



University of the  
West of England

**CORPORATE AND ACADEMIC SERVICES**

**PROGRAMME SPECIFICATION**

Part 1: Basic Data		
<b>Awarding Institution</b>	University of the West of England	
<b>Teaching Institution</b>	University of the West of England	
<b>Delivery Location</b>	University of the West of England	
<b>Faculty responsible for programme</b>	Faculty of Business & Law	
<b>Department responsible for programme</b>	Accounting, Economics and Finance	
<b>Modular Scheme Title</b>	Bristol Business School Undergraduate Scheme	
<b>Professional Statutory or Regulatory Body Links</b> <i>Name of PSRB</i> <i>Type of approval</i> <b>Dates</b>		
<b>Highest Award Title</b>	BA (Hons) Economics (SW) BA (Hons) Economics (FT)	
<b>Default Award Title</b>		
<b>Interim Award Titles</b>	BA Economics (SW) BA Economics (FT) DipHE Economics CertHE Economics	
<b>UWE Progression Route</b>		
<b>Mode(s) of Delivery</b>	Sandwich, Full-time	
<b>Codes</b>	<b>UCAS: L100</b> <b>ISIS2: L100A</b> L100A (SW), L100A13 (FT) L10C (NEU)(SW) L10C13 (NEU) (FT)	<b>JACS:</b> <b>HESA:</b>
<b>Relevant QAA Subject Benchmark Statements</b>	Economics	
<b>CAP Approval Date</b>	23 April 2012	
<b>Valid from Date</b>	September 2012 (revised Sept 2013)	
<b>Valid until Date</b>	September	
<b>Version</b>	1.1	

## Part 2: Educational Aims of the Programme

The BA(Hons) Economics has been designed to allow students to acquire the skills and intellectual attributes associated with employment or further study as an economist.

The undergraduate Economics provision at UWE, Bristol aims to help students become practical economists with the necessary skills to enter into a wide variety of jobs in the banking, financial, government and international community. Focus will be placed on the ability to analyse any economic, financial and business information and provide answers as to what is happening and crucially what is expected to happen in the future. The degree will have a strong theoretical component as well as focusing on real-world issues that allow you to use a range of different methods and theories to understand these issues more deeply. You will use quantitative and qualitative methods, ways of thinking and analysing which you will learn to combine to provide the most apt solution to any economic problem.

You will develop communication and presentation skills so you are able to tell coherent stories about complex issues to a variety of audiences. At UWE we draw on cutting edge economic knowledge based on our own research and scholarly activities and apply this to the real world.

By their final year, students will be equipped by their first two years of study (which may be further enhanced by the opportunity to complete a work placement) to undertake both integrative and specialist subjects, and to complete an independent research-based piece of work of their choosing within the field of Economics.

The programme's philosophy is underpinned by a commitment to developing students as independent autonomous learners who can analyse a range of social and economic problems. This provides them with flexibility of opportunity on successful completion of their degree either to study economics at postgraduate level or to use their in-depth knowledge of economics in a whole range of occupations.

## Part 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:

Learning Outcomes	Teaching, Learning and Assessment Strategies
<b>A Knowledge and Understanding</b>	
<p><b>(A) Knowledge and understanding:</b></p> <p>1. economic concepts and principles;</p> <p>2. economic theory and modelling;</p>	<p><b>Teaching/learning methods and strategies:</b></p> <p>Knowledge and understanding is acquired through the compulsory and core modules at levels 1,2 and 3. Compulsory and core modules make a primary contribution to one or more knowledge and understanding outcomes as indicated below:</p> <p>Acquisition of Skill 1 is by core modules Microeconomics (L1), Macroeconomics (L1), Applied Microeconomics (L2), Macroeconomics: Theory and Application (L2).</p> <p>Skill 2 is acquired by the core modules Microeconomics (L1), Macroeconomics (L1), Applied Microeconomics (L2), Macroeconomics: Theory and Application (L2), Economic Modelling and Estimation (L2), Economic Theory and Policy (L3).</p>

