



University of the  
West of England

CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data			
Awarding Institution	UWE		
Teaching Institution	UWE		
Delivery Location	Frenchay Campus		
Faculty responsible for programme	Faculty of Business and Law		
Department responsible for programme	Bristol Business School: Accounting, Economics and Finance		
Modular Scheme Title	Postgraduate scheme		
Professional Statutory or Regulatory Body Links			
Highest Award Title	Master of Science (MSc) Global Political Economy		
Default Award Title	n/a		
Fall-back Award Title	n/a		
Interim Award Titles	Postgraduate Diploma in Global Political Economy Postgraduate Certificate in Global Political Economy		
UWE Progression Route	PhD		
Mode(s) of Delivery	Full Time Part Time		
Codes	UCAS:	JACS:	
	ISIS2: L15012	HESA:	
Relevant QAA Subject Benchmark Statements			
First CAP Approval Date	2 February 2016	Valid from	September 2016
Revision CAP Approval Date		Revised with effect from	
Version	1		
Review Date	September 2022		

## **Part 2: Educational Aims of the Programme**

This postgraduate programme offers students an opportunity to engage with the increasingly important area of Global Political Economy. The programme takes the perspective that the Global Economy should be considered in a truly inter-disciplinary way, so it is necessary to draw upon the disciplines of business, finance, economics, law, politics and international relations. A range of global trade, finance and related issues are explored, such as the rise of the global economy, the role of the World Trade Organisation, the role of the BRICS (Brazil, Russia, India, China and South Africa) in the global economy, and the politics of trade negotiation. Within these modules and others, there will be a strong focus on the developing world and its increasingly important role in the global economy. There will also be some consideration of the illicit aspects of global trade and financial flows; an area which is not always evaluated when global or international trade is studied. The programme supports one of the key aims of UWE, in seeking to foster a strong global outlook in students. It is designed to encourage innovation and creativity in assessing current opportunities, challenges, and processes in the global economic environment, and in designing responses, thus preparing graduates for employment in trade and finance-related international governmental organisations, government ministries, commercial organisations, and non-governmental organisations, both in the UK and abroad.

The programme is based on an understanding of the global economy as both a subject of academic study and a vocational discipline. The programme seeks to reflect this by:

- Equipping students with an advanced understanding of the global economy and related disciplines, especially focusing on current issues at the forefront of academic study.
- Developing the analytical skills needed to make reasoned, creative and original judgments regarding the development and operation of the global economic system
- Assisting students to develop greater intellectual autonomy and to become independent learners.
- Equipping students with the research skills and methodological knowledge needed to conduct advanced research.
- Refining students' ability to communicate effectively complex ideas in a diverse range of oral and written forms.
- Encouraging effective decision-making, incorporating broad concerns over development, sustainability, and global citizenship.
- Assisting students to develop the qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility and decision-making.
- Encouraging lifelong learning and personal development and thereby enabling students to be able to work with self-direction and originality and to make a positive contribution to society

### **Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)**

The qualification is defined by its inter-disciplinary approach to studying the Global Political Economy. A typical graduate is informed about the global economy and aware of its historical, political and legal context; is critical, technically competent, confident but aware of the limitations of their analysis; is an employable skilled problem-solver, a good communicator and narrator, a team worker; is a flexible decision-maker able to deploy their judgement as to the right method, theory or data set to employ at any one time. They are co-producers of knowledge, competent, self-reliant researchers. They are analysts and synthesisers, knowledgeable about the Global Political Economy.

### 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:

*The Learning Outcomes should be set out under the following four headings:*

*A. Knowledge and Understanding (subject specific)*

*What a student, on successful completion of the proposed programme (or at different stages within it) is expected to know and understand about the subject.*

*B. Intellectual Skills (generic)*

*Those cognitive skills which a student is expected to be able to demonstrate upon successful completion of the proposed programme, e.g. critical thinking, analysis, synthesis of different types of information, evaluation, problem solving, application and testing of hypotheses, etc.*

*C. Subject/Professional/Practical Skills (subject specific)*

*Any subject specific, professional or practical skills which are expected to be developed by a student successfully completing the programme. They may include skills of manipulation or observation (e.g. in a laboratory or field setting), design, production, or may be related to researching (a topic or problem), using and processing information or analysing textual content etc.*

*D. Transferable Skills and other attributes (generic)*

*An indication of the generic skills which successful completion of the programme is likely to enhance, e.g. key skills of numeracy, communication, ability to use information technology and learning to learn.*

*Where work-based or work-place learning is an intended part of the proposed programme, the team will need to ensure that the learning outcomes are clearly articulated and contribute to the overall aims of the programme*

