# University of Huddersfield Programme Specification

| 1. | Awarding institution | University of Huddersfield |
| --- | --- | --- |
| 2. | Teaching institution | University of Huddersfield |
| 3. | School and Department | School of Arts and Humanities  Department of Communication and Humanities |
| 4. | Course accredited by | N/A |
| 5. | Mode of Delivery | Full-time (3 years) / Part-time (6 years) / Sandwich (4 years) |
| 6. | Final Award | BA Joint Hons |
| 7. | Course Title | Economics and History |
| 8. | UCAS Code | LV11 |
| 9. | Subject benchmark statement | QAA 2022  The Economics elements of the programme have been mapped against the benchmarks for Economics, Finance, Business and Mathematics, 2012 History 2022 |
| 10. | Date of Programme Specification Approval | August 2023 |

## 11. Educational Aims of the Courses

The course aims is designed to provide a Economics and History Joint Honours degree which incorporates elements from both the History BA and the Economics BSc to provide a Economics and History Bachelor of Arts degree. The programme is located within the History subject area. It aims to include both the University of Huddersfield Graduate Attributes for all taught degree courses and specific course aims for the named award/s.

All taught degree courses enable graduates to develop the following attributes core to the University of Huddersfield.

### University of Huddersfield Graduate Attributes

1. Self-motivated
2. Commercially aware
3. Enterprising
4. Resilient
5. An effective collaborator
6. A confident leader
7. Globally and socially aware
8. Plans growth and development

In addition, the named awards will provide:

1. a high-quality education at degree level based on the teaching and research strengths of a well-established and successful team of historians and economists;
2. a foundation in different aspects of historical study in a variety of chronological and geographical areas and a thorough educations and training in fields of economics, finance and business.
3. training in appropriate skills which can be applied to more than the study of economics and history, and especially to employment, enterprise and innovation;
4. competencies to develop students as researchers.

## 12. Course Learning Outcomes

On completion of the course, students will be able to:

**Knowledge and Understanding**

1. demonstrate a range of historical knowledge in depth, covering different themes, methods, periods and regions of both a general and specialist nature, enabling them to reflect on global citizenship (QAA History 2022, 4.5); combined with knowledge and understanding of economics concepts, quantitative methods, economic modelling approaches and principles of ethics, sustainability, and responsibility (QAA Economics 2019, 4.3)
2. ask historical questions and offer an increasingly independent perspective on historical interpretations (QAA History 2022, 4.5); and develop and demonstrate a critical understanding of relevant methodological frameworks and empirical research results using appropriate economic theories, concepts and terminology (QAA Economics 2019, 4.3 IV);
3. Recognise strengths and weaknesses in the arguments of others (QAA History 2022, 4.6, QAA Economics 2019, 4.3 VI)
4. evaluate and interpret significant bodies of primary material (QAA History 2022, 4.5); and develop and demonstrate an understanding of economic data, evidencing and appreciating what methods might be appropriately applied to the analysis of such data (QAA Economics 2019, 4.3 VI);
5. conduct a piece of detailed research and relate the findings of that research to the wider historical discipline including ethical issues (QAA 2022, 4.5, QAA Economics 2019, 4.3, II);

**Professional/practical skills**

1. demonstrate the ability to reflect critically on career and personal development;
2. demonstrate enhanced ability to make mature choices in career and personal development if taking the sandwich year option;
3. engage with enterprise, innovation and real-world challenges (QAA History 2022, 4.5, 4.6, QAA Economics 2019, 5.5, III);

**Transferable/Key Skills**

1. communicate clearly and concisely in a variety of ways with appropriate and accurate sources and referencing to a range of audiences, demonstrating appropriate digital literacy where required (QAA History 2022, 4.5, 4.6, QAA Economics 2022, 5.1);
2. sustain a reasoned line of argument as an individual or as part of a group, orally or in writing (QAA History 2022, 4.5, 4.6, QAA Economics 2022, 5.1);
3. Exhibit imaginative insight and creativity (QAA History 2022, 4.6, QAA Economics 2019, 5.1)
4. initiate and plan a complex project/ piece of detailed research including interpreting a significant body of data (QAA History 2022, 4.5, QAA Economics 2019, 5.1).

## 13. Course Structures and Requirements, Levels, Modules, Credits and Awards

**13.1** The course is designed as a full time four-year undergraduate course with the added benefit of students being able to broaden their educational experience, employability, skills and personal confidence by taking a Placement year and would gain 120 credits where they opt to do this. All students are encouraged to take a placement year, but may opt out of this and complete the course in three, full-time years of study.

The course may also be taken as a part-time course, although the Placement year would not be an option.

While all students are expected to complete the course, interim awards for completion of earlier stages of the course are available and are detailed below. In order to qualify for BA (Hons) Economics and History (Sandwich), students will need to complete ASX0001 Placement Year in Year 3. PDP during the Placement Year will be delivered via the personal academic tutor system and by the module leader. Students will be monitored throughout their Placement Year with regular contact via their personal tutor. Alternatively, students may progress from year 2 to year 4 directly to quality for BA (Hons) Economics and History.

In Year 4, students must take either the Dissertation or Honours Project. Students will be counselled on their module choices via the personal academic tutor system and module choice meetings.

All modules other than those designated as ‘compulsory’ are available for condonement.

Modules will run either year-long or term-long. Students will be encouraged to ensure a balanced timetable throughout selecting modules via a proscribed selection process (e.g. selecting from term one modules and term two modules) and via a discussion with their personal academic tutor.

A Main Course Assessment Board will be held in a timely manner to ensure the speedy ratification of marks. With an entry date of the end of September the Main Course Assessment Board will be held by the end of June the following year.