<b>Part 3: Learning Outcomes of the Programme</b>	
3. quantitative methods and computing techniques;	Skill 3 is acquired through the core modules Understanding Business and Financial Information (L1), Statistics and Data Management (L1), Economic Modelling and Estimation (L2) and the optional module Econometrics (L3).
4. quantitative methods and computing techniques;	The acquisition of Skill 4 is by the core modules Understanding Business and Financial Information (L1), Statistics and Data Management (L1), Economic Modelling and Estimation (L2) and Economic Research Methods (L2).
5. economic theory and modelling;	Skill 5 is attained by the core modules, Becoming a Practical Economist (L1), Developing Economic Thinking (L1), Applied Microeconomics (L2), Macroeconomics: Theory and Application (L2), Project (L3) and Economic Theory and Policy (L3)
6. quantitative methods and computing techniques;	Skill 6 is further developed by having strands in Environmental Economics (Good Business, Bad Business and Sustainability, L2; Sustainable Business, L3), Development Economics (Emerging Economies, L2; Economics of Developing Countries, L3), as well as offering new modules in the Economics of Happiness (L2), Behavioural Economics (L3) and Economics of Labour & Migration (L3), Banking (Economics of Money and Banking, L2; Economics of International Financial Markets, L3; Monetary Economics, L3) and International Trade and Multinational Business (L2).
7. sources and context of economic data and evidence;	The acquisition of Skill 7 is by the core modules Statistics and Data Management (L1), Microeconomics (L1), Macroeconomics (L1), Applied Microeconomics (L2), Macroeconomics: Theory and Application (L2).
8. economic reasoning;	All modules use a range of learning approaches including lectures, seminars, workshops, group work, case studies and exercises. Throughout, the learner 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
9. specialised areas of economics;	
10. economic problems and solutions	
Assessment:	
Students are assessed mainly through course work in the form of essays, presentations and project work. A proportion of all assessment is undertaken under controlled conditions which normally include an element of formal examination.	
<b>B Intellectual Skills</b>	
<b>B Intellectual Skills</b>	<b>Teaching/learning methods and strategies:</b>
1. Model a problem;	Intellectual skills are developed for skills 1, 2 and, 3 through attending lectures, use of statistical and
2. analyse and reason	
3. review and evaluate evidence	

<b>Part 3: Learning Outcomes of the Programme</b>	
<p>4. communicate results 5. be critically aware of the limits of economics 6. construct economic policy</p>	<p>econometric software in tutorials, group work, projects and exercises. Intellectual debate in seminars and reading both primary and critical material.</p> <p>Skill 1 is acquired by core modules Microeconomics (L1), Macroeconomics (L1), Developing Economic Thinking (L1), Economic Research Methods (L2), Project (L3).</p> <p>Acquisition of Skill 2 is by core modules at L1, L2 and L3, Project (L3).</p> <p>Acquisition of Skill 3 is by core modules Understanding Business and Financial Information (L1), Microeconomics (L1), Macroeconomic (L1), Project (L3).</p> <p>Acquisition of Skill 4 is by core modules Microeconomics (L1), Macroeconomic (L1), Applied Microeconomics (L2), Macroeconomics: Theory and Applications (L2), Project (L3).</p> <p>Acquisition of Skill 5 is by core modules Developing Economic Thinking (L1), Becoming a Practical Economist (L1), Project (L3).</p> <p>Skill 6 is acquired by core modules Microeconomics (L1), Macroeconomic (L1), Applied Microeconomics (L2), Macroeconomics: Theory and Applications (L2), Economic Theory and Policy (L3), Project (L3).</p> <p>Assessment:</p> <p>The variety of assessment methods employed all place great emphasis on the learner's ability to demonstrate skills 1 - 6 through short and long essays and/or quantitative assignments, presentations, dissertations, and examinations.</p>
<b>C Subject, Professional and Practical Skills</b>	
<p><b>C Subject, Professional and Practical Skills</b></p> <p>On completion of the programme students will be able to undertake</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>Skills 1-4 are developed through a combination of lectures, tutorials, computer based learning (where appropriate) and assessment in the form of essays, quantitative assignments (again, where appropriate), presentations and the project module. In addition, the student's self-awareness of their progress in acquiring these discipline specific skills (i.e. becoming an Economist) is facilitated by various activities carried out within the Graduate Development Programme (GDP).</p> <p>Acquisition of Skill 1 is by core modules Becoming a Practical Economist (L1), Developing Economic Thinking (L1).</p> <p>Skill 2 is acquired by Becoming a Practical</p>

**Part 3: Learning Outcomes of the Programme**

Economist (L1), Developing Economic Thinking (L1), Economic Research Methods (L2), Economic Theory and Policy (L3).

