



Programme Specification

Economics {Foundation}[Frenchay]

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: Economics {Foundation}[Frenchay]

Highest award: BA (Hons) Economics

Interim award: BA Economics

Interim award: DipHE Economics

Interim award: CertHE Economics

Awarding institution: UWE

Teaching institutions: UWE

Study abroad: No

Year abroad: No

Sandwich year: Yes

Credit recognition: No

School responsible for the programme: CBL Bristol Business School, College of Business and Law

Professional, statutory or regulatory bodies:

Chartered Institute of Management Accountants (CIMA)

Modes of delivery: Full-time, Sandwich

Entry requirements:

For implementation from: 01 September 2025

Programme code: L10G13

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: This degree is developed in partnership with employers giving students a skills passport to enter a range of careers in civil service, finance, business, consultancy, international and not-for-profit organisations. The programme will produce graduates who can boldly tackle contemporary challenges and solve problems using systematic approaches and policy interventions. The programme is for students interested in people's behaviour, keen to address issues impacting our society such as environmental crisis and solving problems impacting organisations. The programme equips students with advanced analytical and digital skills, as well as essential soft skills required to thrive after their time at university in roles that appeal to them. Our graduates are prepared to lead and innovate in areas that matter to them, from finance, data analysts, development economics to political economy.

Understanding economic processes is necessary to achieve high-productivity and high-wage societies that are well equipped to meet the challenges of climate change, promote social justice and achieve overall wellbeing. The programme uses a pluralist approach that marries deep economic theory with real-world issues such as sustainability and social justice to develop students critical and interdisciplinary thinking. It's not just economics; it's economics with purpose. The pluralistic curriculum develops interdisciplinary and creative thinking, analytical skills, digital and collaborative skills using a carefully crafted purpose-led curriculum situated within a career development and enquiry skills development framework that stretches across the entire curriculum.

The foundation year provides students with a springboard from which to really succeed in the rest of their programme. It develops confidence, learning mindsets, foundational knowledge, scholarly skills, and a community and sense of belonging.

The curriculum in later years is programmatically designed using four key lenses - core economic theory, professional development, enquiry and influencing skills development and historic context. Cutting edge research by practitioners on areas relating to macrofinance, labour market, data governance and application,

sustainability and ecological economics, race, gender and inequality are carefully woven into the programmatic core to provide real world relevance and foster the pluralistic and interdisciplinary thinking.

The programme achieves market distinctiveness in number of different areas. Firstly, the career development portfolio centred around creation of professional economist stretches across all four levels and enable students to evidence their developmental path to becoming a professional economist. Second, interdisciplinary curriculum actively sets a new agenda on decolonisation of economics curricular. For instance, the histories and schools of economic module is one of its kind in broadening the coverage of economic history (the good and the bad) while incorporating theories from global majority scholars. Finally, the research portfolio that stretches across multiple levels build influencing skills through creative thinking and evidence based solutions. These distinctive features will produce graduates that are reflective and enabled to bring social and economic changes for a better sustainable future.

Features of the programme: This programme achieves market distinctiveness through the following:

A confidence-building, scaffolded, programmatic foundation year: This makes students feel part of the university, whilst developing the key scholarly and professional development skills that give them a good start for the rest of their degree.

Career development portfolio: embedded across multiple levels, the e-portfolio enables students to develop and report their personal and professional identity through curricular and career development activities.

Enquiry Skills Portfolio: Tandem to career development portfolio, research and enquiry skills development portfolio cut across through the degree enabling students to become professional economists who can influence policy and societal outcomes.

Pluralism and interdisciplinarity: UWE Economics is known for its pluralistic approach to teaching economics. This is achieved by introducing a range of schools of

thought and disciplines into the curriculum. Students are enabled to learn economic and social issues through interdisciplinary lenses such as using ecological sciences, politics, sociology and philosophy.

Research-led teaching: UWE academics have strong national and international research profiles. Their research is brought into the classroom and combined with contemporary thought, fostering debate around global issues facing the economy. Students experience a rich learning environment supported by practitioners at the forefront of the research agenda.

Industry partnerships: the programme has been developed in collaboration with partners from industry and with alumni including the Government Economic Services, DEFRA, Office for National Statistics, Marsh Insurance, Hays Recruitment, Arup and Airbus. In addition, our industry partners will continue to contribute through guest lectures, live project briefs, immersion days to enable students to link theory with practice while inspiring students through their work and impact.