### Part 3: Learning Outcomes of the Programme

<b>Learning Outcomes:</b>	<b>UMEDFW-15-M</b>	<b>UMEDFX-15-M</b>	<b>UMEDFV-15-M</b>	<b>UMEDFU-15-M</b>	<b>UMEN49-60-M</b>
<b>A) Knowledge and understanding of:</b>					
The complex and specialised subject area of the global economy, often working at the current limits of understanding in the disciplines of business, law, finance, economics, politics and international relations.	X	X	X	X	X
The development of the global trading system	X	X	X	X	X
The key institutions through which the global economics system is maintained and reformed and disputes are settled	X	X	X	X	X
The importance of regional trade regimes in sometimes complementing and sometimes undermining global trade integration	X	X	X	X	
The role of new global economic powers, particularly the BRICS, and how they are challenging the long-held dominance of the developed world	X	X	X	X	
The processes and practices of trade negotiations		X	X	X	
The nature of illicit global trade and financial flows	X				
Research approaches and techniques used in the study of global trade		X		X	X
<b>(B) Intellectual Skills</b>					
Ability to deal with complex and specialised problems and to explore the current limits of knowledge in global political economy	X	X	X	X	X
Ability to critically analyse, at the appropriate postgraduate level, approaches to global political economy, and to apply them to complex and developing factual situations	X		X	X	X
Ability to analyse and synthesise abstract concepts and theories				X	X
Ability to create responses to problems that redefine existing knowledge and/or develop new approaches to particular problems			X	X	X
Ability to present a structured argument at both abstract and concrete levels	X	X	X	X	X
Ability to conceptualise and integrate complex ideas and arguments from multiple sources and perspectives.	X	X	X	X	X
<b>(C) Subject/Professional/Practical Skills</b>					
Ability to plan and undertake effective research on complex and specialised subject areas in relation to global political economy		X	X	X	X
Ability to use information and knowledge effectively	X	X	X	X	X
Ability to communicate effectively in both written and oral form	X	X	X	X	X
Ability to articulate ideas, develop arguments and engage in debates orally, through presentations and group discussions and in written work	X	X	X	X	X
Ability to use relevant ICT effectively	X	X	X	X	X
<b>(D) Transferable skills and other attributes</b>					
Deal with complex issues systematically and creatively	X	X	X	X	X
Ability to plan strategies for effective research and analysis		X	X	X	X
Critical self-awareness, self-reflection and self management	X	X	X	X	X
Time management and organisation	X	X	X	X	X
Independent learning and reflective practice required for effective performance in future work roles	X	X	X	X	X

## Part 4: Student Learning and Student Support

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

This programme has been devised to facilitate student learning in line with current university and faculty strategies. The teaching and learning and assessment strategies of UWE and FBL encourage students to take responsibility for 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 learning and thus engender lifelong learning within a socially inclusive environment.

The curriculum is delivered through a range of teaching and learning activities encompassing lectures (presentations), tutor-led group discussions, students-led group discussions, seminars, projects, case studies, simulation games, and field trips (conference attendance). These approaches are underpinned by the concept of Masters level study as concerned with developing the capacity for critical thought and independent, as well as interdependent, learning.

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. Group learning approaches will also challenge students in a number of ways that will play a significant role in learning about leading and problem solving.

Teaching is based on research literature, professional experience and significant use of debate and discussion. The emphasis on using real world examples, places the focus on the very practical nature of learning about the operation and outcomes of global trade. In addition, a range of teaching approaches are employed to give depth and breadth to the learning experience. The dissertation allows students to explore a substantial issue utilising appropriate concepts, frameworks and methodologies in a highly independent manner.

Students will be encouraged to become active participants both in their own learning and in the creation of knowledge through their own research. This will be accomplished through interactive learning activities where students share their knowledge with their peers, reflective exercises designed to apply theoretical knowledge to practical situations, and students working in groups. Students will also be encouraged to reflect on their own life and experiences with a view to developing their capacity for reflective practice.

**Scheduled learning** includes lectures, seminars, tutorials, project supervision, workshops, simulation games, and external visits. Scheduled sessions may vary slightly depending on the module choices made.

#### **Learning Resources**

Students have access to library resources both on campus and online. The development of literature searching skills is supported by a Library seminar in the first semester. Students will be presented with further opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.

All modules have teaching/learning resource handbooks; some have set texts, and all also draw on publications and research from academic, industry and international organisation communities. Additional support is provided through the library and an extensive student computing network. All postgraduate modules use the institutional VLE – Blackboard – for web enhanced delivery and to thus provide students with 24/7 access to module information and resources on and off campus.

