

The British University in Egypt

Programme Specification

2025-26

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if full advantage is taken of the learning opportunities that are provided. More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in the Module Specifications and other programme documentation and online at <http://elearning.bue.edu.eg>.

Note: Throughout this document The British University in Egypt, BUE and the University are synonymous.

1	Programme title	Economics
2	Name of the final award	Bachelor of Science with Honours (BUE and UK validating partner) or with concentrations*
3	Awarding body/institution	The British University in Egypt
4	Faculty	Business Administration, Economics and Political Science
5	Department	Economics
6	Dean	Prof. Hadia Fakhr Eldin
7	Head of Department	Ass.Prof. Eman Elish
8	Programme Director	Ass.Prof. Eman Elish / Hoda Fadda
9	Professional, Statutory and Regulatory Body Accreditation	Not Applicable
10	Date last revised	June 2025

Note: View concentration key Section 18

1. Mission

The Economics programme has two central activities, first, to train students at the undergraduate level in the methods and ideas of modern economics. Second, to conduct both basic and applied research in Economics that pushes forward the frontier of knowledge in the field.

2. Distinctive features of the programme

The Economics programme at the BUE is distinctive across several areas: It is one of the very few programmes in Economics available in Egypt which is fully consistent with the requirements of a Bachelor of Science (as opposed to Arts) degree. The emphasis is highly focused on analytical approaches to economic

problems involving the application of mathematics, statistics, econometrics, and econometric modelling.

The programme is also distinctive in its thematic approach to the Economics discipline across five themes of concentrations (view section 18). Each thematic area is supported by a specified Subject Leader who is responsible for ensuring consistency across all modules within a theme and ensuring that Module Leaders liaise with his/her Subject Leader in all aspects relating to Module specification, delivery, proposed specification changes and pedagogical matters. In addition to providing students with proper guidance towards understanding the concentration nature and how to choose its optional modules, core to each concentration.

The programme also offers students a full Module in Research Methods as preparation for undertaking their Honours Dissertation. Depending on optional modules selected in level 6 and choice of research topic for the Honours Dissertation students can focus on one or more of the five thematic areas of concentrations in the programme. This enhances their employability skills if they intend to pursue further postgraduate studies and work in an academic or research career or both.

Thus, the programme offers a unique set of modules and areas of specialism that allow the students to develop the necessary skills to enable them to maximise their employability in their preferred career paths within the graduate labour market in both Egypt and overseas.

3. Programme aims

- a. To provide students with a high quality and challenging educational experience in terms of intellectual and personal development within the context of academic studies related to Economics.
- b. To develop in students the ability to apply the knowledge and skills they have gained to the solution of theoretical and applied problems in Economics.
- c. To develop in students deep knowledge and understanding, a range of cognitive and practical skills in Economics and a range of generic transferable skills that will be of value in employment and self-employment.
- d. To supply students with the knowledge and skill base, from which they can proceed to further studies in Economics, related areas or in multi-disciplinary areas that involve economics.
- e. The above aims are met through embedding them within the programme and module Intended Learning Outcomes (ILOs) to be achieved.

4. Relevant subject benchmark statements and other external and internal reference points used to inform programme outcomes

The curriculum and regulations of this programme are required to satisfy the Egyptian Supreme Council for Universities regulations for Economics degrees. In addition, they adhere to the precepts stipulated by the National Authority for Quality Assurance and Accreditation of Education in Egypt (NAQAEE) and the UK Quality Assurance Agency (QAA) in its Academic Qualifications Framework (AQF). At BUE the programme is split into two parts – a Preparatory Year followed by a three-year programme leading to the award of a degree. This document describes the content of the entire four-year programme.

UK Quality Code for Higher Education

The revised UK Quality Code for Higher Education, UKSCQA/02, March 2018 - <https://www.qaa.ac.uk/quality-code>

Descriptor for a higher education qualification at level 6 on the FHEQ; bachelor's degree with honours. UK Quality Code for Higher Education Part A: Setting and Maintaining Academic Standards Part A, The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies, QAA, October 2014 - <https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>

Annex D: Outcome classification descriptions for FHEQ Level 6 and FQHEIS Level 10 degrees, QAA, 2019 - https://www.qaa.ac.uk/docs/qaa/quality-code/annex-d-outcome-classification-descriptions-for-fheq-level-6-and-fqheis-level-10-degrees.pdf?sfvrsn=824c981_10

SEEC Credit Level Descriptors for Higher Education, SEEC, 2016 - <http://www.seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf>

QAA Subject benchmark statements: Subject Economics and December 2019 - https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-economics.pdf?sfvrsn=31e2cb81_5

National Academic Reference Standards (NARS) for Economics, developed by National Authority for Quality Assurance and Accreditation of Education (NAQAEE), 2019 <http://naqaee.eg/>

London South Bank University Programme Specification for Economics.

