



MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Becoming a Practical Economist				
Module Code	UMED9E-15-1	Level	1	Version	1.1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	FBL	Field	Economics		
Department	BBS: Accounting, Economics and Finance	Module Type	Standard		
Contributes towards	BA (Hons)Economics, BSc (Hons)Economics, BA (Hons) Business Management and Economics				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	N/A		
First CAP Approval Date	QMAC December 2011	Valid from	September 2012		
Revision CAP Approval Date	2 February 2016	Revised with effect from	September 2016		

Review Date	September 2018.
--------------------	-----------------

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to demonstrate the following:</p> <ol style="list-style-type: none"> 1. An awareness of the key skills of economic thinking, such as abstraction, framing, quantification, and deduction and induction. (Component B) 2. An understanding of the importance and relevance of Bloom’s Taxonomy in aiding students to reflect on their life-long learning and to develop their critical thinking skills. (Component B) 3. Basic academic skills in note-taking, summarising, paraphrasing and referencing, and the ability to produce different types of written and oral work. (Component A, Component B) 4. Demonstrate the ability to use standard software to communicate economic ideas and concepts (Component A) 5. Plan, prepare and reflect on their future careers as a graduate of economics (Component B) 6. An awareness of the role of professional ethics in economics (Component A) <p>In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following:</p> <ul style="list-style-type: none"> • The ability to work in a group

ACADEMIC SERVICES

	<ul style="list-style-type: none"> • Time management skills • Resource identification and management skills 																				
Syllabus Outline	<p>This module typically will cover:</p> <ul style="list-style-type: none"> • Theories on the classification of knowledge (e.g. Bloom's (1956) Taxonomy) • The skills of the economist (e.g. abstraction, framing, quantification, and deduction and induction) • Personal goal setting by students • The role and importance of professional ethics in economics • The career opportunities for graduates of economics • The work experience of graduates of economics • Placement and volunteering opportunities for UWE graduates • The function and purpose of the UWE Alumni 																				
Contact Hours/Scheduled Hours	Module delivery will be based on 3 hours of scheduled learning and teaching activities per teaching week. This will consist of a one hour lecture, a one hour lectorial and a one hour workshop.																				
Teaching and Learning Methods	<p>Scheduled contact sessions (see above) will be used to impart core information and syllabus topics, in addition, guest speakers will be invited to talk about their experience of working as an economist.</p> <p>In addition staff will be available during the semester during their office hours (2 hours a week) for face to face meetings. Queries and extended discussions with staff can also be approached virtually through e-mail.</p> <p>Further, students will have access to personal tutors to assist with personal goal setting and monitoring.</p> <p>Extensive use will be made of Blackboard for weekly guided independent study work; to support students' learning; to facilitate interactions between students e.g. for group project work and to provide feedback with quizzes and forums.</p> <p>Students will also be directed towards the University Library online Study Skills resources and Careers resources and a number of e-learning resources will also be used:</p> <p>Students will also be directed towards the University Library online Study Skills resources http://www1.uwe.ac.uk/students/studysupport/studyskills.aspx and Careers resources and a number of e-learning resources will also be used:</p> <ul style="list-style-type: none"> • Learn Higher http://www.learnhigher.ac.uk/Students.html • Espresso Maths http://www.cems.uwe.ac.uk/mslc/ 																				
Key Information Sets Information	<table border="1"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="border: 2px solid black;">15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> </thead> <tbody> <tr> <td>150</td> <td>36</td> <td>114</td> <td>0</td> <td>150</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Written Exam: Unseen written exam, open book written exam, In-class test Coursework: Written assignment or essay, report, dissertation, portfolio, project Practical Exam: Oral Assessment and/or presentation, practical skills</p>	Key Information Set - Module data					<i>Number of credits for this module</i>				15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150
Key Information Set - Module data																					
<i>Number of credits for this module</i>				15																	
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours																	
150	36	114	0	150																	