Students are directed towards the University Library online Study Skills resource for the development of skills appropriate to the 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

## Part 4: Student Learning and Student Support

and/or via Blackboard.

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.

### Student Support and Guidance

Student support is provided by the programme manager and academic colleagues, usually module leaders, for all issues relating to the content, delivery and assessment of modules. The university's 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, as well as personal issues, including when relevant how to access the wider support provided by the University. This service is supported by extensive online resources.

An important part of the programme is the involvement of students. Student representatives are selected from the programme to serve on the Student Representatives Staff Forum (SRSF). These are held regularly 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.

Further student support is provided through the postgraduate administration team, the Admissions Office and the Employability & Enterprise Service, which includes careers coaching for both students and graduates, as well as access to support in finding vacancies for work experience and volunteering, and to events and workshops. 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';
- Welfare Services for students, including counselling and well-being, financial matters
- Student Advisors & Counselling 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.

### Description of any Distinctive Features

- The programme takes the perspective that the global economy should be considered in a truly inter-disciplinary way, thus it draws upon the disciplines of business, finance, economics, law, politics and international relations.
- The programme supports one of the key aims of UWE, in seeking to foster a strong global outlook in students. It is designed to encourage innovation and creativity in assessing current opportunities, challenges, and processes in the global trade environment, and in designing responses, thus preparing graduates for employment in trade-related international governmental organisations, government ministries, commercial organisations, and non-governmental organisations, both in the UK and abroad.
- To supplement the main teaching programme, students will be encouraged to attend additional

## Part 4: Student Learning and Student Support

events in the Faculty and University with relevance to the issues under consideration; they will have the opportunity to access other local activities which will enhance the learning outcomes of the programme; and they will be invited to attend conferences and seminars in London.

- A range of guest speakers from state and private sector actors will be invited, who will guide and support student's development.
- Students have access to the full range of career planning and employability services offered by UWE Careers during their period of study and for three years after graduation.
- The programme will build on links FBL has in particular with partner institutions in South East Asia, but also UWE Global partnerships including within Latin America and the Caribbean.

## Part 5: Assessment

Approved to [University Regulations and Procedures](#)

### Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated: The assessment strategy comprises of formal tutor assessment, informal tutor assessment and informal peer review and feedback. Formal testing of the knowledge base, intellectual, subject specific and transferable skills is through a combination of exams, essays, case studies, presentations, projects and simulation games. Informal testing of intellectual, subject specific and transferable skills is through class interaction during work on current academic research and understanding, case studies, practical exercises and experiential exercises.

### Assessment Map

The programme encompasses a range of **assessment methods** including essays, case studies, position papers, simulation games, and individual oral presentations. These are detailed in the following assessment map:

**Assessment Map for MSc Global Political Economy**

		Type of Assessment*									
		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
Compulsory Modules	UMEDFW-15-M		A (60)					B (40)			
	UMEDFX-15-M						A (40)		B (60)		
	UMEDFV-15-M						A (30)		B (70)		
	UMEDFU-15-M						A (50)		B (50)		
	UMEN49-60-M									A (100)	

**Part 5: Assessment**

<b>Optional Modules</b>	UJGUP9-15-M					A (40)	B (60)			
	UJGUPK-15-M					A (40)	B (60)			
	UMED3H-15-M	A (50)					B (50)			
	UMED96-15-3	A (100)								
	UMEDKE-15-3	A (50)					B (50)			
	UMED93-30-3	A (40)				B (24)	B (36)			
	UZQQRB-30-3	A (40)				B (24)	B (36)			
	UZQNGG-30-3	A (40)				B (24)	B (36)			
	UZQNJM-30-3	A (50)			B (20)		B (30)			

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



**Part 6: Programme Structure**

MSc Global Political Economy

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

ENTRY	Compulsory Modules	Options	Interim Awards
	UMEDFW-15-M The Rise of the Global Economy	Choose 60 credits from: (subject to availability)	PG Certificate Global Political Economy
	UMEDFX-15-M The World Trade Organisation and the Global Trading System	UMED3H-15-M Contemporary Policy Analysis	Requirements: 60 credits from taught programme
	UMEDFV-15-M The Rise of the BRICS in Global Trade	UJGUP9-15-M Globalisation and the Law	
	UMEDFU-15-M The Politics of Trade Negotiation	UJGUPK-15-M International Financial Crime	PG Diploma Global Political Economy
	UMEN49-60-M Dissertation	UMED96-15-3 Econometrics	Requirements: 120 credits from taught programme
		UMED93-30-3 Economic Theory and Policy	
	UMEDKE-15-3 Political Economy		
	UZQQRB-30-3 Politics of Latin-American Underdevelopment		
	UZQNGG-30-3 Europe in the World		
	UZQNJM-30-3 Global Governance		

**GRADUATION**

**Part time:**

The following structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student**.