Skill 3 is acquired by core modules Statistics and Data Management (L1), Economic Research Methods (L2), Economic Modelling and Estimation (L2).

Skill 4 is acquired by core modules Becoming a Practical Economist (L1), Developing Economic Thinking (L1), Economic Research Methods (L2).

**Assessment**

All of these skills are developed through assessment in the form of essays, examinations, presentations, and the project module. Skill 3 will be developed throughout the core 30 credit modules at Levels 1, 2 and 3.

**D Transferable Skills and other attributes**

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On completion of the programme students will be able to:

1. communicate;
2. use numeracy
3. use information technology (IT)
4. work as a team
5. self-manage
6. learn to learn

**Teaching/learning methods and strategies:**

Students learn written communication skills through formal assignments, examinations, and tests, while verbal communication skills are developed through a variety of individual and group presentations in seminars and workshops.

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 group/individual presentations (e.g. Applied Microeconomics UMED8K-30-2). Seminars use a wide range of teaching and learning strategies. In addition, office hours for academic staff are made available where students can obtain individual support and guidance.

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.

Skill 1 is acquired by core modules at Levels 1, 2 and 3.

Skill 2 is acquired by Understanding Business and Financial Information (L1), Statistics and Data Management (L1), Economic Research Methods (L2), Economic Modelling and Estimation (L2) and the optional module Econometrics (L3). Students are exposed to Excel, SPSS and Microfit statistical packages.

Skill 3 is acquired by Statistics and Data

### Part 3: Learning Outcomes of the Programme

Management (L1), Becoming a Practical Economist (L1), Economic Research Methods (L2), Economic Modelling and Estimation (L2). These modules introduce students to packages such as Excel, Microfit and SPSS.

Skill 4 is acquired by Becoming a Practical Economist (L1) and Applied Microeconomics (L2).

In a formal educational context, the principle manifestation of self-managing is the student's engagement with their formal assessment activities. To this end in all modules students are encouraged (and facilitated) to plan ahead when tackling formal assessment tasks. More generally, all students are encouraged to reflect on how choices in their work/life balance can have an impact on their assessment preparations and final achievements. Skill 5 is acquired by core modules.


Skill 6 is acquired by Developing Economic Thinking (L1), Applied Microeconomics (L2), Economic Theory and Policy (L3).

#### **Assessment**

Across all modules a variety of formative and summative assessment methods are employed to enable students to demonstrate their acquisition of these transferable skills.

**Part 4: Programme Structure**

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including: level and credit requirements; interim award requirements; module diet, including compulsory and optional modules

<p><b>ENTRY</b></p> 	<p>Year 1</p>	<p><b>Compulsory Modules</b></p> <p>Microeconomics (30 credits) UMED8F-30-1          Macroeconomics (30 credits) UMED8G-30-1          Becoming a Practical Economist (15 credits) UMED9E-15-1          Developing Economic Thinking (15 credits) UMED9D-15-1          Statistics and Data Management (15 credits) UMED8J-15-1          Understanding Business and Financial Information (AEF) (15 credits) UMAD4V-15-1</p>	<p><b>Optional Modules</b></p> <p>There are no optional modules at level 1</p>	<p><b>Interim Awards</b></p> <p>CertHE Economics          Credit requirements: 120 at the appropriate level</p>
	<p>Year 2</p>	<p><b>Compulsory Modules</b></p> <p>Applied Microeconomics (30 credits) UMED8K-30-2          Macroeconomics: Theory and Applications (30 credits) UMED8L-30-2          Economic Research Methods (15 credits) UMED8N-15-2          Economic Modelling and Estimation (15 credits) UMED8M-15-2</p>	<p><b>Optional Modules</b></p> <p>Two options should be selected up to a maximum value of 30 credits from the following modules:</p> <p>Good Business, Bad Business and Sustainability (15 credits) UMED8U-15-2          Emerging Economies (15 credits) UMED8R-15-2          Economics of Money and Banking (15 credits) UMED8Q-15-2          International Trade &amp; Multinational Business (15 credits) UMED8P-15-2          Economics of Happiness (15 credits) UMED9A-15-2</p>	<p><b>Interim Awards</b></p> <p>DipHE Economics          Credit requirements: 240 at the appropriate level</p>
<p><b>Placement or Study Year Abroad (SYA):</b></p> <p>Students taking the sandwich (SW) programme must choose one of the following options both of which aim to enable students to contextualise their academic learning in an applied business and/or cultural context:</p> <ol style="list-style-type: none"> <li>1. Work Placement (a minimum of 40 weeks in employment) normally in the field relevant to the specialism of the degree of Economics.</li> </ol>				