**September entry: full-time**

| **Level** | **Term** | **Modules** | **Status** | **Credit** | **Award** |
| --- | --- | --- | --- | --- | --- |
| **Year One** | | | | | |
| F (FHEQ 4) | Yearlong | AFX1105 Critical Thinking | Core | 30 |  |
| F (FHEQ 4) | Yearlong | AFH1028 Modern World | Core | 30 |  |
| F (FHEQ 4) | Term 1 | BFE0020 Introduction to Microeconomics (Ec) | Core | 20 |  |
| F (FHEQ 4) | Term 1 | BFE0022 Statistics for Social Sciences (Ec) | Core | 20 |  |
| F (FHEQ 4) | Term 2 | BFE0019 Introduction to Macroeconomics (Ec) | Core | 20 | Cert HE [120 Credits] |
| **Year Two** | | | | | |
|  |  |  |  |  |  |
| I (FHEQ 5) | Yearlong | AIX2000 Work Experience Placement | Compulsory | 20 |  |
| I (FHEQ 5) | Yearlong | BIE0011 Intermediate Macroeconomics (Ec) | Core | 20 |  |
| **Choose up to 40 credits from the following History modules:** | | | | | |
| I (FHEQ 5) | Yearlong | AIH2020 Research Skills | Option | 20 |  |
| I (FHEQ 5) | Yearlong | AIH2019 Hands on History: Voice, Film and Material Culture | Option | 20 |  |
| I (FHEQ 5) | Term 1 | AIH2021 Holy Wars: The Age of Crusades | Option | 20 |  |
| I (FHEQ 5) | Term 1 | AIH2030 Refugees in Modern World History | Option | 20 |  |
| I (FHEQ 5) | Term 1 | AIH2771: Reformation and Revolution | Option | 20 |  |
| I FHEQ 5) | Term 1 | AIH2026: Growing up in the Past: Oral Histories of Childhood and Youth | Option | 20 |  |
| I (FHEQ 5) | Term 2 | AIH2015: Hitler’s Germany | Option | 20 |  |
| I (FHEQ 5) | Term 2 | AIH2029 Histories of Africa: A Survey since 1500 | Option | 20 |  |
| **Choose up to 40 credits from the following Economics modules:** | | | | | |
| I (FHEQ 5) | Variable | BIE0008 Intermediate Microeconomics | Option | 20 |  |
| I (FHEQ 5) | Variable | BIE0014 Econometrics (Ec) | Option | 20 |  |
| I (FHEQ 5) | Variable | BIE0016 International Economics and Globalisation (Ec) | Option | 20 |  |
| I(FHEQ 5) | Variable | BIE0012 Economic History (Ec) | Option | 20 |  |
| I (FHEQ 5) | Variable | BIE0013 Applied Business Economics (Ec) | Option | 20 |  |
| I (FHEQ 5) | Variable | BIT2010 Passenger Transport Management (Ec) | Option | 20 |  |
| I (FHEQ 5) | Variable | BIT2024 Sustainable Aviation Management (Ec) | Option | 20 |  |
| **In addition, students may choose up to 20 credits from the following options.** | | | | | |
| I (FHEQ 5) | Term 1 or Term 2 | AIP1344 Developing Confidence in Spoken and Written English | Optional | 20 |  |
| I (FHEQ 5) | Term 1 or Term 2 | AIP1345 English for Academic and Professional Purposes | Optional | 20 |  |
| I (FHEQ 5) | Term 1 or Term 2 | AIP1346 Advanced Professional and Academic English | Optional | 20 | Dip HE (240 credits) |
| **Year Three** | | | | | |
| I (FHEQ 5) | Year long | ASX0001 Placement Year | Option | 120 |  |
| **Year Four** | | | | | |
| ***Students must choose one of the following:***  **EITHER the following core module, plus 80 credits of optional modules:** | | | | | |
| H (FHEQ 6) | Yearlong | AHX3005 Dissertation | Core | 40 |  |
| **OR, the following core module, plus 100 credits of optional modules:** | | | | | |
| H (FHEQ 6) | Yearlong | AHH3050 Honours Project | Core | 20 |  |
| **Choose up to 60 credits from the following History modules (*the options on offer may vary from year to year)*:** | | | | | |
| H (FHEQ 6) | Term 1 | AHH3203 Henry’s Empire | Option | 20 |  |
| H (FHEQ 6) | Term 1 | AHH3231 Bloodlands: Historical Geography of Interwar East Central Europe | Option | 20 |  |
| H (FHEQ 6) | Term 1 | AHH3214 Mindsets, Institutions and Madness | Option | 20 |  |
| H (FHEQ 6) | Term 1 | AHH3210 Britain on the Breadline | Option | 20 |  |
| H (FHEQ 6) | Term 2 | AHH3106 History and Myth: Writing and Re-Writing the Middle Ages | Option | 20 |  |
| H (FHEQ 6) | Term 2 | AHH3213 The Dark Years, 1940-1944: Collaboration, Resistance and Memory in Wartime France | Option | 20 |  |
| H (FHEQ 6) | Term 2 | AHH3233 Making the Peace, 1918-1924 | Option | 20 |  |
| H (FHEQ 6) | Term 2 | AHH3025 The Elizabethan Age | Option | 20 |  |
| H (FHEQ 6) | Term 2 | AHH3211 The Great War: Culture and Society | Option | 20 |  |
| **Choose up to 60 credits from the following Economics modules (*the options on offer may vary from year to year):*** | | | | | |
| H (FHEQ 6) | Variable | BHE0013 Applied Econometrics (Ec) | Option | 20 |  |
| H (FHEQ 6) | Variable | BHE0014 Decision Science (Ec) | Option | 20 |  |
| H (FHEQ 6) | Variable | BHA0028 Climate Economics and Finance (Ec) | Option | 20 |  |
| H (FHEQ 6) | Variable | BHE0010 Industrial Economics (Ec) | Option | 20 |  |
| H (FHEQ 6) | Variable | BHT4024 Mobility Economics and Policy (Ec) | Option | 20 |  |
| **In addition, students may choose up to 20 credits from the following options.** | | | | | |
| H (FHEQ 6) | Term 1 or Term 2 | AHP1344 Developing Confidence in Spoken and Written English | Optional | 20 |  |
| H (FHEQ 6) | Term 1 or Term 2 | AHP1345 English for Academic and Professional Purposes | Optional | 20 |  |
| H (FHEQ 6) | Term 1 or Term 2 | AHP1346 Advanced Professional and Academic English | Optional | 20 | BA [300 credits]  BA (Hons) [360 credits]  BA (Hons) (Sandwich) [480 credits] |

### 13.2 Interim Awards

* Certificate of Higher Education in Economics and History (Joint Honours) after Year 1 i.e. 120 credits at Foundation Level
* Diploma of Higher Education in Economics and History (Joint Honours) after years 1 and 2 i.e. 240 credits of which at least 120 are at the Intermediate level.

