



PROGRAMME SPECIFICATION

**Economics
First Year Degree in Economics (Standard Delivery Model)**

FHEQ 4

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| Version | Current Version | 1.19 | August 2019 |
| | Prior Version/s | 1.18 | November 2018 |
| | | 1.17 | March 2017 |
| | | 1.16 | February 2016 |
| | | 1.15 | July 2015 |
| | | 2.14 | September 2014 |
| | | 1.14 | January 2014 |
| | | 1.13 | November 2013 |
| | | 1.12 | May 2012 |

PATHWAY/s

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| Pathway Type | Undergraduate | | |
| Pathway Areas | Economics | | |
| Pathways 1 st Year Degree (Equivalent) | Economics | | |
| University UNITE | 4371 | | |
| College Navigate Code/s | L1EC | | |
| Pathway Provision | College: FHEQ Level/s | 4 (Standard Delivery Model) | |
| | University: FHEQ Level/s | 5 and 6 | |
| Awarding University Awards by Pathway | University of Plymouth | | |
| | Degree awards | | FHEQ Award Level |
| <i>Economics</i> | BSc (Hons) Economics | | 6 |
| | BSc (Hons) Business Economics | | 6 |
| Subject Benchmark Statements | Reference, where appropriate, to the following overall degree Learning Outcomes: Accounting QAA1447 02/2016 para. 4.1; Business Management QAA1089 02/2015 para. 3.1 ff.; Economics QAA1270 07/2015 para. 3.2 | | |
| College Status | Associate College | | |
| College Location | 15 Portland Villas, Drakes Circus, Plymouth PL4 8AA | | |
| University Location | Drakes Circus, Plymouth, PL4 8AA | | |
| University Faculty | Faculty of Business | | |
| University School/s | Plymouth Business School (PBS) | | |
| Rationale | <p>The partnership between UPIC and University of Plymouth facilitates the acquisition of an undergraduate degree by international students who, because of their previous educational experience, are not normally able to gain direct access to the University's degree schemes in Economics. The programme has been developed to satisfy important pedagogical issues:</p> <ol style="list-style-type: none"> 1. To ensure that international students have a dedicated period of time, in a familial and safe setting, to acquire the basic knowledge and skills to prepare for undergraduate degree | | |

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| | <p>studies within a western learning environment. Thus supporting transfer, on successful completion, to the prescribed University of Plymouth degree schemes in Economics at FHEQ Level 5/UPIC Stage 3.</p> <ol style="list-style-type: none"> 2. To satisfy the University's quality protocols, which in turn are directed by the QAA Subject Benchmark requirements, for transfer to undergraduate degree studies in the disciplines of Economics at FHEQ Level 5/UPIC Stage 3. 3. Facilitate access to the UPIC 1st Year Degree Standard programme and from there the opportunity to transfer to a prescribed University of Plymouth degree scheme at undergraduate Level 2 for those students who, for a number of reasons, do not meet the direct entry tariff to the Plymouth Business School degree schemes at FHEQ Level 5/UPIC Stage 3. 4. Widen access and participation in higher education in line with the University's internationalisation agenda. 5. Commit to the provision of best practice customer service and student experience for international students and thus add value to the University's award winning student lifestyle. 6. Support the integrity of the University's QAA commitment by adopting and adapting the University's quality regime to form the basis of a robust, quality driven set of academic programmes and administrative systems and processes. 7. Assist in the diversification of the student body. <p>The UPIC 1st Year Degree Standard programme for Economics offers successful candidates the opportunity to transfer seamlessly to their chosen Economics degree scheme at FHEQ Level 5/UPIC Stage 3, as prescribed in this document.</p> |
| <p>.Educational Aims</p> | <p>The programme has been devised in accordance with the NVT UK Ltd 1st Year degree general educational aims along with those formulated for UPIC, [see Quality Manual], and the nominated outcomes desired by the Plymouth Business School to impart a high quality of education in the disciplines of Economics.</p> <p>The educational aims of the programme are to:</p> <ol style="list-style-type: none"> 1. Prepare students, who would not normally be considered qualified, to an appropriate standard for entry into FHEQ Level 5 of University of Plymouth undergraduate degree scheme in Economics. 2. To endow each individual with an educational pathway that augments opportunities for professional employment and development in the Economics sector at both a national and international level. 3. To provide a pathway to the prescribed degree scheme at FHEQ Level 5 entry. 4. Develop in students a fundamental knowledge and understanding that can demonstrate facts, concepts, theories and principles of Economics and related technological disciplines, and their underpinning science of Economics so as to support their transfer into FHEQ Level 5 of the prescribed degree schemes. 5. To ensure students acquire and foster an appreciation of the wider Economics context and its underlying principles, inclusive of the social, environmental, ethical, economic and commercial impacts and affects as well as the potential careers involved so as to support their transfer into FHEQ Level 5 of the prescribed degree schemes. 6. Encourage in students the ability to use analytical and practical processes to Economics related technological queries so as to support their transfer into FHEQ Level 5 of the prescribed degree schemes. 7. Develop in students an appreciation and desire to learn based on competent intellectual and practical skills that build to a set of transferable skills that will support them in all aspects of their onward academic studies/careers and support their decision making in an informed manner. |

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| | <p>8. Ensure that graduates have attained the prescribed level of inter-disciplinary language competence described as Level B2 ‘Independent User’ by the Council of Europe, see Common European Framework of Reference for languages: Learning, teaching assessment 2001, Council of Europe, CUP, Cambridge, p. 24, Table 1. Common Reference Levels: global scale.</p> <p>9. Ensure that graduates have attained the prescribed level of inter-disciplinary language competence to a minimum pass mark of 40% in the ACL accredited module Interactive Learning Skills and Communication, and therein a minimum 6.0 IELTS equivalent.</p> |
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PROGRAMME