2. Study Year Abroad, which consists of two semesters of study (a minimum of 36 weeks at a partner institution abroad);

Whilst on Placement students complete study a 15 credit level 3 module, Learning and Development on Placement (UMCDDA-15-3) to assess the student's personal development from the experience of placement and their ability to work critically with theory in practice through the demonstration of a detailed knowledge and critical understanding of how their degree subject specialism may be applied in, and in turn be influenced by, real world organisations

Whilst on Study Year Abroad students complete a 15 credit level 3 module, Learning & Development on Study Year Abroad (UMCD9Y-15-3), to assess to assess the student's personal development from the experience of SYA and their ability to evidence cross-cultural awareness and analysis of the country in which they have been studying.

**To be eligible for either Placement or SYA students must have passed a minimum of 200 credits**

Year 3	<p><b>Compulsory Modules</b></p> <p>Project (30 credits – all year) UMED8Y-30-3</p> <p>Economic Theory and Policy (30 credits – all year) UMED93-30-3</p>	<p><b>Optional Modules</b></p> <p>4 options should be selected up to a maximum value of 60 credits from the modules below.</p> <p>The Economics of Developing Countries (15 credits) UMED8X-15-3 Sustainable Business (15 credits) UMED95-15-3 Econometrics (15 credits) UMED96-15-3 Economics of International Financial Markets (15 credits)UMED8V-15-3 Economics of Labour &amp; Migration (15 credits) UMED98-15-3 Monetary Economics (15 credits)UMED8W-15-3 Behavioural Economics (15 credits) UMED99-15-3</p> <p>Students who have completed a Placement or SYA (and passed the relevant module) are required to select 3 options up to a maximum credit value of 45 credits.</p>	<p><b>Awards:</b></p> <p>Target/highest title: BA (Hons) Economics (SW) BA (Hons) Economics (FT)</p> <p>Default title: BA Economics (SW) BA Economics (FT)</p> <p><b>Credit requirements</b> BA (Hons): 360 credits at the appropriate levels BA: 300 credits at the appropriate levels</p>

## GRADUATION

### Part 5: Entry Requirements

The University's Standard Entry Requirements apply with the following additions:  
International students seeking direct entry into level 3 require IELTS with 6.0 in all components or an overall band score of 6.5 or above.



## Part 6: Assessment

Approved to University Regulations and Procedures

Where students are studying an accelerated version of the programme an approved variant to University Academic Regulations and Procedure will allow students to study more than 160 credits in any one academic year.

### Assessment Map

The programme encompasses a range of **assessment methods** including; essays, presentations, learning journals, portfolios, unseen written exams and practical exams. These are detailed in the following assessment map:

#### Assessment Map for BA (Hons) Economics

		Type of Assessment*									
		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or	Written Assignment	Report / Project	Dissertation	Portfolio
<b>Compulsory Modules Level 1</b>	UMED8F-30-1	A (50)			B (25)				B (25)		
	UMED8G-30-1	A (50)				B (20)	B (10)	B (20)			
	UMED8J-15-1	A (50)							B (50)		
	UMED9E-15-1						A (50)				B (50)
	UMAD4V-15-1	A (50)						B (50)			
	UMED9D-15-1	A (50)						B (50)			
<b>Compulsory Modules Level 2</b>	UMED8K-30-2	A (50)					B (25)		B (25)		
	UMED8L-30-2	A (50)					B (12)		B (38)		
	UMED8M-15-2	A (100)									
	UMED8N-15-2	A (50)							B (50)		
<b>Optional Modules Level 2</b>	UMED8P-15-2	A (70)						B (30)			
	UMED8Q-15-2	A (50)						B (50)			
	UMED8R-15-2	A (50)						B (50)			
	UMED8U-15-2	A (50)						B (50)			
	UMED9A-15-2	A (70)						B (30)			
<b>Compulsory Modules Level 3</b>	UMED93-30-3	A (40)					B (24)	B (36)			
	UMED8Y-30-3									A (100)	
<b>Optional Modules Level 3</b>	UMED8V-15-3	A (50)						B (50)			
	UMED98-15-3	A						B			

## Part 6: Assessment

		(60)					(40)			
	UMED96-15-3	A						B		
		(50)						(50)		
	UMED99-15-3	A					B			
		(70)					(30)			
	UMED8W-15-3	A					B			
		(50)					(50)			
	UMED95-15-3	A						B		
		(50)						(50)		
	UMED8X-15-3	A					B			
		(50)					(50)			

\*Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.

