Where appropriate outcome statements have be referenced to the appropriate Benchmarking Statement **(BS)**

1	**Awarding Institution** Queen Margaret University
2	**Teaching Institution** Metropolitan College (AMC)
3	**Work-based learning** Metropolitan College (AMC)
4	**Programme accredited by**
5	**Final Award** BSc/BSc (Hons) Economics for Business
6	**Programme** BSc/BSc (Hons) Economics for Business
7	**UCAS code (or other coding system if relevant)**
8	**Date of validation/review** May 2015

9	**Educational Aims of the programme**

Programme Aims

The aims of the Economics for Business programme are:

1. To provide students with a comprehensive education on economics for business through the exploration of an integrated range of academic, theoretical and practical approaches in the fields of economics and business.
2. To provide students with a clear, holistic understanding of Economic principles, concepts and ideas within the wider framework of the social, political and in particular the Business environment.

10 Learning Outcomes of the Programme

A Knowledge and understanding

On completion of the programme, the students will have demonstrated knowledge and understanding of:

1. The global business environment and the function of economics within the context of business and the market
2. The fundamental principles of economics and the main ideas, concepts, models and principles in microeconomic and macroeconomic theory
3. The appropriate economic principles that can be used to design, guide and interpret commercial, economic and social policy. To discuss and analyse government and other macroeconomic policies with confidence, and assess the performance of economies, both individually and in relation to one another.
4. The use of accounting and its sources, the uses and management of finance, the management and development of People and the management of resources and operations
5. The basic principles in quantitative analysis and of graphical, and statistical presentation of economic ideas using appropriate techniques
6. The appropriate depth of analysis from undertaking research appropriate to their named degree.
7.

Assessment throughout the programme is both formative and summative and is designed to encourage deep rather than superficial learning. Examinations take a number of forms including unseen questions, case study analysis and open book. Coursework is assessed through essays, management reports, individual and group presentations, poster presentations, reflective portfolios, project proposals and the Honours Project. These assessment tools allow students to demonstrate their acquisition of knowledge and understanding through a variety of approaches.

B

Supported self study using relevant materials to promote individual enquiry and development;

Individual tutorials to enable a more extended, in-depth analysis and support of self study;

Formative assessment tasks to allow students to monitor their own understanding and engagement will be provided a regular intervals throughout the module

Assessment

Practical workshops enabling experimentation and the analysis and discussion of issues, documents and materials;

Lectures providing the opportunity for the presentation of an extended and coherent line of argument;

Seminars to generate group and individual creativity, discussion and reflection;

Guided reading and independent study to enable participants to engage with relevant and appropriate debate;

Supported self study using relevant materials to promote individual enquiry and development;

Individual tutorials to enable a more extended, in-depth analysis and support of self study;

Formative assessment tasks to allow students to monitor their own understanding and engagement will be provided a regular intervals throughout the module

Assessment

As part of our approach to learning and teaching, a variety of assessment types are used within the programme. Importantly, each level within UG programmes offer a range of assessment types but offers a consistency in volume of assessment.

Assessment throughout the programme is both formative and summative and is designed to encourage deep rather than superficial learning. Examinations take a number of forms including unseen questions, case study analysis and open book. Coursework is assessed through essays, management reports, individual and group presentations, poster presentations, reflective

Year 2
Human resource management
Financial planning and control
Applied microeconomics
Operations management
Marketing in practice
Applied macroeconomics
Year 3
New enterprise creation
International trade and investment
Banking and money
Business research methods
Political economy in a global context
Portfolio management
Year 4
Management insight & consultancy
Honours dissertation
Sustainability and economic development
Contemporary issues in economic science

12 Support for students and their learning

AMC strives for excellence in supporting students in many ways. They will always be able to find a sympathetic person who will try to help them if at all possible. The first person to contact in many cases will be the programme leader. Students are also supported by module leaders and personal tutors. The programme leader will be able to advise students on general matters about the programme they are following. Programme leaders are responsible for liaison with student representatives for the programme. They also have other duties, which vary from year-to-year and are often connected with quality improvement projects.

Module Leaders are responsible for the delivery of their module and they coordinate the team of tutors who are available to students during tutorials and practical sessions. They usually take some if not all of the lectures for their module. General academic advice can also be obtained from personal tutors.

Every student is allocated a personal tutor within the first three weeks of their arrival at the university. This is a member of academic staff who the student can go to, individually, for general guidance and advice. Personal tutors may discuss key choices (eg. option choices) and review

the student progress.

Most enquiries and administrative matters concerning registration for programmes and modules, programme regulations and other issues relating to student support can be dealt with at the Business School Registry.