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| Title | First Year Degree in Economics | |
| FHEQ | 4 | |
| Credit Points | 120 | |
| Duration of Study | Two semesters | |
| Weeks of Study | 26 Weeks | |
| Mode of Study | Full-time | |
| Mode of Delivery | Face to Face | |
| Notional Hours | 1500 | |
| Contact Hours | 472 | |
| Self-directed Study Hours | 1028 | |
| Delivery Model | Standard Delivery Model (SDM) | |
| Language of Delivery | Delivery | English |
| | Assessment | English |
| | Council of Europe | Common language reference level B2 Independent User |
| | ACL Accreditation | Interactive Learning Skills and Communication |
| Intended Learning Outcomes | <p>Generic: All modules have a set of Generic Learning Outcomes (LOs) attached to them; see relevant Definitive Module Documents (DMDs). These provide a basic set of core transferable skills that can be employed as a basis to further study and life-long learning. They are delivered using an interdisciplinary and progressive approach underpinned by the relevant Interactive Learning Skills and Communication (ILSC) module, to build these core skills within the context of subject-specific learning. Incorporated in these core skills are the key themes of relationship-management, time-management, professional communication, technological and numerical understanding and competency. The Generic LOs for the programme are tabled below:</p> | |
| | Key knowledge will be demonstrated by: | |
| | Personal organisation and time-management skills to achieve research goals and maintain solid performance levels. | Key skills will be demonstrated by the ability to: |
| | Meet converging assessment deadlines – based on punctuality and organisation with reference to class, group and individual sessions within a dynamic and flexible learning environment with variable contact hours and forms of delivery. | |
| | Understanding of the importance of attaining in-depth knowledge of terminology as used in a given topic area, as a basis to further study. | Communicate clearly using appropriate nomenclature to enhance meaning in all oral and written assessments with no recourse to collusion or plagiarism. |
| | Understanding, knowledge and application of appropriate and effective methods of communication to meet formal assessment measures. | Present clearly, coherently and logically in a variety of oral and written formats using a variety of appropriate qualitative and quantitative tools and evidence bases. |
| | Understanding and knowledge as to the development of the industry and/or scholarship in relation to a given topic under study. | Demonstrate an understanding of the current themes of a given topic, the academic and practical foundation on which they are based – demonstrated by a lack of plagiarism and need for collusion in both individual and group work. |
| | Understanding of the rules applying to plagiarism and collusion. | Collate, summarise, reason and debate/argue effectively on a given topic with appropriate reference to another’s work or ideas/concepts. |
| | Ability to work as an individual, in a small team and in a larger group to effect data collation, discussion and presentation of evidence. | Meet and succeed in each of the varied assessments presented. |

Specific:
 Module-based LOs are described as Specific LOs and combine to make up the Intended LOs of the programme/stage of study.
 Specific LOs for the majority of modules can be found in the relevant and current University of Plymouth programme outlines and associated Module Outlines *see Appendix 4*.

| <i>Code</i> | <i>Degree programme</i> |
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| <i>Module Code</i> | <i>Module Name</i> |
| <i>ILSC004</i> | <i>Interactive Learning Skills and Communication</i> |
| <i>DBS1012</i> | <i>Economics in Action</i> |
| <i>DBS1013</i> | <i>Interpreting Economic Data</i> |
| <i>DBS1003</i> | <i>Principles of Economics</i> |
| <i>DBS1005</i> | <i>Business Foundations</i> |
| <i>DBS1006</i> | <i>Introduction to Marketing</i> |
| <i>DBS1007</i> | <i>Principles of ICT</i> |
| <i>DBS1008</i> | <i>Business Accounting</i> |

Intended:
 Each UPIC programme/stage of study incorporates a set of Intended LOs to define the wider academic-based knowledge and skills acquisition. These key areas are described and tabled below:

| A | Knowledge and Understanding | | |
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| | To obtain a knowledge and understanding: | Teaching/learning methods and strategies: | Assessment methods and strategies are tested via... |
| 1 | What a business is and its internal and external operating processes, inclusive of planning and strategy, growth, marketing, products/services, finance and accounting systems, information systems, and the management and development of human resources within organisations. | Acquisition of intended LOs via a combination of small group lectures, small group-based tutorial coursework (oral and written presentation), individual coursework (oral and written presentation) and summative examination. Additional support is provided through the provision of small peer-led tutorial group work; the addition of individual tutorial support; UPIC module-specific subject specialists delivering modules; guest speakers (industry/topic specific); monitoring and appraisal by UPIC academic management as well as NVT UK management. | A.1, A.2, A.3, A.4 to A.13 – a combination of summative (closed-book) examinations and summative coursework along with written assignments and in-course assessments, computer-based coursework, project reports and presentations. A.4 – summative examination paper/s under closed-book regulations. |
| 2 | The world of business and commerce including the operation of markets and market economies. | Ensuring all candidates acquire grounding in University of Plymouth and associated end-user IT platforms for academic study. The opportunity to interface regularly with | |

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| | 3 | The structures, cultures and functions of business and marketing organisations and how they interact as part of core business functions and processes. | noted platforms in College, University of Plymouth library and independent environments to develop an understanding of the implications of the use of different computer and IT systems for research. Acquisition of A.6, A.8, A.9, A.10 and A.11 via topic specific small lab-based group lectures and the additional support and guidance provided via the provision of small peer-led tutorial group work in differing environments. |
| | 4 | The English legal system and an introduction to the regulatory framework for domestic and EU law. | <i>All lecturers are available via email and the student portal for queries to be met.</i> |
| | 5 | The theories and key concepts of economics in an interdisciplinary context. | <i>Students are encouraged throughout the programme to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</i> |
| | 6 | How economics contributes to the wider range of social and political issues in the UK context and with regard to UK central policies. | <i>Feedback is given to all students on all work produced and, where appropriate, confirmed in individual appraisal events associated with modules and more generally NVT UK academic management. Additional interviews are made with the lecturer and/or the College Director/Principal to evaluate and discuss any emerging learning issues and therein a candidate's options.</i> |
| | 7 | Marketing and its importance to business thinking. | Academics preferably have a strong business-related background as well as academic and teaching credentials to ensure that the programme satisfies the generic outcomes required by the QAA Degree qualification benchmark – application of concepts to the work environment. |
| | 8 | How the economic environment operates with an emphasis on the UK. | |