Digital literacy: Within core modules and through elective modules students develop advanced skills in the use of various digital platforms used for analysis, decision making and communication. The curriculum provides students with opportunities to advance their digital literacy by applying modern digital technology to study economic problems through use of data analysis software, programming, and information repositories. We will also develop students' ability to communicate with and use multiple digital media for both their professional and academic development.

Educational Aims: The programme aims to prepare students to succeed in a range of careers in private and public sector and tap into opportunities that extend beyond economist roles to professions where their economic knowledge will prove an advantage across business, finance, and public policy.

The overarching programme objective is to enable students to inform policy decisions aimed at addressing complex business, economic and social issue. Central to this aim is development of critical, analytical and creative problem-solving skills grounded in evidence and interdisciplinary thinking. The pluralist and

interdisciplinary capacity is developed by delicately balancing economic theory and approaches to analysis with real world scenarios while drawing from alternative ideas, histories and thoughts contextualised around core economic issues.

The curriculum will, in addition to development of analytical competencies, equip students with professional skills to successfully thrive in the competitive employment landscape. This includes development of students collaborative and team working skills; development digital proficiency and capacity to be adaptable with changes in landscape and fostering ethical stewardship and resilience to be able to develop professional impact and authentic voice within their careers and further studies.

The programme supports the UWE Bristol widening participation strategy by enabling students to undertake a foundation year before progressing to level 4 of the programme.

Programme Learning Outcomes:

On successful completion of this programme graduates will achieve the following learning outcomes.

Programme Learning Outcomes

- PO1. Critically understand and apply economic theory and models.
- PO2. Apply technical competencies and critical thinking skills to effectively research and propose solutions to social and economic problems.
- PO3. Evaluate and formulate policies that seek to address problems in an evolving, complex and diverse world.
- PO4. Demonstrate professional communication skills in a variety of media.
- PO5. Collaborate effectively in a team environment.
- PO6. Be reflective practitioners able to plan and develop their own professional futures.
- PO7. Understand ethical responsibilities in their discipline and engage with their broader social responsibilities as part of a global community.

Assessment strategy: The assessment strategy of the BA Economics is designed to provide a comprehensive evaluation of students' academic progress and readiness for future challenges in the field of economics. Through a variety of assessment methods and a focus on continuous improvement, the programme aims to foster students' development as skilled and reflective practitioners in the field of economics.

The assessments within the programme aims to capture the skills associated with working as a professional economist. Core skills belonging to an economists' toolkit that are assessed continuously include those relating to research, articulation of economic processes, interpretation of data, project management, communication to diverse audiences, numeracy and professional readiness. Given the need for students to recall threshold concepts in practical work based scenarios on a regular basis, on limited core modules assessments will include controlled condition exams as advised in the QAA Subject benchmark statement to develop students' ability to recall and apply these concepts to real world scenarios.

Level 3 (Foundation Year): The foundation year is designed to support students in getting ready for the rest of their programme, and to start the exploration of their professional identities and development plans. It focusses on supporting students to celebrate their strengths and plan for improvement in areas that need attention. In so doing, it gives students the opportunity to focus on development in a confidence-building setting. Assessment is principally through portfolio assessments, giving students the space to demonstrate their learning and development over time.

At Level 4, assessments focus on foundational knowledge and analytical skills, with an emphasis on core concepts and theories. Students are tasked with demonstrating their understanding through written assignments, exams, and practical exercises. These assessments lay the groundwork for higher-level learning and set the stage for more complex analysis in subsequent levels.

Moving to Level 5, assessments become more applied and interdisciplinary, reflecting students' deeper understanding of economic issues and their ability to analyse and critique economic theories. Case studies, research projects, and group presentations are commonly used to assess students' ability to apply economic

concepts to real-world scenarios and engage in critical reflection.

At Level 6, assessments shift towards synthesising learning from across the programme and applying it to complex economic problems. Students are challenged to demonstrate their ability to think independently, critically evaluate evidence, and propose innovative solutions. The capstone research project is a central component of Level 6 assessments, allowing students to showcase their research skills and interdisciplinary understanding of economics.