Finally, AMC programme leaders after consultation with programme teams have jointly decided to create and offer a non-credit module to Level 1 students of all programmes, with the aim of

It has been common knowledge that students who enter directly the UK HE system face great difficulty in managing their self study and coursework, as well as produce written work of the

was imperative that students were supported in this respect in a more coherent and consistent manner. As a result this new module has been included in the programme structure and will be offered across the suite of the business programmes.

13 Criteria for admission

Students are admitted to the Undergraduate programmes within the Division of Business, Enterprise and Management from a diverse variety of academic backgrounds.

The standard precepts of the University Admissions Regulations apply to all applicants, including those which pertain to non-standard entry and accreditation of prior learning, as summarised at: http://www.qmu.ac.uk/quality/gr/default.htm.

The standard entry requirement for students entering level 1 will be a Greek Secondary School diploma (Apolytirion of Lykeio) with a minimum average of 10 (equivalent of 50%). Non-Greek nationals who have obtained this qualification through attendance in the Greek schooling system will be eligible for admission on the same basis as Greek nationals. Greek nationals who have been schooled overseas may be admitted to the programme on demonstrating that:

Annual Monitoring Review and Enhancement Process

This annual monitoring review includes the evaluation of and the development of an action plan based on:

external examiner reports and accreditation reports (considering quality and standards);

statistical information (considering issues such as the pass rate);

student feedback obtained via programme committee and module evaluation questionnaires.

Appointment of external examiners

The academic standards of this programme are monitored by at least one external examiner external to QMU, appointed by QMU. External examiners have two primary responsibilities:

To ensure the standard of the programme;

To ensure that justice is done to all students.

External examiners fulfil these responsibilities in a variety of ways including:

Approving exam papers/assignments;

Attending assessment boards;

Reviewing samples of student work and moderating standards;

Ensuring that regulations are followed;

Providing feedback to the University through an annual report that enables us to make improvements for the future.

Periodic reviews of the partnership and programme

This is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to students and speaks to staff before drawing its conclusions.

Committees with responsibility for monitoring and evaluating quality and standards

The Programme Committee

The Programme Committee is the major decision-making body and is the forum for policy concerning conduct, review and development of the course and students on it.

Student representativesenPf [(m) Tj ET E (ort)( ) T.re W ous rum -12 (w) 15 ()-4 (j)-9 (W o) 41mei

b) To be responsible for the maintenance of academic standards in the programme and for the conduct of the programme including the work and progress of students
c) To monitor the operation of the programme and to report annually on such operation and on possible improvements to the course to the School. Future proposals are included within an action plan as part of this annual report.
d) To keep under review the regulations for the course.
e)

A Student-Staff Consultative Committee will operate for each programme in order to allow students to discuss issues affecting their studies. The Committee will consider any matters directly related to the programme and report or make recommendations, as felt necessary, to the Programme Committee.

The membership of the Committee shall be drawn from staff teaching on the programme and student representatives; there should be more students than staff. The student membership should cover the main subject areas and activities of the programme. It is appropriate for a student to convene the committee and take minutes. Where a student member is not identified to take minutes, a member of the Programme Team will take on this role.

It is essential that some record be kept of the meetings for the purpose of demonstrating what issues were discussed, what the response was and whether the issue was then satisfactorily resolved. Programme Leaders will be expected to refer to SSCC minutes when writing their annual programme monitoring report.

Subject Group Teams

Each Programme belongs to a Subject division. The Programme Leader, within this group is responsible for the day-to-day running of the programme. The Subject Group is responsible for the overall management of the Pr

Open ended questi

Student & Staff Consultative Committee

Furthermore, at least two meetings of the Students & Staff Consultative Committees are scheduled per semester during which the educational progress and probable problems are discussed by the

meetings take place. The minutes of these meetings are attached in the Annual Monitoring Report and discussed in the Joint Board of Studies. Final decisions of the Board validate the changes following QMU regulations.

PAT Meetings

Each student can refer to the Personal Academic Tutor who is responsible for discussing and appraising his/her progress. Both parties work together so as to mutually find ways to surpass any difficulties that the student may have. Students must at least once a semester meet their year

15	Material used in designing the programme

16	Key sources of information about the programme can be found in

The **QMU regulations** can be found on the Quality web site:
http://www.qmu.ac.uk/quality/gr/default.htm
Information on AMC can be found on:
http://www.metropolitan.edu.gr

http://www.metropolitan.edu.gr/moodle

Thorough information considering **assessment regulation** can be found in :
http://www.qmu.ac.uk/quality/documents/AssessmentRegulations.doc

Continuation of study regulations are available under "***Admissions Regulations*** at