5. Graduate Attributes

Graduates of the programme should have the following demonstrable attributes of a modern graduate of Economics which enhance their employability:

- a. Thorough understanding of economic principles, theoretical interpretations, and competent application of modelling strategies.
- b. Proficiency in the application of a range of quantitative techniques in both the theoretical and computing domains.

- c. Comprehensive knowledge of the sources and the content of economic data and economic evidence and of the methods that can be applied to the analysis of such data.
- d. Ability to critically apply economic reasoning to the analysis of policy.
- e. Critical awareness of the historical, political, institutional, international, social and environmental contexts within which economic analysis is applied.
- f. In depth knowledge of a few specialised areas of economics and of the literature associated with these areas.
- g. A clear understanding and appreciation of the possibility that many economic problems may be dealt with using more than one specific approach.

6. Programme outcomes

A. Subject Knowledge and Understanding:

On successful completion of this programme, students should be able to demonstrate knowledge and understanding of:

A1 A coherent core of economic principles. The understanding of these may be verbal, written, graphical or mathematical. These principles cover the microeconomic issues of decision and choice, the production and exchange of goods, the interdependency of markets, and economic welfare. They also include macroeconomic issues such as employment, national income, the balance of payments and the distribution of income, inflation, growth and business cycles, money, and finance. The understanding will extend to economic policy at both the microeconomic and macroeconomic levels.

A2 Relevant quantitative methods and computing techniques. These cover mathematical and statistical methods, including econometrics. Students will be exposed to the use of such techniques on economic, financial, and social data.

A3 Appropriate methods that an economist might use to structure and analyse both quantitative and qualitative economic data.

A4 Applying core economic principles and reasoning to a range of applied topics. They will also demonstrate the use of economic principles in the design and interpretation of commercial, economic, and social policy. This includes the ability to discuss and analyse government policy and to assess the performance of the Egyptian economy and other economies.

B. Subject-Specific Cognitive Skills:

B1 Apply core economic theory and economic reasoning to applied topics.

B2 Analyse the verbal, graphical, mathematical, and econometric representation of economic ideas and analysis, including the relationship between them.

B3 Explain the history and development of economic ideas and the differing methods of analysis that have been and are used by economists.

B4 Use relevant mathematical and statistical techniques.

B5 Apply the analytical methods, both theory- and model-based.

B6 Use appropriate techniques to enable manipulation, treatment, and interpretation of relevant statistical data.

B7 Relate differences in economic policy recommendations to differences in the theoretical and empirical features of the economic analysis, which underlie such recommendations.

B8 Discuss and analyse government policy and assess the performance of the Egyptian economy and other economies.

C. Subject-Specific Practical Skills:

On successful completion of this programme, students should be able to demonstrate the subject specific skills, which are also highly transferable skills, of:

C1 Analysis and decision making.

C2 Effective oral and written communication.

C3 Numeracy and computation.

C4 IT, information handling and retrieval, including library skills.

C5 Analysis of the characteristics of alternative macroeconomic models.

C6 Drawing conclusions concerning various macroeconomic issues and applying both to effective policy and strategy.

More specifically students should be able to demonstrate the following:

Abstraction. From the study of economic principles and models, students see how one can abstract the fundamental features of complex systems and provide a useable framework for evaluation and assessment of the effects of policy or other exogenous events. Through this, the typical student will acquire proficiency in how to simplify while still retaining relevance. This is an approach that they can then apply in other contexts, thereby becoming more effective problem-solvers and decision-makers.

Analysis, Deduction, and Induction. Economic reasoning is highly deductive, and logical analysis is applied to assumption-based models. However, inductive reasoning is also important. The typical student would have been exposed to some or all of these and should thus be able to use some of them. Such skills also enhance their problem-solving and decision-making ability.

Quantification and Design. Data, and their effective organisation, presentation, and analysis, are important in economics. The typical student will have some familiarity with the principal sources of economic information and data relevant to industry, commerce, and government, and have had practice in organising it and presenting it informatively. This skill is important at all stages in the decision-making process.

Framing. Through the study of economics, a student should learn how to decide what should be taken as given or fixed for the purposes of setting up and solving a problem, i.e., what the important 'parameters' are in constraining the solution to the problem. Learning to think about how and why these parameters might change encourages a student to place the economic problem in its broader social and political context. This 'framing' skill is important in determining the decision-maker's ability to implement the solutions to problems.

The skills listed above are developed heterogeneously throughout the modules of the degree programme. For example, the Data Analysis module focuses on numeracy and computational skills, quantification, IT, information handling and retrieval skills, whereas Macroeconomics, Microeconomics and other modules develop communication skills, abstraction, analysis and decision-making skills, numeracy, independent study, group work skills and time management skills.

D. Key Transferable Skills:

In learning economic principles, the typical student acquires competence in some key concepts that are likely to be present in most of the problems that they will face subsequently in their careers. These include:

Opportunity Cost. A problem solver or decision-maker must routinely ask "what would have to be given up if ..." where the answer does not always involve a simply calculated financial cost. It is often the case that actions are proposed that fail to recognise foregone alternatives. Opportunity cost allows the economist to think about the costs in terms of all resources. Also, there are many examples of economic policies which enhance efficiency yet damage equity and vice-versa. All of these encourage an appreciation of inevitable trade-offs.

Incentives. Economists are trained to identify and evaluate the incentives implied by particular rules, and how to establish sets of rules that actually lead people to react in ways that give rise to some intended outcomes. The ability to think rationally about these issues is crucial in the effective design of both policy and strategy.

Equilibrium, Disequilibrium and Stability. These are concepts that economists make heavy use of and the typical graduate will have seen these deployed in economic argument with great regularity. The concept of equilibrium is a state where no participant has any incentive to change behaviour. The ability to recognise disequilibria and appreciate their stability properties and to think coherently about reactions to this, are vital ingredients of good decision-making.

Strategic Thinking. Economists learn the importance of strategic thinking, and the roles of opportunities, strategies, outcomes, information, and motivation in the analysis of strategic actions, including conflict, bargaining and negotiation.

Expectations and Surprises. Economists learn that behaviour partly depends on experience and partly on peoples' perceptions of what is expected to happen. Thus, behaviour may change when unanticipated events occur. Effective decision making requires the skill of reacting in a context where people's behaviour is based on expectations that may be confounded by subsequent surprises. Students in Economics would have been exposed to these issues and this will enhance their potential effectiveness as decision-makers.

The Relevance of Marginal Considerations. Economists are trained to recognise that important decisions often relate to small variations in key variables and parameters. An action is worth undertaking if the additional benefit that accrues is greater than the additional cost incurred. The typical student in Economics will be fully aware of the importance of the margin relative to the average.

Specifically, students should be able to:

D1 Gain confidence and facility in systematic approaches to researching sources, managing large and often incomplete bodies of knowledge and through writing research, improving their writing and communication skills.

D2 Identify and search for sources, manage large and often incomplete bodies of knowledge.

D3 Take responsibility for their own learning.

D4 Acquire confidence and facility in systematic approaches to problem solving.

D5 Engage in independent study and group work.

D6 Manage their time.

7. An overview of teaching, learning and assessment strategies to enable outcomes to be achieved and demonstrated

The Learning, Teaching and Assessment (LTA) Strategy for the BSc Honours in Economics is in line with the University LTA Strategy. Accordingly, the programme has been developed and structured in a way to support the aims of the strategy:

- a. To develop confident graduates with high quality achievements, skills and attributes that are valued by, and relevant to students, employers, and the community.
- b. To create inspiring, challenging, and effective learning, by valuing teaching, research, scholarly activity, and partnership as complementary and fundamental.
- c. To strengthen BUE's reputation for providing high quality learning that is student-focused and flexible and that enhances students' employability.