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| | 9 | The application of numerical techniques to: the business and decision making process with an emphasis on numerical and sampling methods, financial and accounting calculation; and the description of economic theories and models and in solving qualitative queries. | | |
| | 10 | The purpose and processes of proper recording of financial transactions and maintenance of accounting records in order to carry out performance monitoring within the business context and adherence to regulatory standards. | | |
| | 11 | The application of ICT as a fundamental tool for extracting, sourcing, describing and presenting data and information in a variety of relevant forms, and distributing data and information via a range of channels and formats. | | |
| | 12 | The techniques and forms of effective and clear communication in a variety of academic and professional settings in accordance with Level B2 'Independent User' as described by the Council of Europe, see p. 3 of this document for reference. | | |

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| | 13 | The role and importance of the study of the history of scholarship as a basis to determining a full understanding, correct use of accurate nomenclature and an appreciation of fundamental concepts associated with a subject area. | | |
| | B | Cognitive/Intellectual Skills | | |
| | | To obtain intellectual/cognitive skills with the ability to: | Teaching/learning methods and strategies | Assessment methods and strategies via... |
| | 1 | Make full use of library and College/University e-learning search (catalogue and bibliographic) resources. | Acquisition of B.1 and B.2 via topic specific small lab-based group lectures and the additional support and guidance provided via the provision of small peer-led tutorial group work in differing environments. | Written assignments and in-course assessments, computer-based coursework, project reports and presentations. |
| | 2 | Apply basic research techniques to sourcing and selecting appropriate academic data and literature. | Ensuring all students acquire grounding in University of Plymouth and associated end-user IT platforms for academic study. The opportunity to interface regularly with noted platforms in College, University of Plymouth library and independent environments to develop an understanding of the implications of the use of different e-learning for research. | A combination of summative (closed-book) examinations and summative coursework along with written assignments and in-course assessments, computer-based coursework, project reports and presentations. Summative examination paper/s under closed-book regulations. |
| | 4 | Ability to analyse data and various modes of information using appropriate techniques. | Acquisition of B.2 to B.5 via a combination of small group lectures (listening, writing and reading); small group-based tutorial labs/coursework (oral, reading, listening and written presentation); and individual coursework (oral, and written presentation) and summative examination (reading and writing). | A combination of summative (closed-book) examinations and summative coursework along with written assignments and in-course assessments, computer-based coursework, project reports and presentations. |
| | 5 | Ability to begin to evaluate and start to apply, reasoned thinking and supportive evidence collation to conflicting sets of information and academic opinion. | Additional support is provided through the provision of small peer-led tutorial group work and of individual tutorial support; College module-specific subject specialists delivering modules; guest speakers (industry/topic specific); monitoring and appraisal by College academic management. Candidates are always encouraged to further develop intellectual skills by independent self-directed study as in the setting and monitoring of projects and coursework that require research and compilation skills as well as in-course spot tests, examinations and participation. Students are encouraged to understand and evaluate with critical awareness the | |

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| | | | concepts studied at this level. | |
| | C | Practical Skills | | |
| | | To obtain practical skills with the ability to: | Teaching/learning methods and strategies | Assessment methods and strategies via... |
| | 1 | Transfer and utilise key communication skills at FHEQ Level 5 and FHEQ Level 6 undergraduate study, inclusive of written, numerical, graphical and diagrammatic manipulation and presentation of information. | <p>Additional support is provided through the provision of small UPIC tutorial group work and Standard assessment regimes fostering interactivity of skills and knowledge across modules within the programme. Monitoring and appraisal by UPIC academic management as well as NVT UK management.</p> <p>Ensuring all candidates acquire grounding in University of Plymouth and associated end-user IT platforms for academic study. The opportunity to interface regularly with noted platforms in College, University of Plymouth library and independent environments to develop an understanding of the implications of the use of different computer and IT systems for research. The opportunity to interface with University of Plymouth appropriate laboratory environments within the School of Computing and Business.</p> | Standard themes used across the continuous assessment framework for the programme to test robust capability skills in a number of environments. |
| | 2 | Employ analytical skills and methodologies as a basis to further study. | <p>Through a combination of small group lectures and small group-based tutorials supported by an assessment framework that requires a high level of self-directed study allows candidates to foster a range of analytical skills to support further study.</p> <p>Ensuring all candidates acquire grounding in University of Plymouth and associated end-user IT platforms for academic study. The opportunity to interface regularly with noted platforms in College, University of Plymouth library and independent environments to develop an understanding of the implications of the use of different computer and IT systems for research and skills application.</p> | A combination of summative (closed-book) examinations and summative coursework along with written assignments, portfolios and in-course assessments/tests, computer-based coursework and tests, project reports, presentations and practical's. |
| | 3 | Ability to begin to engage critically with regard to the underlying challenges facing the Building, Construction and Surveying based industries. | UPIC small group tutorials provide a commercial context for HE Level 1 studies. | Standard themes used across the continuous assessment framework for the programme to test robust capability skills in a number of environments. |
| D | Transferable Skills | | | |
| | To obtain transferable skills with the ability to: | Teaching/learning methods and strategies | Assessment methods and strategies via... | |

