a thorough induction to the course, on arrival, prior to the start of the academic term.

The course induction tutors will cover:

- Aims and objectives of the course
- Structure of the course & module delivery details
- An outline of what you will be studying
- Details of the books and resources you will need to support your learning
- Assessment regulations and criteria, hand in dates & the electronic submission process
- Course leader and tutor contact details
- Information concerning the academic mentor support and student (peer) mentor support provided to you
- Module leaders & course administrators contact details
- Details of the operation of the course and course committees
- Information about how to apply for an extension to a course work deadline or submit a Notification of Extenuating Circumstances (NEC) in the event of illness, bereavement etc. impacting on your ability to comply with the demands of the course
- Contact details of the University's student support and guidance services
- Contact details of the University's employability team

The prime purpose of the induction programme is to provide multiple opportunities for you get to know your tutors and to engage in some enjoyable team building activities with fellow students in a low pressure environment. The induction programme also includes a weeklong school-wide project called **NBSDiscover** where you will be required to work in small groups to carry out observational research related to businesses in Nottingham and report your findings and recommendations to your tutors, academic mentors and a selection of NBS alumni (past graduates of NBS).

In your first year, the Personal Development module further builds on the activities you encounter as part of your induction with a focus, in the first term, on transition to university.

### **Student mentor support**

At induction you will be allocated a student (peer) mentor to support you during your first term at university and into the second term should you need it. Student mentors are drawn from second and final year students on your course and as such they are able to empathise with any problems or anxieties you may have in the early stages of your course. Typically student mentors will be there to support you with NBSDiscover, help you to navigate NOW, help you find your way around the campus and so on.

## **Personalisation at NBS and the role of Academic Mentors**

Personalisation is a key strategic theme at NBS, as such initiatives to ensure all students develop an individualised student journey are embedded into the fabric of your course at NBS. The aim of the approach is to provide you with a range of opportunities and experiences to ensure you have the edge over others in the job market and you develop in ways that are valuable to you as an individual. You will be allocated an Academic Mentor at the very start of your course, your mentor's role is to support you to understand your individualised needs, and design and implement an approach to learning that works best for you. By taking advantage of the myriad of learning opportunities on offer at NBS and across NTU, you will be encouraged to tailor your learning experience and broader university experience to get the most, personally and professionally, from your time at University.

Personalisation and the support of an Academic Mentor is embedded through the core thread of personal and professional development modules you will study at each level of your course (Personal Development in the first year, Employment and Enterprise in your second year and Developing Professional Impact in your final year). Academic mentors use a tool called the Student Dashboard which records your grade profile, and tracks your attendance and engagement on the course to help frame discussions with you and help to provide the support you need to excel on the course and fulfil your potential. With the support of your Academic Mentor you are encouraged to select from the wealth of continuing professional development (CPD) opportunities on offer including life and career-enhancing work and work-like experiences, summer schools abroad, conferences, challenges and competitions. Your Academic Mentor will also signpost you to other sources of support across the university commensurate with your individual needs. The objective of the personalisation programme is to optimise the student experience and help you to succeed academically and in your future career.

## **Resources to support learning - NBS**

The School has invested in business-focused services and applications to enhance your 'business focus' and professional engagement. These include:

- a subscription to the Financial Times online service (FT.COM) that allows you to download the FT.COM App to your phone to access articles and features
- a subscription to PollEverywhere, an online polling application to enable 'polls' to be delivered within lectures and seminars to aid interactive engagement;
- a subscription to Qualtrics, a professional survey design and analysis application that is used extensively within business;
- the operation since 2014 of a 'trading room' based on Bloomberg Professional Service, a desktop software application that allows you to monitor and analyse real-time financial market data and place trades on the electronic trading platform.

All lectures are recorded and made available to you on NOW, In addition some modules provide additional resources such as recap recordings and online guidance videos.

## **Further support – NTU wide**

Extensive learning resources are available to you, provided by the Boots Library and university IT services:

### **The Library**

The Boots Library at the NTU City site where you are based gives you access to a wealth of information and the resources needed for your studies. The library stocks nearly half a million books, as well as a growing online collection of eBooks, eJournals and databases. These can all be located using the Library OneSearch.