## 14. Teaching, Learning and Assessment

**14.1**

Through the use of a range of activities and methods of learning and assessment, the course ensures that a student achieves the specified learning outcomes and works in a variety of situations that give opportunities to develop both individual and group-based skills. These include lectures and seminars and students will also experience small group tutorials, workshops and individual tuition as appropriate including student involvement in PDP activities.

Within the Economics element, students are exposed to a range of pedagogical approaches, combined in ways thought to be most appropriate by the subject specialists delivering the modules.  Such approaches will include a range of teaching and assessment methods aimed to achieve the outcomes specified in Section 12.  These will include, for example, lectures, seminars, tutorials, workshops, computer aided learning packages, case study analysis and directed study.  Use is made of VLE and other e-learning online platforms where appropriate.  Students may have the opportunity to develop their IT skills through the use of specialist software packages, appropriate to the nature of the subject area.

In line with the requirements of the Equality Act 2010, for students with disabilities, arrangements can be made to alter the pattern of attendance to allow the learning experiences to be achieved without causing unnecessary burdens on the person involved. This can include making adjustments to timetables within the week and across the year, altering the pattern and nature of assessment activities, and providing an extended range of learning resources and support.

Year two students do a 120 hour work placement to develop work-related skills. This normally takes place at the end of the teaching year but may be completed across the year dependant on the placement’s requirements. If taking the 4 year Sandwich Course, AIH2031 will be used as a preparation module for the Placement Year.

* The assessment tariff equates to roughly 200 learning hours per 20-credit module and approximately 4000 words or equivalent at F level; 5000 at I; and 5000-6000 at H level.
* Each module will be assessed according to the rationale set out in the module specification and assessment criteria set out in the Course Handbook.
* Forms of assessment are varied to allow students to demonstrate knowledge, understanding, practical skills and transferable skills. The assessment process does focus on developing essay-writing and documentary analysis as key skills for historians (QAA 2022, 3.9 and 3.10). All students complete at least one summative oral assessment available throughout the programme (QAA, 2022, 3.10a) and In the Economics element, assessment methods may include: seen and unseen examinations, In-Class tests, MCQs, Individual assignments, reports, verbal presentations, group projects, computer-based assessments, database creation and case studies, The Nature of the assessment varies from module to module, and mirrors the modes of communication expected of professionals in this field (e.g. Report writing, presentations, case studies and the use of digital technologies. Details of module assessments are provided in the module specification documents. All students complete at least one summative oral assessment available throughout the programme (QAA, 2019, 6.16).
* Formal assessment will take place in accordance with the University’s Academic Administration timetable. Some Intermediate and Honours level modules may be assessed at the end of Term 1. In order to provide early feedback and to stagger the assessment load, coursework will be an assessed element in all modules and submitted at different points during the academic year.
* All modules will have a formative element of assessment.

## 15. Support for Students and their Learning

**15.1** Support for students undertaking this course operates at University, School and Course level as follows:

**15.2 University Level**

The University provides a range of centralised support services to students. This includes:

**15.2.1 Wellbeing Services**

There are a range of support options available through the wellbeing Service. The [wellbeing webpages](https://students.hud.ac.uk/help/wellbeing/) provide a more detailed explanation of these but support includes:

* Wellbeing and mental health support
* Welfare support
* Counselling
* Getting Back on Track with your studies
* Groups and workshops
* Self-help resources
* Support for student parents

The wellbeing Service also enables students to access a free, confidential platform called Togetherall. [Togetherall](https://students.hud.ac.uk/help/wellbeing/247support/togetherall/) has a range of self-help options to support emotional and mental wellbeing including advice, information and guidance, groups and courses to address emotional and mental health difficulties and support forums.

The service also delivers to support to students who have experienced harassment, bullying, hate incidents or hate crimes. You can find out more information about this on their [share and support page](https://students.hud.ac.uk/help/wellbeing/share-support/). The Share and Support tool is an online form which enables you to share and seek support for incidents. You can choose to complete this anonymously or provide your details so that we can contact you and offer support.

The service also supports students with GP registration so all students have access to treatment. The University Health Centre is a GP practice that is situated on the edge of campus. If you aren’t registered with a GP then you can consider registering with the health centre. You can find information about the practice on the [Health Centre web page](https://www.universityhealthhuddersfield.co.uk/).

**15.2.2 Disability Services**

Disability Services work with students who have one or more of the following: specific learning difficulties such as dyslexia; mental health difficulties such as anxiety and depression; an autistic spectrum condition; hearing impairments; visual impairments; long term medical conditions such as diabetes or cancer and physical or mobility difficulties. Where a disability or condition may have an impact on study, the service works alongside a student to identify the impact and coordinate appropriate support or adjustments. You can find out more about Disability Services on [their website](https://students.hud.ac.uk/help/disability/).

**15.2.3 Careers and Employability Service**

The Careers and Employability service provide support to students with:

* Jobs, work experience and volunteering
* CVs, applications and interviews
* Advice on further study
* Using assessment centres and psychometric tests
* Continued advice as a graduate

More information on their services can be found on [their website](https://students.hud.ac.uk/opportunities/careers/).

**15.2.4 The Student Finance Office**

The Student Finance Office services include:

* Information and guidance regarding possible sources of funding for all courses in the University.
* Budgeting advice to discuss a variety of options and strategies in order to manage on a budget.
* Facilities for the billing and payment of income to be collected by the University.
* Debt advice via personal and confidential sessions is available from trained staff along with mediation and resolution.

Further information can be found on the [student finance website](https://students.hud.ac.uk/help/finance/)

**15.2.5 Computing Services**

Computing Services provide induction and ongoing support for all students. More information on the range of computing services can be found on [their website](https://students.hud.ac.uk/studies/it/).

**15.2.6 Library** **Services**

Library Services provide induction and ongoing support for all students. More information on the range of library services can be found on [their website](https://library.hud.ac.uk/).