Specifically, these LTA outcomes will be realised as follows:

1. Promoting creativity, innovation, and flexibility in terms of how teaching and learning is designed, delivered, supported, and assessed.
The programme handbook will contain the general information relating to the programme. The learning, teaching and assessment approaches will facilitate deep rather than surface learning through active engagement on the part of the student and the achievement of higher-level learning outcomes. These include critical reflection, closed book exams, guided reading and independent research of library and internet resources, topical case studies and an emphasis on student research.
2. Ensuring fair, valid, reliable, and relevant assessments that promote student motivation.
Many of the assessments are structured in such a way that students will be required to apply their knowledge and understanding of the subject material to current economic issues in both a local and a global context. Assessment is by a number of means including case study assignments, essays and/or written examination. These will be reviewed by the external examiner in the normal manner, to ensure they are valid, reliable, and appropriate.
3. Encouraging and enabling students to reach their full potential and equipping them to continue as self-directing lifelong learners.
The assessment strategy for the programme will develop students' organisational skills, their critical analysis and reflective skills and other transferable skills. Students will also 'learn how to learn' through direction to other sources of information – they will learn how to seek out information, evaluate the validity, currency, quality, and relevance of the information they source from the Internet.

4. Providing an appropriate framework of academic support for students, especially at key transitions between stages or learning environments.
To cope with queries and student needs, there will be a dedicated Programme Management Team including the Programme Director, Subject Leaders and Module Leaders.
5. Making provision for peer group support and interactions, whether a student is studying on or off campus through the e-learning platform.
Students will be encouraged to discuss issues via e-mail, and also to regularly consult the University's e-platform which is regularly updated with essential programme and other information.

A. Learning and teaching methods

1. Learning and teaching is provided through lectures, tutorials, seminars, computer-based laboratory workshops, group work, web-based guided study, presentations, blended learning exercises, independent research, and guided independent study.
2. Contact and feedback is typically provided through projects, coursework assessment (essays, short answer, and multiple choice), lectures, tutorials, presentations, seminars, computer-based laboratory workshops, group work, web-based guided study/self-tests, guided independent study, and one to one contact with staff within the personal tutoring system and office hours with lecturers and subject tutors.
3. Students will receive a departmental handbook detailing procedures on how to contact staff, how to get help, assessment criteria, programme outline, module specifications, module outlines, essay writing and presentation of coursework, note taking and potential prizes awarded for academic achievement. This information will also be available to students on the University's website.
4. In the final year students undertake a 20 credits weighted Honours Dissertation or Graduation Project.

Supreme Council for Higher Education new regulations for Hybrid Teaching:

The Faculty Council may, after consulting the Department Council and according to the nature of the modules, decide to teach one or more modules in a Hybrid Teaching manner, whereas 60% of the module delivery would be face-to-face and 40% would be by remote learning, or any other percentages. This is to be presented to the University Teaching and Learning Committee (UTLC) for approval and for referral to the University Board (UB) for approval.

B. Assessment

Examinations indicate how well the student can demonstrate their mastery of an area by selecting appropriate material from memory and applying it using their subject specific key and transferable skills, outlined above, to a typically unseen question in a limited period.

Coursework may take many forms, for example presentations, multiple choice tests, short answer tests through to timed essays, short projects, group work and a fourth-year project. In all cases learning is encouraged, enhanced and feedback given to help the student assess and review their subject specific knowledge and subject specific skills.

Most the Economics modules will compose the following weightings between coursework and examination:

YEAR	ASSIGNMENT	EXAMINATION	TOTAL
PREPARATORY	50%	50%	100%
DEGREE YEAR 1	50%	50%	100%
DEGREE YEAR 2	40%	60%	100%
DEGREE YEAR 3	30%	70%	100%

The following list of modules do not have an exam based assessment but have a variety of coursework assessments.

Prep Level:

- Research Methods I
- Current and Future Economic Issues

Level 4:

- Introduction to Survey Design and Analysis
- Personal Effectiveness

Level 5:

- Research Methods II

Level 6:

- Applied Econometrics
- Project Appraisal
- Honours Dissertation,
- Special Topics in Economics
- Experimental Economics

The coursework component may be shared between case study, in-class test, essay, research project or other type of interactive and blended learning assignments as per the Module Specification. However, in almost all cases there shall be no more than two to three main assessment types within the assignment component of any module. Note that modules in Quantitative Methods, and modules extended over two semesters may apply a different pattern and do often require, for pedagogical reasons, a greater number of assessment components.