Knowledgeable librarians are available to help you access the resources you need and there is an online chat facility which is ideal for when you are working remotely. The library team also offers a wide range of study skills support and short courses such as research skills, academic writing skills and software skills courses.

### **IT Resources**

You will be able to use the University's and NBS computer facilities on campus and you be able to work remotely outside of timetabled sessions by accessing course and module materials on the Virtual Learning Environment known as NOW. Banks of laptops are provided in the Newton Building for you to loan should you need to borrow one at any time.

### **Non-academic and pastoral support**

We aim to help you to do well and enjoy the course. We recognise that when you first start studying, or at certain times in your student journey, you may face challenges or experience worries, your first point of contact for pastoral support should be your Academic Mentor who will be able to offer advice support and signposting to other services as necessary. Your Course Leader, course team members and Course administrator will also be there to help and provide you with information or direction to others who may be of assistance.

On the NTU website you will also find links to a range of university support services, including specific support for mature students, international students and students with additional learning needs. Religious and cultural advisors are also available.

Students can also seek support directly from the University's Student Support Services based on level 0 in the Newton Building.

## **12. Graduate destinations/employability**

As a future graduate of this course you will be equipped to access a wide range of potential career opportunities across the globe.

There is strong evidence at national level that graduates in economics are strongly in demand by a range of employers in the years following graduation. The BA Economics course will provide you with distinctive perspectives and analytical skills necessary to succeed not only in careers in the financial services sector, such as insurance and investment banking, but also in a wide range of other employment areas too.

Many recent graduates are working as analysts in companies across a variety of industries including finance, energy, retail and Information technology. Indeed, some have gained management responsibility in these areas. In addition, graduates work successfully in other fields including education, recruitment, event management and the Government Economic Service.

The programme has been shown to provide an excellent foundation for postgraduate study and success in professional examinations.

This course has been designed to ensure that when you graduate you will leave with a set of practical skills and abilities designed to enhance your employability and enable you to perform effectively in your chosen role whether this is in the UK or internationally. This is achieved through a combination of industry interventions (guest lecturers, company supported project work, life case examples, national competitions etc.) and a vocationally orientated curriculum which has been developed in conjunction with marketing employers and benchmarked against relevant professional qualifications.

### **Course standards and quality**

#### ***Quality management***

The School follows the University's requirements as specified in the Quality Handbook in full.

In addition to this, we invest additional time and resource to the monitoring and evaluation of our provision through a Departmental-led process of "module health" that links key metrics to module leader actions in order to improve your student experience at module level. At course level, we run "Course Enhancement Boards" (CEB), that offer a mechanism for course teams to reflect annually on the validity, currency and academic quality of the provision. CEBs run in the years between Periodic Course Reviews (PCRs) and have different objectives.

Externality is brought into our QM process at course level through the CEB that includes your course (student) representatives, employers, alumni and professional body representatives. We also run portfolio-wide advisory boards, that bring in a range of employers and alumni to explore aspects of our provision and support our strategic direction.

The students you have nominated and elected as your representatives on the course provide feedback at termly Course Committee Meetings. Any actions for quality management or enhancement are then summarised and feedback into course development. Feedback is also gathered on a modular level through Evasys surveys and at a course level through annual course surveys (internally for first and second years and through the National Student Survey at final year).

#### **International Quality Accreditations**

As a School we have achieved a number of accreditations to signify the quality of the School as measured across a number of dimensions including the quality of learning and teaching, industry links, student support, internationalisation of the curriculum, student international mobility, responsible and sustainable education and research focus. Most notably the School is accredited by EQUIS and by the AACSB (Association to Advance Collegiate Schools of Business). These two major quality accreditations place NBS in the top 1 percent of business schools worldwide.

#### **13. Assessment regulations**

This course is subject to the University's Common Assessment Regulations (located in Section 16 of the Quality Handbook). Any course specific assessment features are described below:

<b>Additional information</b> Collaborative partner(s): Course referenced to national (QAA) Benchmark Statements:
Course recognised by: Date this course specification approved:
Any additional information: