

## Programme Specification

### Section 1: Basic Data

<b>Awarding institution/body</b>	University of the West of England
<b>Teaching institution</b>	University of the West of England
<b>Faculty responsible for programme</b>	Humanities, Languages & Social Sciences
<b>Programme accredited by</b>	Not Applicable
<b>Highest award title</b>	BA (Hons) Economics (Sandwich)
<b>Default award title</b>	BA (Hons) Social Science
<b>Interim award title</b>	BA Economics; Diploma in Higher Education – Social Science; Certificate in Higher Education – Social Science
<b>Modular Scheme title (if different)</b>	Social Science Undergraduate Modular Programme
<b>UCAS code (or other coding system if relevant)</b>	L100
<b>Relevant QAA subject benchmarking group(s)</b>	Economics
<b>On-going/valid until* (*delete as appropriate/insert end date)</b>	Ongoing
<b>Valid from (insert date if appropriate)</b>	September 2004 (see note below)

**Authorised by...**Dr. Richard O'Doherty

**Date:...**May 2004

**Version Code: 1**

*For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1; 1.2, 2.1; 2.2 etc) should be used where there are different and concurrent programme specifications*

## Section 2: Educational aims of the programme

- To provide a general educational experience in which students might acquire knowledge, skills and those virtues associated with learning and reflection.
- To promote critical, creative and analytical thinking.
- To assist students realise their potential.
- To provide a general foundation for the world of work by equipping students with the broad range of skills, understanding and knowledge employed in a wide range of vocations.
- To teach academically challenging and vocationally relevant modules in Economics and other allied disciplines, which will provide students with an understanding of the economic features of the world.
- To teach those same disciplines in combination with each other and in groupings (“pathways”) organised about specific themes, such that students may benefit from diversity of perspective as well as specificity of discipline.
- To impart a broad range of skills: discipline specific, cognitive and general transferable skills, which, together with the points above provide the student with a sound basis for further study.
- To acknowledge the wide diversity of students and their interests through a flexible programme, enabling the student to choose between a variety of modules and disciplines in order to meet their particular educational needs and to foster their individual development.
- To encourage scholarship and to foster the virtues of objectivity, reflection and judgment.
- To foster critical study, collaborative and individual, independent learning. This aim includes the promotion of self-criticism and reflexive awareness.
- To prepare for a career in private and/or public sector organisations.
- To experience and reflect on working in an organisation.
- To provide an opportunity for international exchange and study abroad.

## Section 3: Learning outcomes of the programme

*The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas: ...*

### A Knowledge and understanding

Learning outcomes	Teaching, Learning and Assessment Strategies
<p><b>A Knowledge and understanding of:</b></p> <ol style="list-style-type: none"> <li>1. economic concepts and principles;</li> <li>2. economic theory and modelling;</li> <li>3. quantitative methods and computing techniques;</li> <li>4. sources and context of economic data and evidence;</li> <li>5. economic reasoning;</li> <li>6. specialised areas of economics;</li> <li>7. economic problems and solutions.</li> </ol>	<p><b>Teaching/learning methods and strategies:</b></p> <p>Acquisition of skills 1 to 7 is through lectures, seminars, workshops and guided independent study as appropriate to each module. In addition, skill 3 is further developed through practical workshops in the computer labs, specialist technical instruction and tutorial support.</p> <p>Lectures are used to provide overviews of topics, and to stimulate and enable the student's critical thinking through exemplification and demonstration of key ideas, questions and debates. Seminars are used for discussion and further exploration of issues based upon readings, problem-solving, and presentations. Seminars use a wide range of teaching and learning strategies. Office hours for academic staff are made available where students can obtain individual support and guidance.</p> <p>Throughout the programme, the student is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</p>

	<p><b>Assessment:</b></p> <p>Students are assessed through course work in the form of essays, quantitative problems, presentations and project work. A proportion of all assessment is undertaken under controlled conditions (a minimum of 25% per module) which normally includes an element of formal examination.</p>
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### B Intellectual Skills

<p><b>B Intellectual Skills</b></p> <p>Students should develop the capacity to:</p> <ol style="list-style-type: none"> <li>1. model a problem;</li> <li>2. analyse and reason;</li> <li>3. review and evaluate evidence;</li> <li>4. communicate results;</li> <li>5. be critically aware of the limits of economics;</li> <li>6. construct economic policy.</li> </ol>	<p><b>Teaching/learning methods and strategies</b></p> <p>Intellectual skills are developed for skill 1 through attending lectures and intellectual debate in seminars, reading both primary and critical material and through quantitative types of assessment. Skills 3 and 4 are acquired by writing critical essays and/or quantitative assignments and by the dissertation module. Skills 5 and 6 are achieved through a combination of the above and by progression through the award from core modules through to more self directed learning on optional modules and the dissertation.</p> <p><b>Assessment</b></p> <p>The variety of assessment methods employed all place great emphasis (as shown in the subject's assessment criteria) on the learner's ability to demonstrate skills 1 - 6 through short and long essays and/or quantitative assignments, presentations, dissertations, and examinations. A minimum of 25% of modular assessment is based on controlled conditions exercises.</p>
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### C Subject, Professional and Practical Skills

<p><b>C Subject/Professional/Practical Skills</b></p> <p>On successful completion of this award students will be able to demonstrate the following skills:</p> <ol style="list-style-type: none"> <li>1. abstraction;</li> <li>2. analysis, deduction and induction;</li> <li>3. quantification and design;</li> <li>4. framing.</li> </ol>	<p><b>Teaching/learning methods and strategies</b></p> <p>All of these skills are developed through a combination of lectures, tutorials, computer based learning (where appropriate) and assessment in the form of essays, quantitative assignments (where appropriate), presentations and the dissertation module.</p> <p><b>Assessment</b></p> <p>All of these skills are developed through assessment in the form of essays, examinations, presentations, and the dissertation module. Skill 3 may be further developed by quantitative assessment appropriate to certain modules.</p>
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## D Transferable Skills and other attributes

<p><b>D Transferable skills and other attributes</b></p> <p>On successful completion of this award students will be able to demonstrate the ability to:</p> <ol style="list-style-type: none"><li>1. communicate;</li><li>2. marshal their ideas in a limited time</li><li>3. use numeracy;</li><li>4. use information technology;</li><li>5. take some responsibility for their own learning;</li><li>6. work as a team;</li><li>7. self-manage.</li></ol>	<p><b>Teaching/learning methods and strategies</b></p> <p>Students learn writing skills not only through formal assignments, examinations and tests but also through written exercises in seminars and workshops (skill 1). Some of these have time limits set on them (skill 2). Numeracy skills (skill 3) are an inherent part of the study of economics and are developed through lectures, seminars and assessment. All students are introduced to library and IT skills in induction; they can follow this up by attending IT training courses (skills 4) IT applications are an integral part of many modules in this award and all students will have their IT skills developed during the course of their studies. They are encouraged to take responsibility for their own learning in a variety of ways; for example, by formulating their own essay titles, making choices about their learning, following up their own interests, and (should they chose to do so) in studying for their dissertation (skills 5 and 7). Some modules specifically encourage team work by, for example, requiring groups of students to give a presentation or undertake a group assessment. In addition, group work is a common feature in many seminar activities.</p> <p><b>Assessment</b></p> <p>All modules in Economics (with the exception of the dissertation module) are assessed by at least two pieces of coursework (skill 1). These pieces include essays, presentations, many of which also incorporate numerical/quantitative analysis (skills 1 and 3). On each module, at least one of these pieces is written under controlled conditions and in a limited time (skill 2). Students are required to present their work in word-processed form (skill 4). In all modules, they are expected to take at least some responsibility for their own learning (skill 5 and 7); this is particularly true for the optional dissertation. A number of modules also incorporate group based assessment activities (skill 6).</p> <p>Assessment of transferable skills is also accomplished through employer assessment.</p>
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### Section 4: Programme structure

Use next page to provide a structural chart of the programme showing:

- Level and credit requirements
- Interim award requirements
- Module diet, including compulsory/core/optional modules