## Part 7: Student Learning

### Teaching, learning and assessment strategies to enable learning outcomes to be achieved and demonstrated

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face-to-face activities as described below. In addition a range of other learning activities will be embedded within the programme that, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the BA (Hons) Economics programme teaching is a mix of scheduled, independent and placement learning.

**Scheduled learning** includes lectures, seminars/workshops, 'lectorials' (a mix of lecture and seminar), 'webinars' (synchronous online seminars) group project supervision and individual supervision, some of which may also be facilitated in an online environment. Scheduled sessions may vary slightly depending on the module choices made.

**Independent learning** includes hours engaged with essential reading, preparation for classes, reviewing lecture content, case study preparation, assignment preparation and completion, exam revision etc. Scheduled sessions may vary slightly depending on the module choices made.

**Placement learning:** For students on the sandwich programme this is

- **Placement option** A minimum of 40 weeks in employment  
**OR**
- **Study Year Abroad option** Two semesters of study (a minimum of 36 weeks at a partner institution abroad)

## Part 7: Student Learning

### Description of Distinctive Features and Support

The overarching aim of the Faculty's Learning Teaching & Assessment Strategy is 'to maximise student achievement (both in relation to award classification and to employability) and student satisfaction whilst maintaining appropriately rigorous academic standards and supporting the university's vision of becoming an inclusive and welcoming learning community, actively engaged with global society and based on values of mutual respect, critical engagement and self-awareness'.

The supporting objectives of the strategy are the:

- further development of intellectually vibrant, highly reflective, mutually respectful and diverse student and staff learning communities within the Faculty
- increase in the use of links with the world external to UWE (including professional accreditation where possible) to inform curriculum design and delivery and provide lifelong learning opportunities
- provision of an effective, efficient and supportive infrastructure for learning (organisation and management of programmes, student advice, communication with students etc)
- appropriate design and flexible delivery of curricula which provide an intellectually stimulating learning experience enabling students to develop as highly employable and internationally aware lifelong learners
- provision of effective support for students making the transition to learning at UWE
- provision of effective and ongoing developmental support for all staff
- use of effective strategies for assessment for learning

### **Curriculum Design Content & Organization**

The programme is delivered within the Business School Undergraduate Scheme, which allows credit accumulation and flexibility in the student learning process.

The Scheme is structured on the basis of 15 and 30 credit semesterised modules. Each semester consists of a 12 week teaching block following by a period of assessment. In each semester students study one 30 credit module and two 15 credit modules. Students therefore study 60 credits (3 modules) each semester and 120 credits per level (6 modules in total).

The programme is organised within and between each of the three levels, where it is designed to provide a coherent set of modules at each level and to allow students to develop and progress through each level; in relation to knowledge and understanding, cognitive, subject-specific and study skills.

The programme utilizes a first year that is common with the majority of the programmes of the Undergraduate Scheme, this allows students the maximum flexibility to transfer in or out of this programme and to pursue the course of study that is most appropriate to their emergent subject and/or professional interests.

1. Level one provides students with new analytical, methodological and practical skills that are essential for an economist. Core economics (microeconomics and macroeconomics) includes a quantitative aspect while statistical theory and applications are provided throughout the year. The skills provided will be built on in subsequent years of study.
2. Level two concentrates on microeconomics and macroeconomics, but with application of theory of paramount importance. Practical skills as an economist are provided in the form of research skills and economic modelling. In addition students can select two options from a range of modules that allow students to start to specialise around their particular area of interest.
3. The core modules at level three have been designed to practically implement what has been learned in previous years of study. In addition students choose from a number of modules which may build on previous module choices at level 2 that will allow students to develop a deep understanding of a particular interest area within economics.

### **Technology, Learning & Assessment**

The teaching, learning and assessment strategy of the Faculty encourages students to assume responsibility for many aspects of their learning and staff to take responsibility for facilitating that learning. The balance of student and staff responsibility varies according to individual student profiles, academic level and according to the nature of the learning outcomes the students are expected to meet. Ultimately, the aim of this programme is to enable students to progress to a high level of autonomy in their learning and to view that learning as an ongoing process over which they have some control, about which they are able to make active choices, and which they are free to challenge.