ACADEMIC SERVICES

	<p>assessment, practical exam</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p> <table border="1" data-bbox="596 338 1289 568"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td>75%</td> <td></td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td>25%</td> <td></td> </tr> <tr> <td></td> <td></td> <td>100%</td> <td></td> </tr> </table>	Total assessment of the module:				Written exam assessment percentage		0%		Coursework assessment percentage		75%		Practical exam assessment percentage		25%				100%	
Total assessment of the module:																					
Written exam assessment percentage		0%																			
Coursework assessment percentage		75%																			
Practical exam assessment percentage		25%																			
		100%																			
Reading Strategy	<p>All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through websites and information gateways. The University Library web pages provide access to subject relevant resources and services and to the library catalogue. Many of these resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.</p> <p>Students will be directed and expected to undertake essential reading throughout the module. However, depending upon specific topics addressed over the course of the module, students will be expected to undertake additional reading for themselves. A list of indicative textbooks and relevant journals is provided below but students are expected to recognise that these may be starting points only and that they should extend their reading as widely as is necessary to demonstrate a comprehensive knowledge.</p> <p>Blackboard – This module is supported by Blackboard, where students will be able to find all necessary module documentation, including guidance on Further Reading within the module handbook/outline. Direct links to information resources will also be provided from within Blackboard</p> <p>UWE Libraries – Engagement with online resources available through the library will be a core requirement of this module. This includes mySkills/iSkills zone, and the Skills4Study resources.</p> <ul style="list-style-type: none"> • iSkillzone http://iskillzone.uwe.ac.uk [workshops for information retrieval, referencing, evaluation skills and literature reviewing http://www1.uwe.ac.uk/library/help.aspx] • Skills4study (s4s) as part of the MySkills resource [Academic reading and note making; Critical thinking; Academic writing; Referencing and plagiarism] <p>There is no essential text for this module; however, we will suggest useful study skill texts to which they could refer (see indicative reading below). Students will be provided with a wide variety of written, audio and video texts that will be taken from recommended text books, journal articles, national and international newspapers and websites. Journal articles will be available electronically, or in the library. Students will be guided throughout the module as to the appropriate texts. Module guides will also reflect the range of reading to be carried out.</p>																				
Indicative Reading List	<p>The following list is offered to provide validation panels/ accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. CURRENT advice on additional reading will be available via the module guide or Blackboard pages.</p> <p>Recommended Reading from:</p> <ul style="list-style-type: none"> - Burns, T. Sinfield, S. (2008). <i>Essential study skills: the complete guide to</i> 																				

ACADEMIC SERVICES

	<p><i>success at university</i>, Sage</p> <ul style="list-style-type: none"> - Cottrell, S. (2008). <i>The Study Skills Handbook - Palgrave Study Guides</i>, London: Palgrave Macmillan - Cottrell, S (2011). <i>Critical Thinking Skills: Developing Effective Analysis and Argument - Palgrave Study Skills</i>, London: Palgrave Macmillan. - Cottrell, S (2010). <i>Skills for Success: The Personal Development Planning Handbook - Palgrave Study Skills</i>, London: Palgrave Macmillan. <p>Articles from academic journals and from national and international newspapers will be drawn on. These will include specific webpages that students will be recommended to read regularly as well as respected economic blogs.</p> <ul style="list-style-type: none"> • For careers and placement guidance http://myfuture.uwe.ac.uk/RenderPages/RenderHomePage.aspx • Various web sites covering Bloom's (1956) Taxonomy <p>Other recommended websites includes those associated with newspapers and periodicals (such as the Economist); and organisations such as the Economics Network.</p>
--	--

Part 3: Assessment

	<h3>Part 3: Assessment</h3>
<p>Assessment Strategy</p>	<p>This module deploys a mix of formative and summative assessment. Their aim is to establish skills in the first year that are essential to second and final year progression. Formative assessment takes various forms and will occur throughout the module; it may include peer feedback on informal activities. Summative assessment will be multi-faceted. The first (and on-going) opportunity for summative assessment is the personal portfolio. The group work presentation will assess the student's ability to work in groups and their ability to communicate economic ideas and concepts.</p> <p>Summative Assessment</p> <p>Component A: An end-of-module group work presentation (and report – 1,000 words) on a topic selected from a list of economics related topics. This presentation should last 15 minutes and will include time for questions.</p> <p>Component B: The submission of a personal portfolio that enables the student to record their progress through the module and which should include the completed activities and tasks as set in during the course of the module.</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Engagement with other students in seminars that encourages a sense of belonging. • Engagement with external speakers and with private sector businesses. • Regular VLE messages, including podcasts, provide generic feedback to groups on lectures, seminars and practical classes.

ACADEMIC SERVICES

Identify final assessment component and element	Component B	
% weighting between components A and B (Standard modules only)	A:	B:
	50%	50%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Group work presentation (15 minutes)	50%	
2. Individual Report (1000 words)	50%	
Component B Description of each element	Element weighting (as % of component)	
1. Personal Portfolio	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Individual reflective essay (1,500 words)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Personal Portfolio	100%	
If a student is permitted a retake of the module the assessment will be that indicated by the Module Description at the time that retake commences.		