**15.3 School Level**

* + 1. The School of Arts & Humanities provides additional student support using a variety of approaches:
* The Student Panel meets a minimum of twice a year and matters of concern are reported to the Course Committee.
* The University strongly encourages student representation on all major committees within the University.
* The School has dedicated Academic Skills Tutors who deliver a range of generic skills. The AST offers help and advice with general study skills, IT, literacy and numeracy, and research skills. The AST may also refer students for specialist support and assessment e.g. for Dyslexia.
* Staff Appraisals: Staff development priorities in the University are based on achieving excellence in learning, teaching and scholarship.
* Course and module evaluation questionnaires are distributed annually to students; the results are considered by Course Committee and reported to the Annual Evaluation Committee.
* School Teaching and Learning Committee.
* Peer Observation of Teaching.

In addition, Economics offer the following:

* This course offers access to a dedicated Learning Innovation and Development Centre. The Learning Innovation and Development Centre (LIDC) provides students with support in understanding and using information and resources around their course and modules. The LIDC supports students’ understanding, helping them to follow assignment briefs and manage time &  processes to produce work efficiently and effectively. In addition to this the LIDC also supports students in their oral presentations and writing, using academic business English in a professional manner. In addition the LIDC team may also refer students for specialist support and assessment e.g. for dyslexia.

**15.4 Course Level**

At course level support is provided by:

* A Personal Academic Tutor for pastoral and academic support will be provided by History. The course leader is also available for academic support, as are seminar tutors and module leaders. All members of staff have clearly advertised office hours when students are encouraged to seek any help they need.
* The Induction Programme which introduces staff and services within the university.
* Academic and Personal support within History which is listed in the Student Handbook.
* The development of skills are embedded into Foundation level modules through essay and document analysis planning, economic analysis and understanding, oral assessment preparation and using digital media.
* Students are supported in the PDP process through materials in the Student Handbook. PDP runs throughout the first year of the programme via the Personal Academic Tutor system and the embedded ‘Becoming an Historian’ skills workshops. The PDP process is delivered through both formal (taught) and informal means. It is implemented by all staff through the Personal Academic Tutor system. PATs are available to discuss PDP at regular intervals during the degree. The provision of PDP at undergraduate level provides students with ‘appropriate opportunities for personal and professional development’ and to provide for the identification, regular review and recording of each student’s development needs. Responsibility for adhering to the PDP scheme lies with the student.
* Students are required to undertake PDP self-assessment in induction week and reflect on their development again in AIH2031 Work Experience Placement at I level. In their final year, students are required to reflect on the experience of the Work Placement and update their PDP and CV as a consequence. The PDP process is also continued in the Dissertation (History in Practice) / Honours Project at H level.
* If taking the Placement Year, students will remain in contact with their PAT (via electronic media if appropriate).

## 16. Criteria for Admission

The University of Huddersfield seeks and encourages applicants in order to widen participation, improve access and apply the principles of equal opportunities. We provide support for applicants who require additional assistance in order to select the right course of study and make a successful transition to studying at university. We encourage local, national and international applications. Further information for [International Students can be found on their website](http://www.hud.ac.uk/international).

If you were educated outside the UK, you are required to have International English Language Testing System (IELTS) at a score of 6.0 with a minimum score of 6.0 in writing and a minimum of 5.5 in any single component. If you have alternative qualifications or do not meet the IELTS requirement we also offer a range of [Pre-Sessional English Programmes.](http://www.hud.ac.uk/international/pre-sessionalenglishprogramme/)

**16.2** The University provides opportunities for the accreditation of prior learning (APL) as stated in [[Section 3 of the Regulations for Awards](https://www.hud.ac.uk/policies/registry/awards-taught/section-3/).](https://www.hud.ac.uk/policies/registry/awards-taught/section-c/)

**16.3** The University’s general minimum entry requirements are specified in Section 1.5 of the [Regulations for Awards](https://www.hud.ac.uk/policies/registry/awards-taught/section-1/)**.**

**16.4** Every person who applies for this course and meets the minimum entry requirement – regardless of any disability – will be given the same opportunity in the selection process. General advice and information regarding disability and the support the University can give can be found by contacting student services as follows:

Telephone**:** 01484 471001 via I-point

Email: disability@hud.ac.uk

Further information is available on the [disability services website.](http://students.hud.ac.uk/wellbeing-disability-services/disabilityservices)

Further advice on the specific skills and abilities needed to successfully undertake this course can be found by contacting the admissions tutor and by visiting our .

* 1. However, the specific entry requirements and admission criteria for the courses are detailed below:
* For school/college leavers who have reached 17.5 years on admission, a total of 112 UCAS tariff points or equivalent or a Pass from an accredited Access course with 45 level 3 credits at Merit or above.
* Applications from international students will be considered on an individual basis, and with advice from the University's International Office. Where necessary, applicants will be expected to demonstrate their spoken and written English language skills by achieving a minimum IELTS score of 6.5.
* Mature students’ (over the age of 21) applications will be considered on an individual basis taking into account any previous learning and life experience applicable to the particular programme of study.
* Applicants with prior learning or prior experiential learning will be considered individually by the School of Arts & Humanities’ Accreditation and Validation Panel, to assess whether it is appropriate to grant general or specific credit towards the course.

## 17. Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning

**17.1 University:** The methods for the validation and annual evaluation of courses, including those validated by external bodies, and for the review of teaching and research and of academic support services are specified in the University’s [Quality Assurance Procedures for Taught Courses and Research Awards](https://www.hud.ac.uk/policies/registry/qa-procedures/).

**17.2 School:**

* The History Student Panel meets a minimum of twice a year and matters of concern are reported to the History Course Committee.
* The University strongly encourages student representation on all major committees within the University including the School’s Teaching and Learning & Equality, Diversity and Inclusivity Committees.
* Staff Appraisals: Staff development priorities in the University are based on achieving excellence in learning, teaching and scholarship.
* Course and module evaluation questionnaires are distributed annually to students; the results are considered by Course Committee and reported to the Annual Evaluation Committee.
* School Teaching and Learning Committee.
* Peer Observation of Teaching.

## 18. Regulation of Assessment

**18.1** University awards are regulated by the [Regulations for Awards](https://www.hud.ac.uk/policies/registry/awards-taught) on the University website.