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| | 1 | Select, read, digest, summarise and synthesise information material in a variety of forms, both qualitative and quantitative (text, numerical data and diagrammatic) and in an appropriate manner to identify and determine key facts/themes and relevancy. | <p>Embedded in all aspects of delivery and assessment structures is the need to disseminate information presented in a variety of forms and modalities.</p> <p>Using a combination of all delivery and assessment styles (oral and written, group and individual) used within the programme to demonstrate competence in presentation, reports, long and short essays (to enhance summarisation techniques and limit collusion and plagiarism), timed assignments (indicating knowledge, organisation, time management and clear communication ability), of the following: design a persuasive message from the audience's perspective; demonstrate effective presentation delivery skills in a variety of situations; leave effective voice-mail messages; write persuasive e-mails, memos, letters; and write factual essays and reports in plain English.</p> | <p>A combination of summative (closed-book) examinations and summative coursework along with written assignments and in-course assessments, computer-based coursework, project reports and presentations.</p> <p>This indicates an ability to effectively manage a complex and flexible timetable, combining a variety of delivery and assessment modes, some of which are conflicting in submission and style (oral/written and individual/small group), to demonstrate effective organisation, self-reliance and time-management skills.</p> |
| | 2 | Use and clearly communicate discursive, numerical, statistical and diagrammatic ideas, concepts, results and conclusions using appropriate technical and non-technical language, style, structure and form. | <p>Using a combination of all delivery and assessment styles (oral and written, group and individual) used within the programme to demonstrate competence in the presentation of quantitative data, numerical techniques and descriptions of physical and chemical properties and laws – notably with reference to laboratory-focused and timed assignments, indicating knowledge and understanding of subjects, organisation, time management and clear communication.</p> | |
| | 3 | Application of basic research and referencing techniques to all aspects of study, information collation, information presentation and formulation of academic opinion. | Benchmarking of skills with regard to IT software packages (Word, PowerPoint, Excel, Access), internet access, web-content management; | |
| | 4 | Embedding the importance of self-study and reliance. This involves cultivating and developing a responsibility within each student to take cognizance for their own learning, initiative, effective time management and self-discipline within the academic and professional environments. | | |

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| | 5 | Students will also begin to develop a very good conceptual understanding and evaluation of the main aspects of a functioning business and the wider commercial and economic context of Business that can serve them well in their future studies and careers. | |
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| Assessment Regulations | <p><u>Summary:</u></p> <p>The programme is compliant with both the generic assessment regulations of Navitas UK and those of the College (CPR QS9).</p> <p>Each module within the programme/stage of study has an associated Module Outline that may be broadened into a Definitive Module Document (DMD) either of which will be provided to students at the beginning of their studies. These documents offer generic information on the Aims and Specific LOs of the subject/s under study, basic references and the attendance and notional contact requirements. They also include topics/subject areas of study and outlines of the assessment events.</p> <p>Each module has an associated textbook, as prescribed by the University's Module Outlines which includes the types of assessment activities employed, teaching methods, resources, assessment criteria and expectations, contact details of the tutor/s, referencing (if applicable) and submission/completion requirements. All assessment is designed to reflect and measure both an individual's and a cohort's achievement against the Specific LOs of the module and Intended LOs of the programme.</p> <p>In-course written, reading, listening and oral assessment is built in to all modules through general interaction between tutors and students, student peer review and small group tutorials or individual tutorials/appraisals. Modes of assessment include essay/report writing, oral presentation (group or individual, and poster), portfolio, and e-based, in-class or take home exercises/tests.</p> <p>All written assessments must follow certain criteria in style and submission as noted in the relevant Module Outlines and Student Guide. This form of assessment is considered fundamental to a student's ability to communicate ideas and evidence with clarity, relevance and logic in a planned and organised manner. Plain writing style, syntax and grammar are core skills that can be enhanced to support the maturing of individual students' composition and thus academic and transferable proficiency.</p> <p>Oral presentations, whether part of formal or informal assessment practice, are encouraged within all modules as they promote, among others, transferable skills and can identify those students who may be plagiarising material. It is advised, however, that they should not make up more than 60% of the final module mark unless as part of the learning rational. Oral group presentations should ideally contain no more than five (5) students, unless specific reasoning is applied. Each member, irrespective of their role, should be awarded the same mark unless where obvious differentiation arises, for management of this process see CPR QS9. This form of expression should not be allocated more than fifty (50) minutes per group, with less than a 30% weighting. Time limits must be upheld by tutors so as to ensure all students have the same opportunity to perform. Furthermore, tutors ought to notify students as to the materials available to them before preparation takes place.</p> <p>Final summative examination normally adheres to closed-book, invigilated, timed conditions and takes place during allocated exam periods of a programme.</p> <p>It represents a more Abstract measure of a student's achievement as a consequence of the Specific LOs associated with a module. It is utilised as a key measure of quality in teaching standards and provides a basis to aspects of delivery and environment which takes place at the conclusion of a semester by College academic services, see CPR QS9. Marks indicated in the relevant DMDs cannot be referred. Only in extenuating circumstances, sickness and personal tragedy or in the possibility of</p> | | |
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a clerical error, will deferral take place, see CPR QS9.

Formal assessment modalities (coursework and examination, respectively), combine to produce the following weightings applied to any give module:

| Coursework | Examination |
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| 100% | 0% |
| 80% | 20% |
| 70% | 30% |
| 60% | 40% |
| 50% | 50% |
| 40% | 60% |
| 30% | 70% |
| 20% | 80% |
| 0% | 100% |

Successful completion of a module is based on attaining the required overall pass grade prescribed. The assessment mode for a given module is based on the desired Specific LOs, their expressions can be found in the relevant DMD. Students must be briefed at the beginning of each module as to which weightings are in use. They should also be clearly advised as to the marking criteria and, hence, the achievement requirements for each grade cluster.

