

**1. Title of the module**

Introduction to Business Economics

**2. School or partner institution which will be responsible for management of the module**

Pearson College London

**3. The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 4

**4. The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

**5. Which term(s) the module is to be taught in (or other teaching pattern)**

This module can be run in any term: Autumn, Spring or Summer

**6. Prerequisite and co-requisite modules**

None

**7. The programmes of study to which the module contributes**

- |  |                 |
|--|-----------------|
| - BA (Hons) Business Management                                      | - option module |
| - BA (Hons) Business Management with Entrepreneurship                | - option module |
| - BA (Hons) Business Management with Finance                         | - option module |
| - BA (Hons) Business Management with Global Industries               | - option module |
| - BA (Hons) Business Management with Law                             | - option module |
| - BA (Hons) Business Management with Marketing                       | - option module |
| - BSc(Hons) Professional Accounting in Business                      | - core module   |
| - Integrated Masters in Advanced Professional Accounting in Business | - core module   |

**8. The intended subject specific learning outcomes.**

*On successfully completing the module students will be able to:*

- 8.1 Demonstrate a knowledge and understanding of key microeconomic theories and concepts, distinguishing between the economic goals of various stakeholders and organisations.
- 8.2 Discuss the concept of profit maximisation in the context of pricing, costs and industry factors in the context of real organisations.
- 8.3 Discuss in detail the functions of the main financial markets and institutions in facilitating commerce and development, and the factors that influence aggregate demand and supply.
- 8.4 Discuss the role of the government including market failures, government intervention and governmental macroeconomic policies used to address unemployment, inflation, and balance of payment deficits.

- 8.5 Explain the factors affecting the level of a country's national income and the impact of changing growth rates on organisations.
- 8.6 Explain the theoretical advantages of international trade in the context of comparative advantage.

## 9. The intended generic learning outcomes.

*On successfully completing the module students will be able to:*

9.1 Develop sound judgements in relation to basic theories and concepts supported by arguments and evidence.

## 10. A synopsis of the curriculum

This module aims to cover the bases of micro and macro-economic theory with an application to real organisations, industries and regions. The module focuses on providing learners with a working knowledge of economic concepts that they can apply when making real business decisions. The module will also challenge some of the assumptions used in classic economic theory, such as rationality.

The curriculum will cover:

- The basic economic problem and the production possibility frontier
- Role of stakeholders in setting goals and influencing decisions in organisations.
- Types of not-for-profit organisations.
- The status of economic considerations as constraints rather than primary objectives of not-for-profit organisations.
- Cost curves and cost behaviour
- Profit maximisation, the pricing mechanism and the concepts of demand and supply
- Price elasticity concepts
- Structure, conduct and performance of industries and organisations
- Government intervention and market failures
- The role of global financial markets
- Role and functions of financial intermediaries: maturity transformation, risk management, aggregation, matching borrowers and lenders.
- Role and influence of commercial banks on the supply of liquidity to the financial system through their activities in credit creation.
- Influences on exchange rates
- Aggregate demand and supply
- The role of fiscal, monetary and supply side policies to help address unemployment, inflation, balance of payment deficits
- International trade, globalisation, and trading blocks

## 11. Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

- Sloman, J., Wride, A. and Garratt, D. (2012). *Economics*. 8th ed. Harlow: Pearson Education.
- CIMA P04 Study Text
- Begg, D. et al. (2010) *Economics*. 10th ed. New York: McGraw Hill.

## Supplementary Texts

- The Dark Valley: a Panorama of the 1930's, Brendon, P. Jonathan Cape (2000)
- FT.com. (2013). Editorial: A British bubble. Financial Times 29 September 2013 [online] [Accessed 14 August 2014]
- Anderson, P.L., McLellan, R.D., Overton, J.P. & Olfram, G.L. (1997). Price Elasticity of Demand. Mackinac Centre [online] [Accessed 14 August 2014]. Available from <<http://www.mackinac.org/article.aspx?ID=1247>>
- Gillespie, A. (2013) Business Economics. 2nd ed. Oxford University Press
- Freakonomics: A Rogue Economist Explores the Hidden Side of Everything. (2007). Dubner, J, S. & Levitt, D, S. Penguin
- Reddy, N, Rajesh, M, & Reddy, T 2011, 'Valuation through EVA and Traditional Measures an Empirical Study', International Journal Of Trade, Economics & Finance, 2, 1, pp. 19-23
- Value-added virtue. (2001). James, D. Brw, 23, 35, p. 32 Access to a comprehensive online database of journal articles and other relevant publications on the Online Learning Environment.

## 12. Learning and teaching methods

For full details please see the teaching and learning strategy in the programme specification. Students can study this module in the interactive classes model or the mentored independent model. Those on the former will typically experience one lecture and one seminar each week.

*Scheduled Hours: 25*

*Independent Study Hours: 125*

*Total Study Hours: 150*

## 13. Assessment methods

### 13.1 Main assessment methods

This module will be assessed by a 2 hour summative take-home examination to be completed over a 24 hour period (75% of overall grade); and a 1,000 word summative coursework assignment (25% of overall grade) which would typically take the form of a management team report.

A student must pass the 2 hour summative assessment in order to pass the module.

### 13.2 Reassessment methods

14. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

Module learning outcome		8.1	8.2	8.3	8.4	8.5	8.6	9.1
Learning/ teaching method	Hours allocated							
<b>Private Study</b>	125							X
<i>Lectures</i>	10	X	X	X	X	X	X	
<i>Seminars</i>	25	X	X	X	X	X	X	X
Assessment method								
<i>Take-home exam</i>		X	X	X	X	X	X	X
<i>Coursework assignment (1000 words)</i>				X		X		X

15. **Inclusive module design**

The School/Collaborative Partner (*delete as applicable*) recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

- a) Accessible resources and curriculum
- b) Learning, teaching and assessment methods

16. **Campus(es) or centre(s) where module will be delivered**

Pearson College London

17. **Internationalisation**

Students taking this module will be expected to keep up to date with international developments and changes to the economy. Students will be encouraged to think about how local and international contexts affect economic concepts and apply these to real business decisions.

## MODULE SPECIFICATION

If the module is part of a programme in a Partner College or Validated Institution, please complete sections 18 and 19. If the module is not part of a programme in a Partner College or Validated Institution these sections can be deleted.

18. **Partner College/Validated Institution**

Pearson College London

19. **University School responsible for the programme**

Kent Business School

**MODULE SPECIFICATION**



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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

Date approved	Major/minor revision	Start date of the delivery of revised version	Section revised	Impacts PLOs (Q6&7 cover sheet)