**BA SCHOOL OF
BUSINESS AND FINANCE**

DESCRIPTION OF A STUDY COURSE

Course unit title	**Economics**
Programme	**Business process management**
Year of study	**1**
Academic year	**2022./2023.**
Level of course unit	**Bachelor**
Course unit code	**BP022**
Name of lecturer(s)	
Credit points	**4**
Number of ECTS credits allocated	**6**
Language of instruction	**Latvian or English**
Type of course unit (compulsory, optional)	**Compulsory**
Semester when the course unit is delivered	**2**
Mode of delivery	**full-time education**
Aim of Course	The goal of the course is to provide students with the comprehension of the regularities in principles of the market and behavior of market participants and the comprehension about the objectives of economic activity in the level of macro and microeconomics, about the economical processes and their indicators and correlations, and about the possibilities and means to affect the economical processes.

Preliminary knowledge	**Business English**	**Mathematics**		

	No	Tittle	
Course contents	1	Key issues of economics in the 21st centory.(New Economy, MeMeNomika, Green and Blue Economy, GiG Economy, Shadow economy, Conscience Economics	
	2	Introduction in the Microeconomics.	
	3	Rational behaviour of the consumer.	
	4	Behaviour of the producer.	
	5	The main macroeconomic indicators and their interrelation.	
	6	Economic growth and sustainable development.	
	7	Structure of economy.	
	8	Fiscal and monetary policies.	
	No	Topic	Type of assessment
The study course calendar	1	Key issues of economics in the 21st centory.	Group work and the presentation
	2	Introduction in the Microeconomics.	Test
	3	Rational behaviour of the consumer.	Written exam
	4	Behaviour of the producer.	Individual work; Individual work and the presentation
	5	The main macroeconomic indicators and their interrelation.	Individual work; Individual work and the presentation
	6	Economic growth and sustainable development.	Literature discussion
	7	Structure of economy.	Active participion in the class
	8	Fiscal and monetary policies.	Active participion in the class
	9	Exam	Written exam

	Assessment of learning outcomes	Distribution (%)
Planned learning activities and teaching methods	**Test**	**25%**
	Individual work; Individual work and the presentation	**15%**
	Group work and the presentation	**15%**
	Literature discussion	**15%**
	Written exam	**30%**
	Total (%):	100%
	Teaching methods	Student workload (h)
	Classes in the auditorium	**32**
	Work in the library	**50**
	Lecturer-led class discussion	**24**
	Industry representative -led discussion panel	**14**
	Lecturer-led Individual assignments	**40**
	Total (h):	160

Planned learning outcomes	No	Learning outcomes	No of progr. study
	1	Ability to demonstrate the knowledge of main economic indicators and their correlations	1
	2	Ability to select and summarize the information needed for the solution of the problem, ability to analyse and synthesize.	1
	3	Ability to work in group for the solution of the problem, the organization of the allocation of responsibilities and the work of the group.	8
	4	Ability to study literature in English and Latvian, with the ability to identify the main statements and give summary about the literature both verbally and in written form.	9

	Learning outcomes / Assessment methods	1	2	3	4
Assessment methods and criteria	**Test**	●	●	●	●
	Individual work; Individual work and the presentation		●		●
	Group work and the presentation		●		
	Literature discussion	●		●	●
	Written exam	●	●	●	●

Mandatory literature: **Principles
of Microeconomics (2017) 2e by OpenStax is licensed under Creative Commons Attribution
License v4.0 Web Version https://openstax.org/details/books/principles-microeconomics-
2e?Book%20details   Ch.1, 2, 3, 4, 6, 7.   2. Principles of
Macroeconomics for AP® (2017) Courses 2e by OpenStax is licensed under Creative
Commons Attribution License v4.0 https://openstax.org/details/books/principles-
macroeconomics-ap-courses-2e   Ch.1, 2, 5, 6, 7.**
Supplementary literature:
•Latvijas Bankas mājas lapa www.bank.lv;

Mandatory and supplementary literature	•https://www.makroekonomika.lv/ •Finanšu ministrijas mājas lapa www.fm.gov •Ekonomikas ministrijas mājas lapa www.em.gov.lv　　　　Dawlabani, Said Elias MEMEnomics, New York : SelectBooks, Inc., [2013]. xvi, 284 New York : SelectBooks, Inc., [2013]. xvi, 284 pages. •Latvijas Centrālās statistikas pārvaldes mājas lapa www.csb.gov.lv •Eurostat mājas lapa https://ec.europa.eu/eurostat •Federal Reserve Bank https://fred.stlouisfed.org/　　6th Annual Green Economics Conference Green Economics. The Economics of Anthropocene Oxford : Green Economics institute, c2011. 345 p. Overman, Steven The conscience economy Brookline, MA : Bibliomotion, 2014. xxvi,190 Circular economy and sustainable development enterprises New York, NY : Springer Berlin Heidelberg, c2018. xv, 304 pages. Entrepreneurship and the shadow economy Cheltenham, UK : Edward Elgar Publishing, c2016. 235 p. Creative economy. Report 2008 UNCTAD, c2008. 332 lpp. Pauli, Gunters. Zilā ekonomika 3.0 Rīga : Zvaigzne ABC, https://www.un.org/development/desa/socialperspectiveondevelopment/issues/social-and- solidarity-economy.html Diane Mulcahy, The Gig Economy: The Complete Guide to Getting Better Work, Taking More Time Off, and Financing the Life You Want Kindle Edition Kindle Edition, 241p (case

Evaluation criteria of learning outcomes.	
Grade	**Explanation**
10 (outstanding)	Knowledge, exceeding curriculum requirements, attests independent research and deep understanding of a problem
9 (excellent)	Complete acquaintance with curriculum requirements, ability to apply gained knowledge independently
8 (very good)	Complete acquaintance with curriculum requirements, though at times lacks deeper understanding and ability to affiliate gained knowledge with more complicated issues.
7 (good)	Curriculum requirements mastered, although less important knowledge gaps can be detected
6 (above average)	Acquaintance with curriculum requirements, though lack of problem understanding in detail can sometimes be detected
5 (average)	General knowledge of curriculum requirements although lacks understanding of several problems in general
4 (below average)	General knowledge of curriculum requirements, competence corresponds to minimum of curriculum requirements, problematic application of gained knowledge in practice
3 (weak)	General knowledge of a curriculum gained, though a complete lack of orientation in other relevant issues is detected. Additional studies required to get an assessment.
2 (very week)	General knowledge on certain relevant issues in a curriculum gained, curricula requirements are not completed on average
1 (extremely week)	A complete lack of basic curricula requirements is detected, almost no knowledge on a basic curriculum