ENTRY  
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level 1	<b>Compulsory modules</b>	<b>Optional modules</b> (Full list available from the Faculty Administration team)	<b>Interim Awards:</b>
	<ul style="list-style-type: none"> <li>• UPENAA-30-1</li> <li>• UPENAB-30-1</li> </ul>		
level 2	<b>Core modules</b>	Students must take two other 30 credit modules, one of which must be in Politics or Sociology.	<ul style="list-style-type: none"> <li>• Credit requirements: 120 – Certificate in Higher Education.</li> <li>• Other requirements None</li> </ul>
	There are no core modules for this stage of the award.		
level 2	<b>Compulsory modules</b>	<b>Optional modules</b> (Full list available from the Faculty Administration Team).	<b>Interim Awards:</b>
	<ul style="list-style-type: none"> <li>• UPENBA-30-2</li> <li>• UPENBB-30-2</li> <li>• UPENBC-30-2</li> </ul>		
level 3	<b>Core modules</b>	Students must take one 30 credit module from any discipline (subject to prerequisites).	<ul style="list-style-type: none"> <li>• Credit requirements: 240 – Diploma in Higher Education.</li> <li>• Other requirements None</li> </ul>
	There are no core modules for this stage of the award.		
Year out	All students will undertake a work placement of at least 40 weeks. Placement credits will be awarded for successful completion of the placement, which are necessary for the sandwich award title. The assessment of the placement will include a report from the employer and a self-assessment by the student.		
level 3	<b>Compulsory modules</b>	<b>Optional modules</b>	<b>Prerequisite requirements</b>
	<ul style="list-style-type: none"> <li>• UPENDA-30-3</li> <li>• UPENDB-30-3</li> </ul>		
level 3	<b>Core modules</b>	Students must take two 15 credit modules – one from each list: List 1 UPENDN-15-3 UPENDQ-15-3  List 2 UPENDP-15-3 UPENDR-15-3  AND  One 30 credit Economics module or two 15 credit Economics module.	<b>Awards:</b> <ul style="list-style-type: none"> <li>• Target/highest: 360</li> <li>• Default title BA</li> </ul> <b>Credit requirements</b> BA(hons) - 360 BA - 300
	There are no core modules for this stage of the award.		

→ GRADUATION

## Section 5: Entry requirements

Candidates must be able to satisfy the general admissions requirements of the University of the West of England with specific requirements as detailed below:

GCSE levels  
Maths/Statistics, English

A & AS Levels  
Normally Tariff Points within the range of 200 – 240.

BTEC - An appropriate National Diploma with good standing and final year grades within the range 6 Merits – 2 Distinctions and 4 Merits.

Irish Highers – Passes with grades within the following range: BBB – BBBB.

Access Courses – Validated access course in appropriate subjects.

Baccalaureate – European with between 66% and 70%. International with between 24 and 28 points.

## Section 6: Assessment Regulations

- a) **MAR** ✓
- b) **Approved MAR variant (insert variant)**
- c) **Non MAR**

## Section 7: Student learning: distinctive features and support

- Induction Programme for orientation and study skills.
- Detailed Student Handbooks and Module Guides.
- Extensive specialist library
- On-line learning resources, Internet, Intranet and email access
- Dedicated office hours for all staff, student email system, trained counsellors for both pastoral and academic support.
- Specialist equipment, resources, and technical and instructing staff.
- A wide range of teaching and learning strategies and a varied range of assessment modes.
- A strong emphasis on developing analytical and critical skills.
- A lively relationship between of theory and practice.
- Access to academic tutors and student advisors
- All students will undertake a work placement of 40 weeks or more and this provides a rich process in which students can reassess themselves and confront the challenges of carrying out a role in a new organisation, whilst knowing that they will have the opportunity to be supported if there is a problem and that they will be returning to the programme for a further period of reflection and learning after the placement is completed.
- Students taking a placement are enrolled on a placement module operated by the Bristol Business School. The Business School Placements Office acts as a recruitment service for employers. It also provides extensive support for students in preparation for, as well as throughout, their industry placement period. Further support is provided through the UG administration team, the admissions office, the international office, the Students Union, the central university career service and the university's counselling provision.

## Section 8 Reference points/benchmarks

- QAA subject benchmarks.
- University teaching and learning policies.
- The University's mission statement – The award meets the university's stated aspirations of:

*Exciting and enabling students to shape and enjoy a first class educational and social experience which enlarges the mind*, - through the academic content of the modules as well as providing the opportunity to spend a year on a work placement.

*Command an exceptionally high reputation amongst employers*, - through both the work placement and the combinations of taught modules, students are exceptionally well placed for management and professional positions on graduation.

*Emphasise the importance of values, the pursuit and utility of knowledge, and the advancement of culture*, - through specific academic input at levels 1, 2 and 3 and the students' working environment and resources both here in Bristol and whilst on their placement.

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 he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Administrator.