Quick links to the [Regulations for Taught Students, procedures and forms](https://www.hud.ac.uk/registry/current-students/taughtstudents/) can be accessed on the University website.

**19. Indicators of Quality and Standards**

**19.1**

* Course validation process.
* The History Subject Area was reviewed in 2019.
* The Economics programmes were validated in 2019
* NSS: All Courses within the overall suite provided by the subject area respond to the annual National Student Survey results by adapting to the needs of students. This process occurs at both module and course level.
* University Course Evaluation Survey

## 

**PSD Appendix 1**

**University of Huddersfield Graduate Attribute (HGA) Mapping to Modules**

| **Module code** | **HGA 1**  **Self-motivated** | **HGA 2**  **Commercially aware** | **HGA 3**  **Enterprising** | **HGA 4**  **Resilient** | **HGA 5**  **Effective collaborator** | **HGA 6**  **Confident leader** | **HGA 7**  **Globally & socially aware** | **HGA 8**  **Plans personal development** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **AFH1028** | X |  |  | X | X | X | X |  |
| **AFX1105** |  |  |  |  |  |  |  |  |
| **BFE0019** | X | X | X | X | X | X | X | X |
| **BFE0020** | X | X | X | X | X |  | X |  |
| **BFE0022** | X | X | X | X | X | X | X | X |
| **AIX2000** | X | X | X | X | X | X | X | X |
| **AIH2015** | X | X | X | X | X |  | X | X |
| **AIH2019** | X | X | X | X | X | X | X | X |
| **AIH2020** | X | X | X | X | X | X | X | X |
| **AIH2021** | X | X | X | X | X | X | X | X |
| **AIH0026** | X |  |  | X | X | X | X |  |
| **AIH2029** | X | X |  | X |  | X | X |  |
| **AIH2030** | X |  |  | X | X |  | X | X |
| **AIH2771** | x |  |  |  |  |  |  | X |
| **BIE0008** | X | X | X | X | X |  | X |  |
| **BIE0011** | X | X | X | X | X |  | X | X |
| **BIE0012** | X | X | X | X | X |  | X |  |
| **BIE0013** | X | X |  |  | X |  | X |  |
| **BIE00 14** | X | X | X | X | X |  | X |  |
| **BIE0016** | X | X | X | X | X |  | X |  |
| **BIT2010** | X | X | X | X | X | X | X | X |
| **BIT2024** | X | X | X | X | X |  | X |  |
| **AHH3025** | x |  |  |  |  |  |  |  |
| **AHH3050** | X | X | X | X |  |  |  | X |
| **AHX3005** | X | X | X | X |  |  |  | X |
| **AHH3106** | X | X | X | X | X | X | X | X |
| **AHH3203** | x |  |  |  |  |  |  |  |
| **AHH3210** | X | X | X | X | X | X | X | X |
| **AHH3231** | X |  | X | X | X | X | X |  |
| **AHH3213** | X |  |  | X | X | X | X |  |
| **AHH3214** | X | X | X | X | X | X | X | X |
| **AHH3233** | X |  |  | X | X |  | X |  |
| **AHH3211** | X |  |  | X | X |  | X |  |
| **BHA0028** | X |  |  |  |  |  |  |  |
| **BHE0010** | X | X | X | X | X | X | X | X |
| **BHE0013** | X | X | X | X | X |  | X |  |
| **BHE0014** | X | X | X | X | X |  | X |  |
| **BHT4014** | X | X | X | X |  |  | X |  |
| AHP1344 | X |  | X | X | X | X | X |  |
| AHP1345 | X | X | X | X | X | X | X |  |
| AHP1346 | X |  | X | X | X | X | X |  |

**PSD Appendix 2**

**Modules mapped to course learning outcomes (CLOs)**

**Course learning outcomes for the final award of BA (Hons) Economics and History**

* Please map routes separately; identify the outcomes that apply to any exit awards (both UG and PG); include all optional modules
* Learning outcomes may be assessed at different levels
* The University’s Regulations for Awards apply in relation to the required credit accumulation for the relevant award.