The weighting strategy allows students to increasingly sharpen their writing, analytical and examination techniques as they go through the Programme without

unduly emphasising examinations in the first two years. It also allows for adopting more student centered learning approaches to enhance their study independence and employability skills.

The Research Methods module is designed to enable students to undertake their Honours Dissertation at the start of Degree Year 3 and involves two assignments: A Critical Review of a published academic paper followed by a Dissertation Research Proposal.

The Honours Dissertation and the Graduation Project are assessed as a standalone research work and a marking criteria pro-forma is used to enable consistent and reliable assessment of the Dissertation.

Supreme Council for Higher Education new regulations for Hybrid Teaching:

The Faculty Council may, after consulting the Department Council and according to the nature of the modules, decide to hold examinations for one or more modules in a manner that allows marking electronically. This may be for the whole module or for parts of the module. This is to be presented to the UTLC for approval and for referral to the UB for approval.

8. Programme structure, levels, modules, credits and awards

The BSc (Honours) in Economics is offered as a full-time, four-year programme. In each year students study modules with a combined weight of 120 credits which is taught in two 15-week semesters: week 13 being a revision week, and weeks 14-15 being assessment weeks at the end of each semester.

The Economics Programme structure with “concentration in” OR “General Economics”

The economics programme allows students after covering specific obligatory modules in levels 4 and 5 to direct their interest to a specific concentration/s by choosing specific optional modules in level 5 and 6 or choosing any optional modules without a specific concentration. This is paving the way for students to decide which professional area they wish to specialise in after graduation or if they decide to pursue postgraduate studies.

Concentration Key:

I. Behavioural and Experimental Economics B&EE (30 credits)

Obligatory modules for B&EE (30 Credits)

- 1) Level 6: Behavioural Economics 10 credits (already core)
- 2) Level 6: Decisions Science 10 credits
- 3) Level 6: Experimental Economics 10 credits

II. Business Economics (30 credits)

Obligatory modules for BE (10 Credits)

- 1) Level 5: Financial Economics II 10 credits (already core)

Optional modules: 20 credits from the below:

- 2) Level 5: E-Business 20 credits
- 3) Level 5: Entrepreneurial Business and Innovation 20 credits
- 4) Level 5: Professional and Digital Skills 20 credits
- 5) Level 5: Operations, Logistics, and Supply Chain Management
- 6) Level 5: Effective Business Negotiations
- 7) Level 5: Responsible Business
- 8) Level 5: Projects and People
- 9) Level 6: Economics of Business Strategy 10 credits
- 10) Level 6: Sustainable Development 10 credits
- 11) Level 6: Digital Marketing Communications 10 credits
- 12) Level 6: Cross-Cultural Management 10 credits
- 13) Level 6: Special Topics in Economics 10 credits

III. Economic Development and Sustainability ED&S (30 credits)

Obligatory modules for ED&S (30 credits):

- 1) Level 5: Economic Development 10 credits (already core)
- 2) Level 6: Environmental Economic Analysis 10 credits
- 3) Level 6: Sustainable Development 10 credits

IV. Financial Economics FE (30 credits)

Obligatory modules for FE concentration (10 credits):

- 1) Level 5: Financial Economics II 10 credits (already core)

Optional modules: 20 credits from the below:

- 2) Level 6: Advanced Corporate Finance 10 credits
- 3) Level 6: Financial Economics III 10 credits
- 4) Level 6: Behavioural Finance 10 credits
- 5) Level 6: Islamic Finance 10 credits

V. Political Economy of the Middle East PEME (30 credits)

Obligatory modules for PEME concentration (30 credits):

- 1) Level 6: Economics of Egypt 10 credits (already core)
- 2) Level 6: Middle East Economics 10 credits
- 3) Level 6: Global Political Economy 10 credits

Preparatory Level

Code	Title	Sem	Credit	C/O
XXECONENGL01	English for Academic Purposes	1	10	C
XXECON01P	Introduction to Economics	1 & 2	20	C
XXECON05P	Mathematics for Economists	1 & 2	20	C
XXECON08P	Research Methods I	1	10	C
XXECON07P	Introduction to Behavioural Sciences	1	10	C
XXEBBST03P	Business Communication	1	10	C
XXECONENGL02	English and Academic Writing	2	10	C
XXECON03P	Current and Future Economic Issues	2	10	C
XXECON06P	Statistics for Economists I	2	10	C
XXEBACC01P	Accounting Fundamentals I	2	10	C

