



LEEDS
BECKETT
UNIVERSITY

Course Specification

**BA (Hons)
Business
Economics**

Course Code: BABUE

2026/27

leedsbeckett.ac.uk

BA (Hons) Business Economics (BABUE)

Applicant Facing Course Specification for 2026/27 Entrants

Confirmed Nov 2025

General Information

Award	Bachelor of Arts with Honours Business Economics
Contained awards	Bachelor of Honours Business Economics (Level 6) Diploma of Higher Education Business Economics (Level 5) Certificate of Higher Education Business Economics (Level 4)
Awarding body	Leeds Beckett University
Level of qualification and credits	Level 6 of the Framework for Higher Education Qualifications, with 120 credit points at each of Levels 4, 5 and 6 of the UK Credit Framework for Higher Education (360 credits in total).
Course lengths and standard timescales	Start dates will be notified to students via their offer letter. The length and mode of delivery of the course is: <ul style="list-style-type: none">• 3 years (full time, campus based)• 4 years (full time, campus based, with placement year – if applicable)
Part time study	PT delivery is usually at half the intensity of the FT equivalent course, although there may be flexibility to increase your pace of study to shorten the overall course duration. Some modules may be delivered in a different sequence from that defined within this information set but the modules offered within each level are consistent. Please note that a work placement option is not generally available to PT students.
Location(s) of delivery	The majority of teaching will be at City campus but on occasion may be at Headingley campus.
Entry requirements	Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here: https://www.leedsbeckett.ac.uk/student-information/course-information/recognition-of-prior-learning/ Admissions enquiries may be directed to: AdmissionsEnquiries@leedsbeckett.ac.uk .
Course fees	Course fees are confirmed in your offer letter. A breakdown of any additional costs is included on the online prospectus entry for this course. Fees enquiries may be directed to Fees@leedsbeckett.ac.uk .

Policies, Standards and Regulations

<https://www.leedsbeckett.ac.uk/our-university/public-information/academic-regulations/>

Standard regulations apply to this course.

Professional Accreditation or Recognition Associated with the Course

Professional body

Not applicable.

Accreditation/recognition summary

Not applicable.

'In Year' Work Placement Information

Summary

The course contains a placement year.

Placements are recognised and valued by employers and enhance your employability and preparedness for life after graduation. If you choose to undertake a placement, our Placements Teams will work with you to identify an appropriate opportunity either in the UK or overseas. Please contact Placement Team representatives at either City Site or Headingley for further information. Please note that the costs associated with work placements are not funded by the university (e.g., travel/ accommodation).

Placement Delivery

Students have the option to undertake a full placement year between L5 and L6, for 48 weeks, and an optional module at H6, Work Placement, may be taken to report on the placement year.

Location

None specified.

Approval

Whilst students source their own placements, they will need to meet requirements which will be outlined before module enrolment.

Timetable

Timetables for Semester 1 will be made available to students during induction week via:

- i) The Student Portal (MyBeckett)
- ii) The Leeds Beckett app

Any difficulties relating to timetabled sessions may be discussed with your Course Administrator.

Key Contacts

Your course director John Embery

Your course administrator Emma Atkinson (economicsadmin@leedsbeckett.ac.uk)

Course Overview

Aims

The aims of the programme are to:

- Employ economics as a key discipline for an understanding of sustainable business behaviour, strategy, and corporate performance and its interaction with the policy environment
- Develop the coherent core of economic principles and concepts that can be applied to a wide range of business, policy, and other contexts, in order to facilitate students' development of the skills and techniques necessary for effective performance in work contexts
- Provide and enable a critical appreciation of the analytical frameworks across the different schools of economic thought, in order to understand the local, national, and global environments in which business operates
- Develop the particular transferable skills that are an essential concomitant of an economics education

Course learning outcomes

At the end of the course, students will be able to:

1	Evaluate the contribution economics makes to understanding and informing business behaviour and performance, and the interaction between business and the policy environment.
2	Creatively synthesise, apply, and appreciate the limitations of economic and business concepts in complex business contexts by employing digital tools, media, and other digital technologies to acquire, analyse, and communicate information to a professional standard.
3	Critically appreciate the analytical frameworks arising from different schools of economic thought as they apply to local, national, and global environments in which businesses operate, and their policy consequences.
4	Employ relevant methods to understand markets and the mixed economy, and show initiative and enterprise in identifying and acquiring the skills necessary to seek and secure opportunities within such markets.
5	Evaluate and demonstrate the role economic practitioners and methods play in relation to corporate and personal social responsibility, inclusivity, sustainability, and full and fair business engagement with stakeholder communities.

Teaching and Learning Activities

Summary

The course adopts the strategy of moving students from dependence through interdependence to independence in learning. Students are initially guided in the research and tasks required, but as they progress through the course, students are expected to take increasing responsibility for their own learning. A variety of teaching techniques are used, ranging from traditional lectures to workshop based computer software employed for problem solving; supervision and mentorship of group based projects and Independent Research Projects; tutor directed case studies; experimental workshops to simulate decision-making in situations of uncertainty; testing of alternative theories by acquiring and analysing data; the use of feed-forward as a means of teaching and learning e.g. by allowing students to consider past submissions, suitably conditioned for student use; MyBeckett-based diagnostic tests for skills in Literacy, Numeracy and IT; use of podcasts; and use of online Stats and other tests employed to enhance and check understanding. It will be seen from the above list that with a number of these activities there is no clear distinction between teaching and learning processes; the two are intimately related in some activities.