**Modules mapped to CLOs by award**

| **CLO** | **AFH1031** | **AFX1105** | **BFE0019** | **BFE0020** | **BFE0022** | **AIX2000** | **BIE0011** | **AIH2019** | **AIH2020** | **AIH2021** | **AHH2030** | **AIH2771** | **AIH2026** | **AIH2015** | **AIH2029** | **BIE0008** | **BIE0014** | **BIE0016** | **BIE0012** | **BIE0013** | **BIT2010** | **BIT2024** | **ASX0001** | **AHH3050** | **AHX3005** | **AHH3203** | **AHH3231** | **AHH3214** | **AHH3210** | **AHH3106** | **AHH3213** | **AHH3233** | **AHH3025** | **AHH3211** | **BHE0013** | **BHE0014** | **BHA0028** | **BHE0010** | **BHT4024** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CLO1** | X | X | X | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **CLO2** |  | X | X | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **CLO3** | X | X | X | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **CLO4** | X | X | X | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **CLO5** |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **CLO6** |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **CLO7** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **CLO8** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **CLO9** | X | X | X | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **CLO10** | X | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **CLO11** | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **CLO12** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| On meeting all of the above: Cert HE Economics and History | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  |  |  |  |  |  |  |  |  |  |  |
| **CLO1** | X | x | X | x | X |  | X | X | X | X | X | x | X | X | X | X | X | X | X | X | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **CLO2** | X | X | X | X | X |  | X | X | X | X | X | x | X | X | X | X | X | X | X | X | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **CLO3** | X | X | X | X | X |  | X | X | X | X |  | x | X | X | X | X | X | X | X | X | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **CLO4** | X | X | X | X | X |  | X | X | X | X | X | x | X | X | X | X | X | X | X | X | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **CLO5** |  | X |  |  |  |  |  | X | X |  |  |  | X |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **CLO6** |  | X |  |  |  | X |  | X | X |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **CLO7** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **CLO8** |  |  |  |  |  | X |  | X |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **CLO9** | X | X | X | X | X | X | X | X | X | X | X | x | X | X | X | X | X |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **CLO10** | X | X | X |  |  |  | X | X | X | X | X | x | X | X | X | X |  |  |  | X |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **CLO11** | X | X |  |  |  |  | X | X | X | X |  |  | X |  | X | X |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **CLO12** |  |  |  |  |  |  |  | X | X |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  |  |  |  |  |  |  |  |  |  |  |
| **CLO1** | X | X | X | X | X |  | X | X | X | X | X | x | X | X | X | X | X | X | X | X | X | X |  | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| **CLO2** | X | X | X | X | X |  | X | X | X | X | X | x | X | X | X | X | X | X | X | X | X | X |  | X | X |  | X | X | X | X | X | X | X | X | X | X | X | X | X |
| **CLO3** | X | X | X | X | X |  | X | X | X | X |  | x | X | X | X | X | X | X | X | X | X | X |  | X | X | X | X | X |  | X | X | X | X |  | X | X | X | X | X |
| **CLO4** | X | X | X | X | X |  | X | X | X | X | X | x | X | X | X | X | X | X | X | X | X | X |  | X | X | X | X | X |  | X | X | X | X | X | X | X | X | X | X |
| **CLO5** |  | X |  |  |  |  |  | X | X |  |  |  | X |  |  | X |  |  |  |  |  |  |  | X | X |  | X | X |  | X | X |  |  |  |  |  |  |  |  |
| **CLO6** |  | X |  |  |  | X |  | X | X |  |  |  | X |  |  |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |
| **CLO7** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **CLO8** |  |  |  |  |  | X |  | X |  |  |  |  | X |  |  |  |  |  |  |  |  |  | X |  |  |  |  | X |  | X | X |  |  |  |  |  |  |  |  |
| **CLO9** | X | X | X | X | X | X | X | X | X | X | X | x | X | X | X | X | X |  |  | X |  |  |  | X | X | X | X | X | X | X | X |  | X | X | X | X | X | X |  |
| **CLO10** | X | X | X |  |  |  | X | X | X | X | X | x | X | X | X | X |  |  |  | X |  | X |  | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |  |
| **CLO11** | X | X |  |  |  |  | X | X | X | X |  |  | X |  | X | X |  |  |  | X |  |  |  |  |  |  | X | X |  | X | X | X |  | X | X | X | X | X |  |
| **CLO12** |  |  |  |  |  |  |  | X | X |  |  |  | X |  |  |  |  |  |  |  |  |  |  | X | X |  |  | X | X | X | X |  |  |  |  |  |  | X |  |
| n meeting all of the above: BA Economics and History (300 credits) / BA (Hons) Economics and History (360 credits) / BA (Hons) Sandwich Economics and History (480 credits) | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  |  |  |  |  |  |  |  |  |  |  |

Additionally the three optional English Language Skills modules can be mapped against CLOs 6, 9 & 10

**PSD Appendix 3**

**Subject Benchmark Mapping**

Demonstration of how course learning outcomes map onto the relevant [QAA subject benchmark](https://www.qaa.ac.uk/quality-code/subject-benchmark-statements) statement (Section 6 Benchmark Standards) (or, mapping to the relevant [QAA Characteristics Statement](https://www.qaa.ac.uk/quality-code/supporting-resources) if no subject bench is applicable):

**Course learning outcomes (CLOs) mapped to subject benchmark**

| **Subject Benchmark Statements for History** | **CLO1** | **CLO2** | **CLO3** | **CLO4** | **CLO5** | **CLO6** | **CLO7** | **CLO8** | **CLO9** | **CLO10** | **CLO11** | **CLO12** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **4.5** | X | X |  | X | X |  |  | X | X | X |  | X |
| **4.6** |  |  | X |  |  |  |  | X | X | X | X |  |
| **Subject Benchmark Statements for Economics** |  |  |  |  |  |  |  |  |  |  |  |  |
| **4.3 ii** |  |  |  |  | X |  |  |  |  |  |  |  |
| **4.3 iv** |  |  |  | X |  |  |  |  |  |  |  |  |
| **4.3 vi** | X | X | X |  |  | X | X | X |  |  |  |  |
| 5.5 iii |  |  |  |  |  |  |  |  | X | X | X | X |
| 5.1 |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |

**PSD Appendix 4**

**PDP Mapping**

Demonstration of how personal development planning (PDP) maps onto modules and is progressed through the course, evidencing the strategy on PDP summarised in section 14 and available in the [University’s PDP Guidance document](https://www.hud.ac.uk/media/universityofhuddersfield/content/documents/registry/regulationsandpolicies/policiesandguidance/pdp_policy.pdf):

**Year 1**

|  |  |  |  |
| --- | --- | --- | --- |
| **Aspect of PDP** | **Modules/area PDP delivery** | **How is PDP achieved** | **Process** |
| **Personal Reflection** | AFX1105 and Personal Academic Tutor Meetings (PAT) | With 5 PAT meetings per year, students will reflect on their progress and development. AFX1105 also facilitates this in a collaborative environment with group feedback. | The students will be encouraged to regularly meet their personal tutors with meetings logged on the PAT module in the VLE. Consultation with the Academic Skills Tutors is incorporated into AFX1105 |
| **EVIDENCE** | AFX1105 timetabled workshops and seminars and regular meetings with PAT | | |
| **Career Planning** | GLOBAL PROFESSIONAL AWARD (GPA) | Completion of GPA | The GPA involves 1-hour per week of online and in-person development activities related to careers, professional wellbeing and enterprise. |
| **EVIDENCE** | GPA completion | | |
| **Developing independence / confidence** | AFX1105 AFH1028 | Teaching and assessment that place an emphasis on collaborative learning, developing independent critical thinking, oral communication and presentation skills both inside and outside of the seminar room. | Through in-class activities, formative and summative assignments accompanied by regular feedback. |
| **EVIDENCE** | Group presentation in AFH1028; workshops in AFX1105 | | |