Where a student has a special need or disability, appropriate steps must be taken by the College, academic staff and/or internal/external invigilators to ensure that the need is recognised and a justified outcome identified, see CPR QS9.

Demonstration of achievement:

Students must pass all modules at the prescribed grade in order to progress to the next stage of their educational continuum, see Progression Criteria, below.

Categories of performance and grading levels:

A and A*(High Distinction) – Distinctive level of knowledge, skill and understanding which demonstrates an authoritative grasp of the concepts and principles and ability to communicate them in relation to the assessment event without plagiarism or collusion. Indications of originality in application of ideas, graphical representations, personal insights reflecting depth and confidence of understanding of issues raised in the assessment event.

B and B* (Distinction) – Level of competence demonstrating a coherent grasp of knowledge, skill and understanding of the assessment and ability to communicate them effectively without plagiarism or collusion. Displays originality in interpreting concepts and principles. The work uses graphs and tables to illustrate answers where relevant. Ideas and conclusions are expressed clearly. Many aspects of the student’s application and result can be commended.

C and C*(Credit) – Level of competence shows an acceptable knowledge, skill and understanding sufficient to indicate that the student is able to make further progress. The outcome shows satisfactorily understanding and performance of the requirements of the assessment tasks without plagiarism or collusion. Demonstrates clear expression of ideas, draws recognisable and relevant conclusions.

D (Pass) – Evidence of basic competence to meet requirements of the assessment task and event without plagiarism or collusion. Evidence of basic acquaintance with relevant source material. Limited attempt to organise and communicate the response. Some attempt to draw relevant conclusions.

F (Fail) – The student’s application and result shows that the level of competence being sought has not yet been achieved. The assessed work shows a less than acceptable grasp of knowledge, skill and understanding of the requirements and communication of the assessment event and associated tasks.

Generic marking criteria:

Response – the response must address all parts of the question, that is not just a part or parts of the question. A response that is not specifically tailored to the needs of the question will not be accepted.

Structure – the student has identified the main issues of the question and attached the appropriate emphasis to them; has stated their agreement accurately and in some detail; and has utilised the supporting data.

Context – the student has displayed knowledge of the basic subject matter under assessment; has included only relevant material where required; has provided a written agreement or mathematical/numerical/diagrammatic/modelled statement and, in doing so, has addressed all aspects of it in reaching a conclusion; and has provided a clear understanding of a question in reaching a conclusion.

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| | <p>Presentation – due credit, specified as a percentage of the marking criteria, will be given for a succinct and fluent writing style.</p> <p>Illegible material will not be given due credit, specified as a percentage of the marking criteria.</p> <p>Penalty – a student will be penalised if they have not tackled each issue of a question separately, stating their agreement and or rationalised progression, and then applying this to the facts; and will be penalised for not providing evidence of academically based reasoning in an answer.</p> <p>Sources – the student should provide accurate referencing; it is essential that a student does not plagiarise from any source, see CPR QS9.</p> |
| Moderation | See CPR QS9; Summary: all assessments are set and assessed by University of Plymouth’s Plymouth Business School, marks and grades are forwarded to UPIC for ratification at the UPIC College Progression Board with the exception of ILSC which is moderated by NVT UK. |
| Progression Criteria | <p>See Appendix 2 of this document; also see relevant University of Plymouth DMDs Module Outlines and UPIC ILSC DMDs and MGs in <i>Associated Documentation</i> (noted below): DMD DBS1012; DMD DBS1013; DMD 1003; DMD DBS1005; DMD DBS1006; DMD DBS1007; DMD DBS1008; DMD ILSC004</p> <p>Summary: minimum pass mark of 40% achieved in all modules. University regulations are applied to all FHEQ Level 4 Modules. Referrals are dependent on the number of overall credits failed. Students failing more than 60 credits will be required to repeat the modules in full with attendance.</p> |
| Failure to Progress | <p>See CPR QS9; For University of Plymouth modules at 1st Year degree level refer to University of Plymouth Academic Regulations</p> <p>For ILSC: summary: a student may not fail any module more than once, failure of a module once requires that a student repeat the entire module at full. Failure of a student to successfully complete a module on the repeat of that module will result in referral to the College Progression Board for a student management decision to be made</p> |
| Associated Documentation | The programme follows and applies all syllabi, academic materials, teaching materials and learning outcomes associated with the prescribed University of Plymouth HE Level 1 modules in the prescribed Economics undergraduate degree programmes, see Appendix 2 for programme nomenclature and DMDs (Module Outlines) references. For the purpose of clarity, the modules under UPIC application will be referred to under University of Plymouth guidelines, see Appendices 1 and 2 in this document. |
| | Definitive Module Documents (University of Plymouth DMDs) as follows: UPIC DMD ILS004 |
| | Module Guides (MGs) as follows: University of Plymouth Module Outlines for all of the above; UPIC MG L1/ILSC004 |
| | Associated teaching aids for a module as required |
| | Associated <i>Student Handbook</i> and <i>Student Study Guide</i> |
| | College Policies and Regulations (CPRs) |
| Human Resource | <p>Sessional academics (tutors) – with appropriate qualifications, experience and abilities.</p> <p>Guest speakers – relevant industries as requested by the College.</p> |
| Built Environment | All lectures and small group tutorials are held in the designated University of Plymouth classrooms, seminar rooms and dedicated laboratories; students are encouraged to use University of Plymouth’s library IT facilities for self-directed study; students are encouraged to use their private IT facilities where possible; field trips will be taken as required. |
| E-learning | IT software packages (Word, PowerPoint, Excel, Access), internet access, student portal |
| Library | University of Plymouth Campus |
| Programme Framework | <i>See Appendix Two and Appendix Three</i> |
| Management | <p>The UPIC 1st Year degree in Economics is delivered, by UPIC on behalf of the Plymouth Business on the Drake Circus campus of University of Plymouth. This scenario seeks to provide the necessary resources to ensure that all students enrolled with UPIC are afforded an educational experience that not only provides assimilation into campus and student life but is aligned with the standards and protocols of the University experience at FHEQ Level 4.</p> <p>The 1st Year degree programme operates under and according to the general compliance structures determined by the Quality and Standards Office NVT UK. This Office has oversight of all Navitas Ltd programmes operating in the UK. Any changes to a programme must be submitted via the normal NVT UK processes through the Office of the Director of Teaching and Learning.</p> |