To achieve this, an appropriate blend of learning approaches and opportunities have been integrated

throughout the programme with an overall emphasis on active student participation. The Faculty 'blend' consists of face to face learning in large and small groups (lectures and seminars/ workshops) supported by on-line learning Blackboard, together with exposure to real life examples through case studies, occasional organisational visits and guest practitioner speakers. There is a significant requirement for students to work independently throughout the programme – both individually and in groups - with the level of this independence increasing as the student moves from level one to level three.

Included within the programme is a clear personal development strand of transferable skills and “brain habits” of the sort which facilitate the transition into HE and underpin employability and lifelong learning. These Personal and Academic Literacies – study, research, and employability skills – are developed at all levels of the programme:

	Personal and Professional Strand (Employability)	Enquiry Strand (Research & Academic Skills development)
Level 1	Becoming a Practical Economist	Developing Economic Thinking
Level 2	Applied Microeconomics/Macroeconomics: Theory and Applications	Economic Research Methods
Level 3	Economic Theory and Policy	Project

Whilst the 30 credit modules provide the focus for the development of skills, subject specific and transferable skills are further developed throughout the programme and in more depth in identified modules e.g. applied statistical and econometric work (*Economic Modelling and Estimation L2, Econometrics L3*), analytical skills (*Economics of Happiness L2, International Trade and Multinational Business L2*), numeric and problem-solving skills (*Statistics and Data Management L1, Understanding Business and Financial Information L1*).

The teaching and learning methods used in the programme intend to challenge the existing perspectives of the students and encourage creative thinking. Thus many of the approaches used, including those that are case based, set concepts and problems in a wide range of contexts to add depth and complexity and to ensure an applied focus.

Teaching is based on research literature, professional experience and significant use of debate and discussion. Through didactic pedagogy students are challenged to defend their thinking. A final year project allows students to explore a substantial issue utilising appropriate concepts, frameworks and methodologies in a highly independent manner. A final year capstone module requires students to integrate learning from the total programme and to reflect on how this prepares them for a future in complex and changing organisations.

All sandwich students will undertake a work placement of a minimum of 40 weeks, normally in an area of a business related to the specialism of the degree, and this provides a rich process in which student can make links between theory and practice, 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.

In addition to Placements there are opportunities for Study Year Abroad in a number of partner institutions who are able to offer relevant Business courses in English. Students are allocated to these places through a competitive process.

During Placement or Study Year Abroad students complete one 15 credit Level 3 module (*Learning & Development on Placement or Learning & Development on Study Year Abroad*).

Assessment is an integral part of the teaching and learning process. Students are exposed to a variety of assessment methods that test their ability to integrate theory and practice and which promote the growth of their life-long learning skills. Assessment feedback helps students to ascertain their learning strengths and weaknesses and continuing development needs.

Assessments are designed to facilitate a progression through differing levels of complexity at

each level of study:

- At level 1, a sound knowledge of the basic concepts of a subject.
- At level 2, a sound understanding of the principles of the field of study and the ability to apply these principles more widely.
- At level 3, an understanding of a complex body of knowledge, some of it at the current boundaries of the academic discipline.

The faculty supports the University's current Academic Regulations and Procedures, and its requirement for controlled conditions to apply to part of the assessment of every module. Forms of assessment commonly used in controlled and non-controlled conditions assessment are: invigilated timed assignments including examinations, presentations, in-class tests, self and peer assessments, individual and group projects and supervised mini-projects, dissertations, personal development portfolios and employer and self-assessment of the placement.

### **Learning Resources**

All modules make use of Blackboard for web-enhanced delivery to at least the recommended minimum standard and for communications with students. All modules have teaching/learning resource booklets and most have set texts in accordance with the university's Reading Strategy. Additional support is provided through the library and an extensive student computing network.

Students are directed towards the University Library online MySkills resource for the development of skills appropriate to the level and style of each module. Students will be directed on how the resources on this site should be used to develop the skills that will underpin their studies in module handbooks and/or via Blackboard.

Additional support is provided through the library by means of information skills sessions embedded at module level and self directed online tutorials. There is also an extensive programme of regular workshops including referencing management, database searching and finding journal articles. The library offers zoned space from silent to group study and student bookable rooms. There is excellent access to electronic databases on campus through the extensive student computing network and wifi. Most databases are also available off campus and supported by the online library enquiry service.