**Year 2**

|  |  |  |  |
| --- | --- | --- | --- |
| **Aspect of PDP** | **Modules/area PDP delivery** | **How is PDP achieved** | **Process** |
| **Personal Reflection** | Individual PAT meetings and ‘Becoming a Researcher’. | 5 PAT meetings across the year. PAT system to also facilitate timetabled ‘Becoming a Researcher’ sessions with tutorial group and led by the PAT. | Students will be encouraged to regularly meet their personal tutors to discuss their progress and developments. The ‘Becoming a Researcher’ sessions will allow students to reflect on skills already acquired and those in need of improvement in order to complete the dissertation/project in final-year. |
| Formative assessments (all modules) | Formative assessments incorporated into all modules. | Formative assessments will allow the students to receive constructive feedback and work on their academic developments. |
| **EVIDENCE** | Logging PAT tutorial meetings on the VLE; submitted formative assignments. | | |
| **Career Planning** | GPA | Completion of GPA | The GPA involves online and in-person development activities related to careers, professional wellbeing and enterprise. In total, this effectively equates to approximately one-hour per week of student study. |
| Core: AIX2000  Work Placement | Completion of the Work Placement module | A graduate or professional level work placement which could be an enterprise or citizenship placement, plus associated documentation or a work-related exercise, plus a tangible end product (such as a teaching or disability-related resource pack) and an evaluation of the process of its production. |
| PAT meetings | 5 meetings across the year with PAT. | Students will be encouraged to discuss their career plans with their tutor. |
| **EVIDENCE** | GPA Completion; Completion of Work Placement module assignments; logging PAT tutorial meetings on the VLE. | | |
| **Developing independence / confidence** | Core: AIX2000  Work Placement | Presentation skills will be taught and assessed as a part of the career presentation assignment. | The career presentation allows students to conduct a skills audit, reflect on their career and future professional progression, and orally deliver a career plan. |
| Optional: AIH2019;  AIH2020 AIH2026. | Oral History Portfolio; Vocationally appropriate public output; research skills. | In these modules, students must use individual initiative to engage with external partners/collaborators in order to assemble the requisite assignment materials. Students receive feedback on their self-motivation, project development and enterprise. |
| **EVIDENCE** | Summative assignments for AIX2000; AIH2019; AIH 2020; AIH2026. | | |

**Placement Year**

|  |  |  |  |
| --- | --- | --- | --- |
| **Aspect of PDP** | **Modules/area PDP delivery** | **How is PDP achieved** | **Process** |
| **Personal Reflection** | ASX0001 | Progress report on work placement; self-reflective essay; placement log book; student self-evaluation form. | Students are required to reflect over the whole course of their placement. These assignments listed encourage students to frequently audit their skill and competency development over the course of the placement and augment their professional development. This is reviewed and subsequently discussed with the personal academic tutor. |
| **EVIDENCE** | Assignments submitted in order to complete ASX0001 | | |
| **Career Planning** | ASX0001 | Assignments listed above and Personal Academic Tutor/Module Leader/Employer | The student’s PAT makes two visits to their place of employment in order to observe the student’s progress and also meet their employer. In addition to their portfolio of assignments, this process is used as the basis of career evaluation and planning through in person meetings and electronic communication with the PAT and the module leader. |
| **EVIDENCE** | Two visits by the personal academic tutor to the student’s workplace in addition to electronic communication over the course of the placement year. | | |
| **Developing independence / confidence** | ASX0001 | The work placement year itself and the opportunity for feedback from the employer at regular intervals. | The opportunity for students to engage in long-term work experience that requires them to engage with a variety of real-life and professional challenges while consistently auditing and reflecting on their skills and getting feedback from their employer. The affirmation from the employer’s final report on the student’s personal development and efforts. |
| **EVIDENCE** | Work placement, self-reflection assignments and employer’s report. | | |

**Final Year**

|  |  |  |  |
| --- | --- | --- | --- |
| **Aspect of PDP** | **Modules/area PDP delivery** | **How is PDP achieved** | **Process** |
| **Personal Reflection** | PAT Meetings | 5 PAT meetings across the year. | Students will be encouraged to regularly meet their personal tutors to discuss their progress and developments. |
| Core: AHH3050,  AHX3005 | Timetabled dissertation/project workshops throughout the year and regular timetabled group sessions with dissertation/project supervisor in addition to individually-organised one to one dissertation/project supervisions. | Building on the ‘Becoming a Researcher’ sessions from the previous year, students are encouraged to reflect on the research skills acquired across the course and how to orient these towards a particular independent research project. They are offered regular feedback individually and in groups through the history dissertation and project modules and their allocated supervisors. Academic Skills Tutor consultations are built into module delivery. |
| **EVIDENCE** | Logging PAT tutorial meetings on the VLE; timetabled sessions for AHH3050/AHX3005 and the submission of a final-year dissertation/project. | | |
| **Career Planning** | GPA | Completion of GPA | The GPA involves online and in-person development activities related to careers, professional wellbeing and enterprise. In total, this effectively equates to approximately one-hour per week of student study. |
| PAT meetings | 5 PAT meetings across the year. | Students will be encouraged to use their regular meetings with their PAT to discuss their career development. |
| **EVIDENCE** | GPA Completion; logging PAT tutorial meetings on the VLE. | | |
| **Developing independence / confidence** | Core: AHH3050/  AHX3005 | Assessed Presentations and independent research project | Students are required to individually present their initial research framework as the initial summative assessment. They are encouraged to reflect on their research methods, sources and initial findings. Finally, students offer a roadmap for completion of the work which receives oral and written feedback from academic staff. The process of initiating, conducting and completing a substantive research project over a sustained period of time is a major boon to student confidence and independence. |
| Optional: AHH3106 | Oral pitch for a film/computer game | Students are required to pitch for a media output that represents or appropriates the Middle Ages. This task builds student presentation skills and confidence in using their historical knowledge to pitch a non-traditional academic output. |
| **EVIDENCE** | AHH3050/AHX3005 presentation and dissertation/project portfolio submission. | | |