| | |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>The general operational management of the programme lies with the College Director/Principal of UPIC (UPIC Ltd) who assumes overall responsibility for the administrative and implementation functions.</p> <p>The Manager of Academic and Support Services (or equivalent) of UPIC is responsible for the day-to-day management of the 1st Year degree programme, inclusive of attendance monitoring.</p> <p>UPIC provides additional tutorial support to any student, who may require it, up to the amount of two (2) extra contact hours per week per enrolled student. That is in addition to the prescribed UPIC four (4) hour small group tutorial/lecture per week of a standard teaching semester.</p> <p>The various sessional academic module leaders/lecturers are responsible for the delivery and initial assessment of the programme whilst appraisal of delivery and course content is advised by the Plymouth Business School in liaison with the UPIC College Director/Principal in consultation with the Quality and Standards Office NVT UK, the Head of the Plymouth Business School and associated appropriate Programme Directors/Leaders.</p> <p>The College Admissions Team is responsible for candidate selection to the UPIC 1st Year degree (Standard) programme. All non-standard admission decisions are referred to the College Director/Principal.</p> |
| Monitoring and Review | <p>Formal review of the 1st Year degree in Economics takes place as an annual review in January/September between UPIC, the Quality and Standards Office NVT UK and representation from the Plymouth Business School. Strategic, logistical and operational issues are developed within the remit of the Academic Advisory Committee (AAC) held on a trimester basis and chaired by the Director of Teaching and Learning, University of Plymouth. Progression details are determined via the UPIC College Progression Board. For details of review and quality management of this and all UPIC programmes, see CPR QS9 and CPR QS2.</p> <p>Informal Review takes place on a regular basis via interface between students, the Manager of Academic and Support Services and/or nominee and the teaching staff using both Student Surveys (inclusive of I-graduate) and teaching observation.</p> |
| Entry Requirements | <p>UPIC and the University of Plymouth work in close partnership to ensure that best practice quality management processes govern the recruitment, educational and after-sales services available to students and potential students.</p> <p>This pathway offers candidates one (1) main entry point for those who successfully complete the UPIC University Foundation in Business to the Plymouth Business School and their nominated, prescribed, undergraduate degree schemes at HE Level 1.</p> |
| Appendix 1 | Learning Outcomes in the UPIC constituent module(s) |
| Appendix 2 | Delivery Schedule – University of Plymouth PBS Degree Programmes |
| Appendix 3 | PU/UPIC Module Conversion |
| Appendix 4 | University of Plymouth PBS Module Descriptors |

Appendix 1

Development of Programme Learning Outcomes (LOs) in the UPIC Constituent Modules:

The tables below map where the intended LOs of the programme are assessed in the core/constituent modules. It provides an aid to (i) academic staff in understanding how individual modules contribute to the programme aims, (ii) a checklist for quality control purposes, and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses. **Key:** LOs which are assessed as part of a given module ✓✓; LOs which are not explicitly assessed as part of a given module ✓.

| Pathway Stage 2 | | Programme Intended LOs | | | | | | | | | | | | |
|-------------------------------------------------|-------------|-----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| | | Knowledge and Understanding | | | | | | | | | | | | |
| Core Modules | Module Code | A.1 | A.2 | A.3 | A.4 | A.5 | A.6 | A.7 | A.8 | A.9 | A.10 | A.11 | A.12 | A.13 |
| Interactive Learning Skills and Communication 4 | ILSC004 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓✓ | ✓✓ |
| Principles of ICT | DBS1007 | ✓ | | ✓ | ✓ | | | ✓ | | ✓ | ✓ | ✓✓ | ✓✓ | ✓ |
| Principles of Economics | DBS1003 | ✓✓ | ✓✓ | ✓ | ✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓ | ✓ | ✓ | ✓✓ |
| Business Foundations | DBS1005 | ✓✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓✓ | ✓✓ | ✓ | ✓ | ✓ |
| Economics in Action | DBS1012 | ✓ | ✓ | ✓ | ✓ | ✓✓ | ✓✓ | | ✓✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Interpreting Economic Data | DBS1013 | ✓ | ✓ | ✓ | ✓✓ | ✓✓ | ✓✓ | | ✓ | ✓✓ | ✓ | ✓ | ✓ | ✓ |
| Introduction to Marketing | DBS1006 | ✓✓ | ✓✓ | ✓ | ✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓ | ✓ | ✓ | ✓✓ |
| Elective: | | | | | | | | | | | | | | |
| Business Accounting | DBS1008 | ✓✓ | ✓ | ✓✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Organisational Behaviour | DBS1010 | ✓ | ✓✓ | ✓ | ✓ | ✓✓ | ✓✓ | ✓ | ✓✓ | ✓ | ✓ | ✓ | ✓ | ✓✓ |