### **Student Support & Guidance**

Student support for all issues relating to the content, delivery and assessment of modules is provided by Module Leaders and for more general academic and professional concerns, by Programme Managers.

At each level students are supported Personal Academic Tutors where the role is primarily about being the first point of contact for students as a named individual who is concerned for their well being and progress. The aim is to help students in the achievement of their academic and employability goals. This is an *academic* role and where students have problems of a personal nature they are to be referred as appropriate to UWE Student Services Student Advisors and to UWE Careers regarding employability issues.

These Student Services Student Advisors provide timely, accurate and confidential advice where necessary on all aspects of the provision, for example coursework and examination arrangements, extenuating circumstances procedures, progression counselling, as well as personal issues such as problems with studying or meeting deadlines, financial matters, ill health and so on, including when relevant how to access the wider support provided by the University. This service is supported by extensive online resources.

The Faculty Placements Office provides extensive support for students in preparation for, as well as throughout, their placement period and acts as a recruitment service for employers.

Students and graduates are also supported by UWE Careers who help them to access skills, experience and knowledge to improve their employability prospects. The service provides high quality and professional advice and guidance focusing on enabling them to take control of and responsibility for their own career planning and progression/development. They can access support around finding vacancies for work experience, volunteering, part time work and internships, as well as events and workshops. UWE Careers provides recruiter facing services including advertising graduate job vacancies, work experience and volunteering opportunities, and running both undergraduate and graduate internship schemes. There are also part time jobs advertised by the Student Union Jobshop. There is specialist support for international students including specific resources developed for a range of countries where students are recruited from. Students are introduced to the service during the induction to the course and are encouraged to use the service all through their undergraduate programme and for three years after graduation.

All students take part in an Induction programme at the start of their studies supported by an online social networking site. Separate induction events are arranged for students who arrive as direct entrants at levels 2 & 3 e.g. International, Erasmus, Federation students.

All new students are provided with a short Student Handbook to help them through their first weeks at university and to act a guide to the complex information environment in which they now find themselves. The Faculty [‘Current Student’ web pages](#) have also provide support and the more detailed and up to date information to students studying within the Faculty. These pages link closely to MyUWE and the Student Services web pages and act as a ‘faculty handbook’.

An important part of the programme is the involvement of students. Two or three student representatives are selected from each level of the programme to serve on the Student Representatives & Staff Forum (SRSF). These are held each term to discuss issues raised by students in relation to their experience of studying at UWE and on the programme. Issues raised are discussed in an open and friendly atmosphere so that students feel able to contribute openly and honestly about their experiences. Any issues raised are taken forward for action by programme managers. Where appropriate they may be discussed at Departmental Committees or Faculty Academic Standards and Quality Committee.

Support to students with disability is offered both at the faculty level under the remit of the Leader of WP, Disability & Schools Liaison and centrally through the university’s Disability Resource Centre. This acts as a holistic service for disabled students and applicants to the University but also supports the academic and administrative staff who work with disabled students.

In addition to the above The University’s Student Services offers a range of services to support students during their time at university and beyond:

- University Health Centre and general advice on ‘Staying Healthy’;
- Careers and employability, advice on choosing a career, and finding student and graduate vacancies;
- UWE volunteering, opportunities for students to get involved in the local community through the Community Volunteer Programme;
- Student Advisors & Counseling for anything from exam stress to homesickness and depression;
- The Living Centre, for support with faith and spiritual matters;
- Global student support, to help international students to make the most of living and studying in the UK;
- Managing disability and dyslexia, to get help with all disability related support needs;
- Money and Visas, for financial checkups, or help with UK visas.

## Part 8: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

QAA subject benchmark statements

- Economics

University strategies and policies

- University's Vision & Mission – I.N.S.P.I.R.E.
- University Strategic Plan
- UWE Charter

Faculty strategies and policies:

- Blended Learning Framework
- Curriculum Principles
- Employability Strategy
- Faculty of Business and Law LTA Strategy

Staff research projects

- Where ever possible staff are encouraged to utilize their research – and that of colleagues – to inform their teaching, both in terms of content and pedagogic approach

Employer interaction and feedback

- Employers and alumni are regularly consulted to ensure the currency and relevance of the programme

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, available on the University's website.