Specifically, we have endeavoured to observe the development principles underpinning the curriculum refocus exercise, as follows.

Key concepts: we have sought to identify and specify concepts central to Business Economics and capture these in learning outcomes for the course as a whole, and in modules mapped back to the course learning outcomes. The virtue of this method is that it enables us to offer a flexible curriculum within strong central parameters reflecting core and state of the art economic principles and methods in a vocational business context. Our choice of learning and teaching activities is then governed by the degree to which they allow students to achieve the module learning outcomes, and thus the course learning outcomes. However, face-to-face teaching continues to be an integral part of most modes of delivery within this course.

On their entry to university, the course induction will welcome students and introduce their peers and University staff such as the Course Administrator, Academic Advisor and Course Director. Students will be introduced to the University ICT environment as a means of communication, and encouraged to participate in School, Student Union and University welcome activities, especially those with an international and cross-cultural focus. Students will be encouraged to see themselves as members of a diverse academic community and to value the contributions of their peers, through practical workshops and assessed classroom-based presentations.

At all levels students work in seminar groups on case study activities which enable them to develop critical insights into the decision-making process of large organisations and appraising their actions, including an appreciation of the ethical consequences of their actions. The learning and teaching activities include one-to-one and group activities with the tutor in the classroom and via lectures, as well as utilisation of a range of digital and electronic sources including the VLE (where the minimum requirement of each module is to detail module guides, lecture notes and assessment criteria). Students are also expected to engage with tutors and employers via Twitter, blogs and other social media platforms.

Leeds Business School also provides a modern learning environment with specialist facilities that enable us to bring learning to life, such as a dedicated Financial Trading Floor, as well as state of art Crisis Simulation Facilities (Hydra Suite). The Hydra Foundation Suite is a unique, high-fidelity learning environment that enables the monitoring of real-time leadership and decision-making in response to simulated, as-live critical incidents that allows students to work with subject experts in applying knowledge to practice.

Your modules

This information is correct for students progressing through the programme within standard timescales. Option modules listed are indicative of a typical year. There may be some variance in the availability of option modules. Students who are required to undertake repeat study may be taught alternate modules which meet the overall course learning outcomes. Details of module delivery will be provided in your timetable.

Level 4

Compulsory modules

Module title	Credits	Semester/ teaching period
Introductory Microeconomics	20	1
Responsible Business Environment	20	1
Professional Skills for Economists	10	1
Introduction to Economic Thought	10	1
Introductory Macroeconomics	20	2
Accounting and Finance for Managers	20	2
Introduction to Quantitative Methods: Concepts	10	2
Introduction to Quantitative Methods: Statistics	10	2
<i>Number of credits of compulsory modules</i>	120	

Level 5

Compulsory modules

Module title	Credits	Semester/ teaching period
Intermediate Microeconomics	20	1
Perspectives on Business Economics	20	1
Contemporary Economic Thought	10	1
Economics and Methodology	10	1
Intermediate Macroeconomics	20	2
Introduction to Econometrics	10	1
<i>Number of credits of compulsory modules</i>	90	

Option modules

Module title	Credits	Semester/ teaching period
Sustainable Development	20	2
Corporate Finance and Law	20	2
Operations and Supply Chain Management	20	1 2
Managerial Decision Making	20	1 2
Ecological Economics	10	2
Institutional Economics	10	2
Intermediate Quantitative Methods for Economists	10	2
<i>Number of credits of option modules a student should choose</i>	30	

Level 6

Compulsory modules

Module title	Credits	Semester/ teaching period
Business, Competition and Government	20	1
Economics, Management and Finance in the Public Sector	20	1
Current Macroeconomic Issues	20	2
Transnational Corporations and Global Production	20	2
<i>Number of credits of compulsory modules</i>	80	

Option modules

Module title	Credits	Semester/ teaching period
Applied Econometrics	20	2
Behavioural Economics	20	1
Sustainable Energy Economics	20	1
Financial Institutions and Regulation in the UK Economy	20	1 2
Independent Research Project	40	YL
Issues in Labour Economics	20	2
Work Placement	20	YL
<i>Number of credits of option modules a student should choose</i>	40	

Assessment and Scheduled Learning and Teaching Activities

The assessment balance and overall workload associated with this course are calculated from core modules and typical option module choices undertaken by students on the course. They have been reviewed and confirmed as representative by the Course Director, but applicants should note that the specific option choices students make may influence both assessment and workload balance.

A standard module equates to 200 notional learning hours, which may be comprised of teaching, learning and assessment, any embedded placement activities and independent study. Modules may have more than one component of assessment.

Assessment

Level 4 is assessed by a broadly even mix of coursework and examinations, with some practical assessments.

Level 5 is assessed by coursework predominately, with some examinations and practical assessments.

Level 6 is assessed by coursework predominately, with some practical assessments.

Workload

The number of hours of workload generally equates to 1200 per level for an honours degree, corresponding to the national standard of 10 notional hours of learning for each UK HE credit point.

Overall Workload	Level 4	Level 5	Level 6
Teaching, learning and assessment	264 hours	276 hours	216 hours
Independent study	936 hours	924 hours	984 hours
Placement	0 hours	0 hours	0* hours

**If students opt to study the full placement year between L5 and L6 (for 48 weeks) then an optional module, L6 Work Placement, may be taken to report on the placement year.*