**PSD Appendix 5**

**Assessment Schedule: History Elements**

Outline assessment schedule showing the nature and timing of summative assessments for all modules contributing to the course, including optional modules and identifying the very last submission point for the whole course:

|  |  |  |  |
| --- | --- | --- | --- |
| **Module Code** | **Assessment Task** | **Week number** | **Last Submission of course ()** |
| AFH1028 | Summative 1 | 32 |  |
|  | Summative 2 | 41 |  |
|  | Summative 3 | Various (group presentations in seminar) |  |
| AFX1105 | Summative 1 |  |  |
|  | Summative 2 |  |  |
|  | Summative 3 |  |  |
|  | Summative 4 |  |  |
| AIX2000 | Summative 1 | 25 |  |
|  | Summative 2 | 48 |  |
| AIH2015 | Summative 1 | 33 |  |
|  | Summative 2 | 37 |  |
| AIH2019 | Summative 1 | 31 |  |
|  | Summative 2 | 37 |  |
| AIH2021 | Summative 1 | 20 |  |
|  | Summative 2 | 25 |  |
| AIH2026 | Summative 1 | 19 |  |
|  | Summative 2 | 26 |  |
| AIH2020 | Summative 1 | 31 |  |
|  | Summative 2 | 39 |  |
| AIH2029 | Summative 1 | 34 |  |
|  | Summative 2 | 39 |  |
| AIH2029 | Summative 1 | 34 |  |
|  | Summative 2 | 41 |  |
| AIH2771 | Summative 1 | Various (presentation in seminar) |  |
|  | Summative 2 | 21 |  |
| ASX0001 | Summative 1 | 20 |  |
|  | Summative 2 | 49 |  |
| AHH3025 | Summative 1 | 32 |  |
|  | Summative 2 | 37 |  |
| AHH3050 | Summative 1 | 25 |  |
|  | Summative 2 | 37 |  |
| AHX3005 | Summative 1 | 25 |  |
|  | Summative 2 | 37 |  |
| AHH3106 | Summative 1 | 35 |  |
|  | Summative 2 | 41 | **X** |
| AHH3203 | Summative 1 | 16 |  |
|  | Summative 2 | 21 |  |
| AHH3210 | Summative 1 | 18 |  |
|  | Summative 2 | 25 |  |
| AHH3211 | Summative 1 | 33 |  |
|  | Summative 2 | 37 |  |
| AHH3213 | Summative 1 | 34 |  |
|  | Summative 2 | 41 |  |
| AHH3214 | Summative 1 | 15 |  |
|  | Summative 2 | 26 |  |
| AHH3231 | Summative 1 | 17 |  |
|  | Summative 2 | 21 |  |
| AHH3233 | Summative 1 | 20 |  |
|  | Summative 2 | 25 |  |
| AHP1344 | Summative 2 | 16 |  |
|  | Summative 1 | 18 |  |
|  | Summative 3 | 21 |  |
| AHP1345 | Summative 2 | 16 |  |
|  | Summative 1 | 18 |  |
|  | Summative 3 | 21 |  |
| AHP1346 | Summative 2 | 16 |  |
|  | Summative 1 | 18 |  |
|  | Summative 3 | 21 |  |

**Assessment Schedule: Economics Elements**

**Mapping of module assessments**

Final assessments are shown in bold

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Module Code** | **Exam** | **In Class Test** | **Individual Assignment** | **Group Assignment** | **Presentation** | **Other** |
| **Year 1 modules** |  |  |  |  |  |  |
| *BFE0019*  Introduction to Macroeconomics | **60 minutes exam (50%)**  **Week 42** | 60 minutes ICT (50%)  Week 31 |  |  |  |  |
| *BFE0020*  Introduction to Microeconomics | **60 minutes exam (50%)**  **Week 25** | 60 minutes ICT (50%)  Week 15 |  |  |  |  |
| *BFE0021*  Mathematics for Social Sciences |  | **120 minutes exam**  **(100%)**  **Week 42** |  |  |  |  |
| **Year 2 modules** |  |  |  |  |  |  |
| *BIE0008*  Intermediate Microeconomics |  | 60 minutes ICT (50%)  Week 21  **90 minutes ICT (50%)**  **Week 40** |  |  |  |  |
| *BIE0016*  International Economics and Globalisation | **90 minutes exam (50%)**  **Week 42** |  | 1,000 words individual assignment  (50%)  Week 21 |  |  |  |
| *BIE0011*  Intermediate Macro |  | 60 minutes ICT (50%)  Week 21  **90 minutes ICT (50%)**  **Week 40** |  |  |  |  |
| *BIE0012*  Economic History | **90 minutes exam (50%)**  **Week 42** |  | 1,000 words individual assignment  (50%)  Week 21 |  |  |  |
| *BIE0013*  Applied Business Economics | **90 minutes exam (60%)**  **Week 42** |  |  |  |  | 10 minutes group video presentation (40%)  Week 21 |
| *BIE0014*  Econometrics |  | 60 minutes ICT (50%)  Week 25 |  |  |  | **1,500 words econometric project (50%)**  **Week 41** |
| *BIT2024*  Sustainable Aviation Management | **60 minutes exam (40%)**  **Week 42** |  | 1,500 words individual report (60%)  Week 19 |  |  |  |
| *BIT2010*  Passenger Transport  Management | **60 minutes**  **exam (40%)**  **Week 42** |  | 1,500 words individual report (60%)  Week 30 |  |  |  |
| **Final Year Modules** |  |  |  |  |  |  |
| *BHE0013*  Applied Econometrics |  | 60 minutes ICT (40%)  Week 25 |  |  |  | **20 minutes group presentation of an econometric work**  **(60%)**  **Week 39/40** |
| *BHE0014*  Decision Science | **90 minutes exam (50%)**  **Week 42** |  | 1,500 words individual assignment (50%)  Week 30 |  |  |  |
| *BHA0028*  Climate Economics and Finance | **120 minutes exam (70%)**  **Week 42** |  | 1,000 words individual assignment  (30%)  Week 20 |  |  |  |
| *BHE0010*  Industrial Economics |  |  | **2,000 words individual assignment (50%)**  **Week 35** |  |  | 10 group video presentation (50%)  Week 21 |
| *BHT4024*  Mobility Economics and Policy | **90 minutes exam (50%)**  **Week 42** |  | 1,500 words Individual report (50%)  Week 21 |  |  |  |

Note: The dates are provisional and may change

**CAB Model**

Please select a CAB Model, please see our [guidance on identifying a CAB Model](https://www.hud.ac.uk/media/assets/document/registry/validationprocess/TaughtCourseAssessmentBoardExampleStructures.docx):

| **Model** | **Mode of Study** | **Course Start Month** | **Length before Main CAB** | **Expected Month for Main CAB** |
| --- | --- | --- | --- | --- |
| A | UGT FT | September | 9 months | June |