| Pathway Stage 2 | | Programme Intended LOs | | | | | | | | | | | | |
|-------------------------------------------------|-------------|------------------------|-----|-----|-----|-----|------------------|-----|-----|---------------------|-----|-----|-----|-----|
| | | Intellectual Skills | | | | | Practical Skills | | | Transferable Skills | | | | |
| Core Modules | Module Code | B.1 | B.2 | B.3 | B.4 | B.5 | C1 | C.2 | C.3 | D.1 | D.2 | D.3 | D.4 | D.5 |
| Interactive Learning Skills and Communication 4 | ILSC004 | ✓✓ | ✓✓ | ✓✓ | ✓ | ✓ | ✓✓ | ✓ | ✓ | ✓ | ✓ | ✓✓ | ✓✓ | |
| Principles of ICT | DBS1007 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Principles of Economics | DBS1003 | ✓ | ✓✓ | ✓✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓✓ | ✓✓ | ✓✓ | ✓ |
| Business Law | DBS1004 | ✓ | ✓✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓✓ | ✓ |
| Business Foundations | DBS1005 | ✓ | ✓ | ✓✓ | ✓✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓✓ | ✓ | ✓ | ✓ |
| Economics in Action | DBS1012 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Interpreting Economic Data | DBS1013 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Introduction to Marketing | DBS1006 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Elective: | | | | | | | | | | | | | | |
| Business Accounting | DBS1008 | ✓ | ✓✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓✓ | ✓ | ✓ |
| Organisational Behaviour | DBS1010 | ✓ | ✓✓ | ✓ | ✓ | ✓✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓✓ | ✓ |

Knowledge and understanding:

| | |
|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A.1 | What a business is and its internal and external operating processes, inclusive of planning and strategy, growth, marketing, products/services, finance and accounting systems, information systems, and the management and development of human resources within organisations. |
| A.2 | The world of business and commerce including the operation of markets and market economies. |
| A.3 | The structures, cultures and functions of business and marketing organisations and how they interact as part of core business functions and processes. |
| A.4 | The English legal system and an introduction to the regulatory framework for domestic and EU law. |
| A.5 | The theories and key concepts of economics in an interdisciplinary context. |
| A.6 | How economics contributes to the wider range of social and political issues in the UK context and with regard to UK central policies. |
| A.7 | Marketing and its importance to business thinking. |
| A.8 | How the economic environment operates with an emphasis on the UK. |
| A.9 | The application of numerical techniques to: the business and decision making process with an emphasis on numerical and sampling methods, financial and accounting calculation; and the description of economic theories and models and in solving qualitative queries. |
| A.10 | The purpose and processes of proper recording of financial transactions and maintenance of accounting records in order to carry out performance monitoring within the business context and adherence to regulatory standards. |
| A.11 | The application of ICT as a fundamental tool for extracting, sourcing, describing and presenting data and information in a variety of relevant forms, and distributing data and information via a range of channels and formats. |
| A.12 | The techniques and forms of effective and clear communication in a variety of academic and professional settings in accordance with Level B2 'Independent User' as described by the Council of Europe, see p. 3 of this document for reference. |
| A.13 | The role and importance of the study of the history of scholarship as a basis to determining a full understanding, correct use of accurate nomenclature and an appreciation of fundamental concepts associated with a subject area. |

Intellectual Skills

| | |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| B.1 | Make full use of library and College/University e-learning search (catalogue and bibliographic) resources. |
| B.2 | Apply basic research techniques to sourcing and selecting appropriate academic data and literature. |
| B.3 | Integrate oral, written, listening, reading, non-verbal and diagrammatic skills to effect clear communication. |
| B.4 | Ability to analyse data and various modes of information using appropriate techniques. |
| B.5 | Ability to begin to evaluate and start to apply, reasoned thinking and supportive evidence collation to conflicting sets of information and academic opinion. |

Practical Skills

| | |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| C.1 | Transfer and utilise key communication skills at FHEQ Level 5 and FHEQ Level 6 undergraduate study, inclusive of written, numerical, graphical and diagrammatic manipulation and presentation of information. |
| C.2 | Employ analytical skills and methodologies as a basis to further study. |
| C.3 | Ability to begin to engage critically with regard to the underlying challenges facing the Architectural and Design based industries. |

Transferable skills

| | |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| D.1 | Select, read, digest, summarise and synthesise information material in a variety of forms, both qualitative and quantitative (text, numerical data and diagrammatic) and in an appropriate manner to identify and determine key facts/themes and relevancy. |
| D.2 | Use and clearly communicate discursive, numerical, statistical and diagrammatic ideas, concepts, results and conclusions using appropriate technical and non-technical language, style, structure and form. |
| D.3 | Application of basic research and referencing techniques to all aspects of study, information collation, information presentation and formulation of academic opinion. |
| D.4 | Embedding the importance of self-study and reliance. This involves cultivating and developing a responsibility within each student to take cognizance for their own learning, initiative, effective time management and self-discipline within the academic and professional environments. |
| D.5 | Students will also begin to develop a very good conceptual understanding and evaluation of the main aspects of a functioning business and the wider commercial and economic context of Business that can serve them well in their future studies and careers. |