DY1: Level 4: Certificate Level Year one

Code	Title	Sem	Credit	C/O
XXECON01C	Financial Economics I	1	10	C
XXECON03C	Microeconomics	1	20	C
XXECON10C	Mathematical Economics	1	20	C
XXBHRM02C	Personal Effectiveness	2	10	C
XXECON02C	Macroeconomics	2	20	C
XXECON05C	Law and Economics	1	10	C
XXECON06C	Public Finance	2	10	C
XXECON09C	Introduction to Survey Design and Analysis	2	10	C
XXECON11C	Statistics for Economists II	2	10	C

DY2: Level 5: Intermediate Level Year Two

*** Means obligatory for respective concentration**

Module code	Module Title	Sem	Credits	C/O	Concentration	Comment
XXECON01I	Introduction to Econometrics	1	20	C		Mapping with LSBU semester abroad
XXECON03I	Intermediate Microeconomics	1	20	C		Mapping with LSBU semester abroad
	Optional module from list	1	20	O		
XXECON05I	Agricultural Economics and Water resources	1	10	O		
XXECON09I	Labour Economics	1	10	O		
XXECON08I	Energy Economics	1	10	O		
XXBMKT02I	E-Business	1	20	O	BE	Core in Business Department

XXBENS02I	Entrepreneurial Business and Innovation	1	20	O	BE	Core in Business Department
XXECON81I	The Analytical Economist	1	20	O		Mapping LSBU semester abroad
XXECON82I	Professional and Digital Skills	1	20	O	BE	Mapping LSBU semester abroad
XXECON83I	Operations ,Logistics and Supply Chain Management	1	20	O	BE	Mapping LSBU semester abroad
XXECON84I	Effective Business Negotiations	1	20	O	BE	Mapping LSBU semester abroad
XXECON85I	Responsible Business	1	20	O	BE	Mapping LSBU semester abroad
XXECON86I	Projects and People	1	20	O	BE	Mapping LSBU semester abroad
XXECON02I	Intermediate Macroeconomics	2	20	C		
XXECON04I	Economic Development	2	10	C	ED&S*	
XXECON13I	Research Methods II	2	10	C		
XXECON07I	Financial Economics II	2	10	C	BE* FE*	
XXECON06I	Money and Banking	2	10	C		

DY3: Level 6: Honours Level Year Three

*** Means obligatory for respective concentration**

Module code	Module Title	Sem	Credits	C/O	Concentration	Comment
XXECON09H	International Economics	1	10	C		
XXECON10H	Behavioural Economics	1	10	C	B&EE*	
XXECON13H	Applied Econometrics	1	10	C		
XXECON15H	Monetary and Fiscal Theory and Policy	1	10	C		
	Option Module	1	10	O		
XXECON03H	Institutional Economics	2	10	C		
XXECON04H	Economics of Egypt	2	10	C	PEME*	
XXECON11H	History of Economic Thought	2	10	C		

XXECON14H	Project Appraisal	2	10	C		Delivered for Track one students only.
	Optional Module	1	10 or 20	O		10 credits for Track one 20 credits for Track Two ¹
XXECON06H	Honours Dissertation	1& 2	20	C		Track one
XXECON16H	Graduation Project	1&2	20	C		Track two
	List of optional modules Semester 1					
XXECON02H	Environmental Economic Analysis	1	10	O	ED&S*	
XXECON17H	Decision Science	1	10	O	B&EE*	
XXECON18H	Middle East Economics	1	10	O	PEME*	
XXECON19H	Economics of Business Strategy	1	10	O	BE	
XXECON20H	Advanced Corporate Finance	1	10	O	FE	
XXBMKT11H	Digital Marketing Communications	1	10	O	BE	
	List of optional modules Semester 2					
XXECON01H	Special topics in Economics	1 or 2	10	O	BE	
XXECON07H	Financial Economics III	2	10	O	FE	
XXECON08H	Experimental Economics	2	10	O	B&EE*	
XXECON12H	Sustainable Development	2	10	O	ED&S*, BE	
XXECON23H	Global Political Economy	2	10	O	PEME*	
XXBFIN07H	Behavioural Finance	2	10	O	FE	
XXBFIN11H	Islamic Finance	2	10	O	FE	
XXBINB04H	Cross-Cultural Management	2	10	O	BE	

Note :

1. Students on Track one will do the Honours Dissertation, Students on Track two will do the Graduation Project. View details page 16.
2. An optional module will be opened if the minimum number for students registered in this module is 10 students.