**ENTRY**

Year 1.1	<p><b>Compulsory Modules</b></p> <p>UMEDFW-15-M The Rise of the Global Economy</p> <p>UMEDFX-15-M The World Trade Organisation and the Global Trading System</p>	<p><b>Options</b> 30 credits from:</p> <p>UJGUP9-15-M Globalisation and the Law UMED96-15-3 Econometrics</p> <p><b>Year Long Modules (i.e. taught in semester one and semester two)</b></p> <p>UMED93-30-3 Economic Theory and Policy UZQQRB-30-3 Politics of Latin-American Underdevelopment UZQNGG-30-3 Europe in the World UZQNJM-30-3 Global Governance</p>	<p><b>Interim Award</b></p> <p>PG Certificate Global Political Economy</p> <p>Requirements: 60 credits from taught programme</p>
Year 1.2	<p><b>Compulsory Modules</b></p> <p>UMEDFV-15-M The Rise of the BRICS in Global Trade</p> <p>UMEDFU-15-M The Politics of Trade Negotiation</p>	<p><b>Options</b> 30 Credits from:</p> <p>UMED3H-15-M Contemporary Policy Analysis UMEDKE-15-3 Political Economy UJGUPK-15-M International Financial Crime</p> <p><b>Year Long Modules (i.e. taught in semester one and semester two)</b></p> <p>UMED93-30-3 Economic Theory and Policy UZQQRB-30-3 Politics of Latin-American Underdevelopment UZQNGG-30-3 Europe in the World UZQNJM-30-3 Global Governance</p>	<p><b>Interim Award</b></p> <p>PG Diploma Global Political Economy</p> <p>Requirements: 120 credits from taught programme</p>
Year 2	<p><b>Compulsory Modules</b></p> <p>UMEN49-60-M Dissertation</p>	<p><b>Options</b></p> <p>None</p>	

**GRADUATION**

## Part 7: Entry Requirements

The University's Standard Entry Requirements apply with the following additions/exceptions\*:

An honours degree (a lower second or above) from a recognised UK Higher Education institution or equivalent from a recognised overseas institution OR

An HND or equivalent professional award (for example, at NVQ 4), plus at least two years of relevant work experience OR

Applicants with substantial relevant professional experience.

Applicants whose first language is not English will be required to demonstrate appropriate English Language proficiency

## Part 8: Reference Points and Benchmarks

In devising this programme, a number of reference points have been taken into account.

In particular, the educational aims and learning outcomes of the programme reflect the requirements of the UK's QAA Framework for Higher Education in England, Wales and Northern Ireland for a qualification at Masters (M) level. This is evident in the language and content of the aims and learning outcomes and is also addressed within individual modules.

The programme design acknowledges the benchmarks for postgraduate business and management programmes (*QAA Unit in Business and Management - QAA benchmarks for Postgraduate Management Programmes – 2007*). The programme meets the Type 2 - Generalist Masters requirements in providing a broad knowledge and understanding of organisations, the external context in which they operate and how they are managed. The programme draws from the knowledge, understanding and skill domains indicated in the benchmarks, with an emphasis as indicated in the programme aims and objectives. There is no QAA subject benchmark statement for Law at Master's level, but the programme has been designed to incorporate the QAA's *Master's degree characteristics* (March 2010).

The SEEC Southern England Consortium for Credit Accumulation and Transfer Credit guidance and Level 7 descriptors have been consulted and adhered to wherever appropriate in the design of the learning outcomes within Programme and Module Specifications. These can be found at [www.seec.org.uk/.../seec-credit-level-descriptors-2010-revised-2004](http://www.seec.org.uk/.../seec-credit-level-descriptors-2010-revised-2004)

### *University Mission and Vision*

The university strategy guiding developments at Faculty level are at this link

<http://www1.uwe.ac.uk/aboutus/visionandmission/strategy/strategydocuments.aspx>

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.

Staff are actively involved in their own research, practice and knowledge exchange activities with relationships across a broad range of governmental, commercial and non-commercial organisations, and these links have informed the development of the programme. In addition, feedback from current students and graduates from across business, finance, economics, law, politics and international relations have helped to shape the programme, both in terms of content and assessment.

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](#).