Appendix 2: Delivery Schedule – University of Plymouth PBS Degree Programmes

1st Year Degree – Economics

Delivery Schedule: hours of study applied to the programme

Semester 1

| Week | Total Hours | | | | | | | | | | |
|-------------------------|------------------------------------------|--------|---------------|----------------------|---------------|-------------------|---------------|---------------------------|-----|--------------------|--------------------------------|
| | ILS004 | | | DBS1005 | | DBS1007 | | DBS1006 | | Contact hours/week | Self-directed study hours/week |
| | Interactive Learning and Communication 4 | Skills | | Business Foundations | | Principles of ICT | | Introduction to Marketing | | | |
| Contact hours | Self-dir study | | Contact hours | Self-dir study | Contact hours | Self-dir study | Contact hours | Self-dir study | | | |
| 1 | 5 | 10 | | 5 | 10 | 3 | 5 | 5 | 10 | 18 | 35 |
| 2 | 5 | 10 | | 5 | 10 | 3 | 5 | 5 | 10 | 18 | 35 |
| 3 | 5 | 10 | | 5 | 10 | 3 | 5 | 5 | 10 | 18 | 35 |
| 4 | 5 | 10 | | 5 | 10 | 3 | 5 | 5 | 10 | 18 | 35 |
| 5 | 5 | 11 | | 5 | 11 | 3 | 5 | 5 | 11 | 18 | 38 |
| 6 | 5 | 11 | | 5 | 11 | 3 | 5 | 5 | 11 | 18 | 38 |
| 7 | 5 | 11 | | 5 | 11 | 3 | 5 | 5 | 11 | 18 | 38 |
| 8 | 5 | 11 | | 5 | 11 | 3 | 5 | 5 | 11 | 18 | 38 |
| 9 | 5 | 11 | | 5 | 11 | 3 | 5 | 5 | 11 | 18 | 38 |
| 10 | 5 | 11 | | 5 | 11 | 3 | 5 | 5 | 11 | 18 | 38 |
| 11 | 5 | 11 | | 5 | 11 | 3 | 5 | 5 | 11 | 18 | 38 |
| 12 | 5 | 11 | | 5 | 11 | 3 | 5 | 5 | 11 | 18 | 38 |
| 13 (Exam) | 2 | 10 | | 2 | 10 | 2 | 2 | 2 | 10 | 8 | 32 |
| Total hours / module | 62 | 138 | | 62 | 138 | 38 | 62 | 62 | 138 | 224 | 476 |
| Notional hours / module | 200 | | | 200 | | 100 | | 200 | | 700 | |
| Credit Points | 20 | | | 20 | | 10 | | 20 | | 70 | |

Semester 2

| Week | Total Hours | | | | | | | | | |
|-------------------------------|-------------------------------------------------|-------------------|-------------------------|-------------------|---------------------|-------------------|----------------------------|-------------------|-----------------------|--------------------------------------|
| | Elective: DBS1008 DBS1010 | | DBS1003 | | DBS1012 | | DBS1013 | | Contact hours/week | Self-directed study hours/week |
| | Business Accounting Organisational Behaviour | | Principles of Economics | | Economics in Action | | Interpreting Economic Data | | | |
| | Contact hours | Self-dir study | Contact hours | Self-dir study | Contact hours | Self-dir study | Contact hours | Self-dir study | | |
| 1 | 5 | 10 | 5 | 10 | 5 | 10 | 5 | 10 | | |
| 2 | 5 | 10 | 5 | 10 | 5 | 10 | 5 | 10 | 20 | 40 |
| 3 | 5 | 10 | 5 | 10 | 5 | 10 | 5 | 10 | 20 | 40 |
| 4 | 5 | 10 | 5 | 10 | 5 | 10 | 5 | 10 | 20 | 40 |
| 5 | 5 | 11 | 5 | 11 | 5 | 11 | 5 | 11 | 20 | 44 |
| 6 | 5 | 11 | 5 | 11 | 5 | 11 | 5 | 11 | 20 | 44 |
| 7 | 5 | 11 | 5 | 11 | 5 | 11 | 5 | 11 | 20 | 44 |
| 8 | 5 | 11 | 5 | 11 | 5 | 11 | 5 | 11 | 20 | 44 |
| 9 | 5 | 11 | 5 | 11 | 5 | 11 | 5 | 11 | 20 | 44 |
| 10 | 5 | 11 | 5 | 11 | 5 | 11 | 5 | 11 | 20 | 44 |
| 11 | 5 | 11 | 5 | 11 | 5 | 11 | 5 | 11 | 20 | 44 |
| 12 | 5 | 11 | 5 | 11 | 5 | 11 | 5 | 11 | 20 | 44 |
| 13 (Exam) | 2 | 10 | 2 | 10 | 2 | 10 | 2 | 10 | 8 | 40 |
| Total hours / module | 62 | 138 | 62 | 138 | 62 | 138 | 62 | 138 | 248 | 552 |
| Notional hours / module | 200 | | 200 | | 200 | | 200 | | 800 | |
| Credit Points | 20 | | 20 | | 20 | | 20 | | 80 | |

Appendix 3

| 1st Year Degree – Economics – Module Conversion | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|--------------------------|---------------|--------------|
| Core Modules | | Credit Points | % Examination | % Coursework |
| University of Plymouth (PU) Module Code → University of Plymouth (PU) Module Name → | UPIC Module Code Module Name | | | |
| <i>BSO101/ELC100</i> <i>Blend of the following PU modules to ensure curriculum parity:</i> <i>BSO101- Information for Management Decision</i> <i>ELC100 – English for Academic Purposes</i> | ILSC004 Interactive Learning Skills and Communication 4 | 20 | 40 | 60 |
| ENC1009 <i>Business Economics</i> | DBS1003 Principles of Economics | 20 | 50 | 50 |
| STO100/ENT1001PP <i>World of Enterprise/Entrepreneurial Thought and Action</i> | DBS1005 Business Foundations | 20 | 50 | 50 |
| MKT109 <i>Marketing in Action</i> | DBS1006 Introduction to Marketing | | 70 | 30 |
| <i>BSO101</i> <i>Blend of the following PU module to ensure curriculum parity:</i> <i>BSO101- Information for Management Decision</i> | DBS1007 Principles of ICT | 10 | 60 | 40 |
| ECN1011 and ECN1012 <i>Principles of Economics A and B</i> | DBS1013 Interpreting Economic Data | 20 | - | 100 |
| ECN1008 <i>Economics in Action</i> | DBS1012 Economics in Action | 20 | - | 100 |
| Elective: ACF103 <i>Business Accounting</i> OR HRL100 <i>Organisational Behaviour</i> | Elective: DBS1008 Business Accounting OR DBS1010 Organisational Behaviour | 20 | 40 70 | 60 30 |
| Economics | | 150 Credit Points | | |

Appendix 4

University of Plymouth Module Descriptors