

## **Specification of the Exit Qualifications for the Bachelor's Programme Economics and Business Economics**

### **Aim of the programme and exit qualifications**

1. The programme aims to:
  - o provide knowledge, skills and insight in the field of Economics, and enable achievement of the exit qualifications referred to in paragraph 2.
  - o provide an academic education. This means the development of competences (knowledge, skills and attitudes) concerning:
    - academic thought, actions and communication;
    - use of relevant academic instruments;
    - (academic) communication in the language of instruction of the programme;
    - application of specific knowledge of a field in a broader academic, philosophy of science and socio-cultural context;
    - standards of conduct applicable during studies and within the discipline.
  - o prepare the student for further study.

As from their first year of study the Bachelor's degree students will learn and understand the theory and practice of scholarly research.

### 2. Exit qualifications:

1. Being able to think and act as an economist at an academic level.
  - 1.1 (optional) Think and act at an academic level in the domain where economics and the second discipline intersect.
2. The ability to contribute to the development of the economic domain by doing research.
  - 2.1 (optional) The ability to contribute to the development of the economic domain by doing research in the domain where economics and the second discipline intersect.
3. Developing policy using knowledge and insights pertaining to the discipline of economics;
  - 3.1 (optional) Develop policy based on knowledge and insights derived from the domain where economics and the second discipline intersect.
4. Being able to think and act at an academic level;
5. Capable of distinguishing between different steps in a (complex) situation and taking said steps in order to arrive at a solution of a problem;
6. Capable of effectively working in teams;
7. Capable of effective oral and written communication in English;
8. Capable of managing one's own development in a purposeful manner.

### **Explanation of Exit Qualifications**

#### **1. Being able to think and act as an economist at an academic level**

At the end of the bachelor's phase, the student, among other things, is capable of:

- analysing, abstracting and generalising as an economist;
- rendering and interpreting the main concepts of general and business economics, and particularly the institutional economics;
- rendering and interpreting the main economic issues that corporations and government are presented with;
- applying a range of economic concepts of a diverse nature in decision-making situations (transferable concepts).
- comparing different views on economic policies;
- interpreting verbal, graphic and mathematic reflections of economic concepts and theories;
- applying economic concepts, theories and research techniques and methods;
- analysing, interpreting and assessing the economic policies of national and international corporations and governmental bodies and of related studies;
- relating the economic policy of businesses, households and governmental bodies to basic economic theories and models;
- placing economic theories and issues within their specific institutional, historic and environmental dimensions;
- communicating with fellow economists on economic issues, theories and research.

#### **1.1 (optional) Being able to think and act at an academic level in the domain where economics and the second discipline intersect**

At the end of the bachelor's phase, the student, among other things, is capable of:

- analysing, abstracting and generalising issues relevant to the domain where economics and the second discipline intersect;

- rendering and interpreting the main issues that corporations and government are presented with within the domain where economic and the second discipline intersect;
- communicating with fellow economists on economic issues, theories and research relevant to the domain where economics and the second discipline intersect;
- speaking the language of the domain of the second discipline and using the corresponding concepts and notions.

## **2. The ability to contribute to the development of the economic domain by doing research**

At the end of the bachelor's phase, the student, among other things, is capable of:

1. analysing and assessing research reports;
2. independently conducting elementary research:
  - defining an economic problem and research objective;
  - choosing a research design;
  - preparing and planning the research;
  - choosing a method of data collection and data processing;
  - collecting and selecting relevant data;
  - gathering and selecting relevant literature;
  - embedding the problem at hand within a theoretical framework;
  - using valid mathematic and statistic methods;
  - processing and analysing research data;
  - drawing conclusions;
  - reporting the research results;
  - publicly presenting the research results.