Throughout the programme, assessment methods are designed to be inclusive and supportive of students of all abilities. Clear assessment criteria and constructive feedback are provided to help students understand expectations and identify areas for improvement. Additionally, assessments are aligned with the programme's learning outcomes and objectives, ensuring that students are assessed on their ability to demonstrate key competencies and skills relevant to their future careers as economists.

The foundation year of study has a focus on the acquisition both of appropriate academic skills and of an awareness of the relevance to a range of future professional lives in the disciplines of law, economics, accounting, business, marketing, events and management. Students are encouraged to develop as reflective learners and to understand the importance of the UWE graduate values. The learning, teaching and assessment methods are designed to engage students.

Student support: Learning Resources:

Student learning is fully supported by UWE Library Services through extensive print and electronic resources and a variety of learning spaces. Additional support is provided through the library by means of information and academic skills sessions and self-directed online tutorials available via the University Study Skills website, supported by the online library enquiry service. There is excellent access to electronic resources both on and off campus, facilitated by the extensive student computing network and Wi-Fi.

All modules make use of (VLE) Virtual Learning Environment 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 'University Study Skills web pages' resources 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 (VLE) Virtual Learning Environment.

Student Support and 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 Leaders.

At each level students are supported by Personal Tutors, an academic member of staff who will have access to information on the performance and profile of the student, allowing them to effectively support students' personal and academic development. 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. In addition, students can seek academic support through one-to-one appointments to discuss individual learning issues and workshops covering a range of topics relevant to learning.

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 UWE Careers Placement Support Team provides extensive support for students in preparation for 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. Separate induction events are arranged for students who arrive as direct entrants at Levels 5 and 6. All new students are provided with a short Student Handbook to help them through their first weeks at university and to act as a guide to the complex information environment in which they now find themselves. Together with the student portal my UWE, the University's Essential Student Information web pages provide support and more detailed and up to date information to students.

An important part of the programme is the involvement of students. Two or three student representatives are elected to serve on the Student Representatives and Staff Forum meetings that are held each term to discuss issues raised by students in relation to their experience of studying at UWE and on the programme. The meetings are arranged by cluster group and are chaired by Programme Leaders.

The aim of the meetings is to discuss issues raised by students 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 by Programme Leaders.

Support to students with disabilities is coordinated centrally through Disability Services. 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.

Part B: Programme Structure

Year 1

Full time and Sandwich students must take 120 credits from the modules in Year 1.

Year 1 Compulsory Modules (Full Time and Sandwich)

Full time and Sandwich students must take 120 credits from the modules in Compulsory Modules (Full time and Sandwich).

Module Code	Module Title	Credit
UMCTEB-90-0	Foundational Concepts in Business and Law 2025-26	90
UMCTEC-30-0	Foundations in Professional and Personal Development Planning 2025-26	30

Year 2

Full time and Sandwich students must take 120 credits from the modules in Year 2.

Year 2 Compulsory Modules (Full Time and Sandwich)

The student must take 120 credits from the modules in Compulsory Modules (Full Time and Sandwich).

Module Code	Module Title	Credit
UMEDYP-30-1	Economic Reasoning with Professional Development 2026-27	30
UMEDRS-15-1	Evolutions: Culture, Technology, and Economic Progress 2026-27	15
UMED9D-15-1	Histories and Schools of Economic Thought 2026-27	15
UMED8G-30-1	Macroeconomics 2026-27	30
UMED8F-30-1	Microeconomics 2026-27	30

Year 3

Full time and Sandwich students must take 120 credits from the modules in Year 3.

Year 3 Compulsory Modules (Full Time and Sandwich)

Full time and sandwich students must take 90 credits from the modules in Compulsory Modules (Full Time and Sandwich).

Module Code	Module Title	Credit
UMEDYN-30-2	Economic Research Skills with Professional Advancement 2027-28	30
UMED8L-30-2	Intermediate Macroeconomics 2027-28	30
UMED8K-30-2	Intermediate Microeconomics 2027-28	30

Year 3 Optional Modules (Full Time and Sandwich) Group A

Full Time and Sandwich students must take 15 credits from the modules in Optional Modules (Full Time and Sandwich) Group A.

Module Code	Module Title	Credit
UMED8R-15-2	Emerging Economies 2027-28	15
UMED8Q-15-2	Money, Banking and Finance 2027-28	15

Year 3 Optional Modules (Full Time and Sandwich) Group B

Full Time and Sandwich students must take 15 credits from the modules in Optional Modules (Full Time and Sandwich) Group B.