9. Graduation Requirements

The Department will require students to complete the following to be able to graduate:

- 1) Four weeks of summer internships, and
- 2) The completion of a certified course on the usage of a specific database, which supports their future employment. Each academic year the Department, will announce the required certified courses.

10. Progression Requirements

Before the beginning of semester 1 of DY1 (level 4), in order to progress to this degree year level, students must acquire proof of English Proficiency that is equivalent to a 5.5 ILETS, and a certified course in Advanced Excel software or any proof of passing an advanced level IT subject in high school certificate.

Main concentrations of the Programme:

The Programme has been designed across five core concentrations required in a modern, relevant, and forward-looking economics degree, which are Behavioural and Experimental Economics, Business economics, Economic Development Financial Economics and Political Economics of the Middle east. Each concentration is the responsibility of a Subject Leader who will ensure the following:

- Module ILOs will reflect level and be pedagogically cumulative.
- Module content will be relevant and enable cumulative understanding.
- Module content and delivery will minimise overlap.
- Module reading lists will reflect module level
- Module assessment will reflect module level.
- Module specifications will be adhered to in delivery.
- Module ILOs will be mapped to Programme ILO's.
- Provide appropriate advice for students towards choosing their relevant concentration.

Each Module Leader will liaise with his/her Subject Leader in all aspects relating to module specification, delivery, proposed specification changes and pedagogical matters within the core theme.

Each **10-credit module** involves 100 hours of total student effort over a 15 week semester composed of:

- a) Normally 36 hours of class contact during the semester plus time for examinations towards the end of the semester.

b) Private study comprising guided reading and preparation associated with lectures and small group meetings; student self-directed reading in the subject area of a module; preparation of assessed coursework; examination preparation and revision.

Each **20-credit module** involves 200 hours of total student effort over a 15 weeks semester composed of:

a) Normally 72 hours of class contact during the semester plus time for examinations towards the end of the semester.

b) Private study comprising guided reading and preparation associated with lectures and small group meetings; student self-directed reading in the subject area of a module; preparation of assessed coursework; examination preparation and revision.

Each academic year consists of 30 weeks, 120 credits and a total student effort of 1200 hours. Modules that are delivered in one semester have their assessment completed within each semester in which they are taught, with formal examinations (where applicable) taking place in weeks 14 to 15. Modules that are delivered over two semesters have their formative and summative assessments throughout the two semesters and by the end of semester 2, they will have the formal unseen examinations (where applicable) taking place in weeks 14 to 15 of semester Two, except for the Honours Dissertation module where the dissertation is submitted after the exam period, usually in June.

The Honours Dissertation

This represents independent student work and is the culmination of the progress of students towards their Honours Degree in Economics. Each student, who has met the criteria for undertaking the Dissertation, will be issued with a Dissertation Guide and will also be allocated a supervisor based upon topic selection. Every dissertation will be first and second marked and seen by the External Examiner. The operation of the Dissertation will be closely monitored by the Dissertation Module Leader and the Programme Director.

Supervisor allocations will be the responsibility of the Dissertation Module Leader under the directives of the Programme Director and the Head of Department and will be undertaken to match Dissertation Research Proposals to the research interests of supervisors.

Students who will be eligible to do an Honours Dissertation are the ones who typically achieve a minimum of 50% "C" in their previous year average and a minimum of 50% "C" in their dissertation proposal.

Graduation Project

This assessment is a more practical application of student knowledge than research, and it is based on the application of project appraisal and evaluation techniques. Students must attend an intensive course in semester one in project appraisal and submit all set of assigned deliverables as part of their project final grade. Then each

student will be required to do a feasibility study of a project of his/her choice, with complete data and analysis. A supervisor will be assigned to follow up with the students on each section of the project throughout the year, and students are to submit their project by the end of the academic year (in June).

11. Entry requirements

Refer to the University Undergraduate Academic Regulations, Section 2: Admissions and Registration.

http://www.bue.edu.eg/pdfs/q&v/UG%20Regulations%203.5.2017%20update_d.pdf