### ***2.1 (optional) The ability to contribute to the development of the economic domain by doing research in the domain where economics and the second discipline intersect***

At the end of the bachelor's phase, and concerning the domain where economics and the second discipline intersect, the student is capable of:

1. analysing and assessing research reports;
2. independently conducting elementary research:
  - defining an economic problem and research objective relevant to the field where economics and the second discipline intersect;
  - choosing a research design;
  - preparing and planning the research;
  - choosing a method of data collection and data processing;
  - collecting and selecting relevant data;
  - gathering and selecting relevant literature;
  - embedding the problem at hand within a theoretic framework;
  - using valid mathematic and statistic methods;
  - processing and analysing research data;
  - drawing conclusions;
  - reporting the research results;
  - publicly presenting the research results.

## **3. Developing policy using knowledge and insights pertaining to the discipline of economics**

At the end of the bachelor's phase, the student, among other things, is capable of:

- diagnosing problems in economic policies;
- formulating policy principles aimed at solving concrete economic problems,
- outlining possible bottlenecks in the execution of policy recommendations;
- making a well-reasoned estimate of the scope of the impact of the proposed policy;
- taking into account situational factors when making change plans.

### ***3.1 (optional) Develop policy based on knowledge and insights derived from the domain where economics and the second discipline intersect***

At the end of the bachelor's phase, and concerning the field where economics and the second discipline intersect, the student is capable of:

- diagnosing policy problems;
- formulating policy principles aimed at solving concrete problems, based on research results;
- outlining possible bottlenecks in the execution of policy recommendations;
- making a well-reasoned estimate of the scope of the impact of the proposed policy;
- taking into account situational factors when making change plans.

#### **4. Being able to think and act at an academic level**

At the end of the bachelor's phase, the student, among other things, is capable of:

- thinking and acting within a scientific context;
- recognizing and acknowledging the importance of doing research;
- identifying theoretical concepts in everyday life;
- studying literature;
- asking discerning questions;
- conceptual thought;
- identifying links and connections;
- viewing matters from various angles;
- formulating new questions;
- communicating at an academic level;
- using (new) knowledge in new situations (transferral);
- thinking at a meta level.

#### **5. Capable of distinguishing between different steps in a (complex) situation and taking said steps in order to arrive at a solution of a problem**

At the end of the bachelor's phase, the student, among other things, is capable of:

- identifying a problem;
- abstracting the problem (and, in doing so, separating the essentials from the side issues);
- analysing the problem (analytical thought);
- inventorying possible steps that lead to a solution of the problems;
- applying models and theories in problem-solving;
- selecting possible steps that lead to a solution of the problem;
- carrying out possible steps that lead to a solution of the problem;
- taking the solution to a higher level of abstraction;
- acknowledging the dangers of the incorrect application of statistics.

#### **6. Capable of effectively working in teams**

At the end of the bachelor's phase, the student, among other things, is capable of:

- effectively working in a team, while acknowledging everyone's individual relevance, position and values;
- working in a team on a project basis;
- handling the relationships (and the tension these entail) between the different group actors;
- assigning tasks and work with the resulting assignment;
- meeting one's commitments;
- sharing knowledge with other team members;
- synthesis: combining all parts created and restructuring these into a coherent unit;
- generating knowledge with the team.

#### **7. Capable of effective oral and written communication in English**

At the end of the bachelor's phase, the student, among other things, is capable of:

- making choices as to the manner and form of a presentation;
- giving effective presentations;
- efficiently partaking in discussions;
- presenting convincing arguments;
- writing a report and/or a policy document;
- writing an academic paper.

#### **8. Purposeful management of one's own development in a purposeful manner**

At the end of the bachelor's phase, the student, among other things, is capable of:

- analysing one's own knowledge, skills, attitude and performance (reflection);
- taking action as regards one's knowledge, skills, attitude and performance based on one's reflection;
- analysing and, if necessary, developing one's own learning style (metacognitive skills);
- evaluating and, if necessary, adjusting one's own views in terms of their internal consistency;
- showing oneself to be a responsible and academic professional;
- taking action related to of career development.