Module Code	Module Title	Credit
UMETBQ-15-2	Political Economy 2027-28	15
UMET9F-15-2	Quantitative Methods and Programming in Economics 2027-28	15

Year 4

Full time students must take 120 credits from the modules in Year 4.

Sandwich students must take 15 credits from the modules in Year 4.

Year 4 Compulsory Modules (Full Time)

Full time students must select 75 credits from the Compulsory modules (Full time).

Module Code	Module Title	Credit
UMEDT4-15-3	Client Facing Briefing 2028-29	15
UMED93-30-3	Debates in Economic Policy 2028-29	30
UMED8Y-30-3	Economics Project 2028-29	30

Year 4 Optional Modules (Full Time) Group A

Full time students must select 15 credits from the modules in Optional modules (Full Time) Group A.

Module Code	Module Title	Credit
UMED99-15-3	Behavioural Economics 2028-29	15
UMED96-15-3	Econometrics 2028-29	15
UMED95-15-3	Sustainable Business 2028-29	15

Year 4 Optional Modules (Full Time) Group B

Full time students must select 30 credits from the modules in Optional modules (Full time).

Module Code	Module Title	Credit
UMET9E-30-3	Dynamics of Development, Trade and Migration 2028-29	30
UMETAJ-30-3	Global Finance and Banking 2028-29	30
UMETAH-30-3	Topics in Political Economy 2028-29	30

Year 4 Optional Modules Placement (Sandwich)

Sandwich students must take 15 credits from the modules in Optional Modules Placement (Sandwich).

Module Code	Module Title	Credit
UMAT9D-15-3	Learning and Development on Study Year Abroad (Accounting, Economics and Finance) 2028-29	15
UMAT9C-15-3	Placement Learning (Accounting, Economics and Finance) 2028-29	15

Year 5

Sandwich students must take 105 credits from the modules in Year 5.

Year 5 Compulsory Modules (Sandwich)

Sandwich students must take 75 credits from the modules in Compulsory Modules (Sandwich).

Module Code	Module Title	Credit
UMEDT4-15-3	Client Facing Briefing 2029-30	15
UMED93-30-3	Debates in Economic Policy 2029-30	30
UMED8Y-30-3	Economics Project 2029-30	30

Year 5 Optional Modules (Sandwich)

Sandwich students must take 30 credits from the Optional Modules Placement (Sandwich).

Module Code	Module Title	Credit
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UMETAJ-30-3	Global Finance and Banking 2029-30	30
UMET9E-30-3	Dynamics of Development, Trade and Migration 2029-30	30
UMETAH-30-3	Topics in Political Economy 2029-30	30

Part C: Higher Education Achievement Record (HEAR) Synopsis

This programme, developed with industry input, offers a versatile skill set for careers in civil service, finance, and more. Graduates tackle contemporary issues with systematic approaches, addressing societal challenges and organisational problems. Emphasising human behaviour and societal impact, the curriculum develops advanced analytical, digital, and soft skills. Students emerge equipped to lead and innovate in finance, data analysis, and political economy. A pluralistic approach merges economic theory with real-world concerns such as sustainability and social justice, fostering critical thinking and interdisciplinary skills. It's economics with purpose, preparing graduates for impactful roles through a purpose-driven curriculum and integrated career development programme.

Part D: External Reference Points and Benchmarks

The programme has been designed to align with the FHEQ benchmark statements for Economics, prioritising knowledge acquisition, application, and the holistic development of skills. Its learning outcomes are shaped by graduate attributes and categorized into technical competencies, professional skills, and ethical responsibility.

Furthermore, the programme's content has been carefully tailored to reflect and embody the UWE 2030 strategy. Rooted in the graduate attributes of a work-ready graduate, it emphasises core technical competencies in economics, alongside essential professional skills like digital capability, effective communication, teamwork, social responsibility, and career readiness.

Additionally, the programme design incorporates key "golden threads," including

Enterprise and Employability, Research-Informed Teaching, Sustainability and Social Responsibility, and Inclusivity.

Part E: Regulations

Approved to University Regulations and Procedures: Academic regulations and procedures - Academic information | UWE Bristol

It is the Award Board's responsibility to determine whether the student's attainment at FHEQ Level 3 is sufficient to progress to Level 4.