



PROGRAMME SPECIFICATION

1: Basic Data	
Awarding Institution	University of the West of England
Teaching Institution	University of the West of England
Delivery Location	University of the West of England
Study abroad / Exchange / Credit recognition	No
Faculty responsible for programme	Faculty of Business and Law
Department responsible for programme	BBS, Accounting , Economics and Finance
Professional Statutory or Regulatory Body Links	Chartered Institute of Management Accountants (CIMA)
Highest Award Title	BSc (Hons) Economics
Default Award Title	N/A
Interim Award Titles	BSc Economics DipHE Economics CertHE Economics
UWE Progression Route	
Mode(s) of Delivery	Foundation, Sandwich, Full-time
ISIS Codes	L190 Foundation Year codes L19F (SW, L19F13 (FT)
For implementation from	September 2019 (September 2018 cohort)

Part 2: Educational Aims of the Programme

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. At UWE we draw on cutting edge economic knowledge based on our own research and scholarly activities and apply this to the real world.

Specifically the BSc (Hons) Economics is designed for students who would like a career as a professional economist working in a wide range of organisations from the private sector including trade bodies and charities, to the public sector. This course gives a solid grounding in economic research, statistical forecasting and econometrics, all within the broader social and political context shaping today's world. Importantly, this course provides students with the research techniques used by government, firms and academics and underpins postgraduate study.

Focus will be placed on the ability to analyse 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 and mathematical component as well as focusing on real-world issues, such as intergenerational sustainability and global growth, that allow students to use a range of different methods and theories to understand these issues more deeply. The degree explores the use of quantitative and qualitative methods, ways of thinking and analysing which can be combined to provide

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Part 2: Educational Aims of the Programme

the most apt solution to any economic problem.

Particular emphasis is placed on the students' personal growth and confidence by developing their communication and presentation skills that enable them to tell coherent stories about complex issues to a variety of audiences.

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.

All students will be required to take one of a group of modules at level three which have a particular emphasis on the development of graduate attributes embedded in experiential activity which is CV enhancing and "real world", engaging students beyond the campus. This group of modules includes the sandwich placement module and the study year abroad module.

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

UWE graduate economists are engaged, aware of context, informed about the world, and about the history of economics, the economy and economic sustainability; critical, technically competent, confident but aware of the limitations of their analysis; they are employable skilled problem-solvers, often with excellent applied work placement experience, are good communicators and narrators, team workers and flexible decision-makers, able to exercise judgement as to the right method, theory or data set to employ at any one time. They are co-producers of knowledge, self-reliant researchers, analysts and synthesisers, knowledgeable about economics and the economic system.

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:

A.1. Knowledge and Understanding

The core economic concepts and principles form the basis of the compulsory modules throughout the programme. The 30-credit modules at Level 1 and 2 (Microeconomics and Macroeconomics) enable students to build on their knowledge and their understanding so that by Level 3 they can form increasingly rigorous academic arguments through economic reasoning. Students will be exposed to and will be expected to understand a variety of different economic theories and model them using different methods. In particular, the 15-credit modules: Model Building in Economics at level 1 and 2, enable students to model economic problems using the variety of mathematical techniques commonly found in mainstream economics. Methodology and ways of thinking about problems begins at Level 1 (e.g. History of Economic Thought and to some extent Becoming a Practical Economist) which feeds into Economic Research Methods at Level 2 which primes students for the Project at Level 3. Research methods include both quantitative and qualitative approaches with the former being introduced in Statistics and Data Management (Level 1) and developed further in Economics Research Methods and Introductory Econometrics (both Level 2), where students will begin to use data sets to inform and help solve different economic problems. Specialised areas of economics are covered in the variety of module options students have at both Level 2 and 3.

A.2. Education for Sustainable Development

Education for sustainable development is found in the core modules at all levels. Students are encouraged to consider what the concept of global citizenship means in the context of economics and in their future professional and personal lives. Students are challenged to consider the social and economic consequences of economic growth (environmental stewardship), while considering issues of social justice, ethics and well-being. The intergenerational economic implications of sustainable development allow students to develop a future-facing outlook; learning to think about the consequences of actions, and how systems and societies can be adapted to ensure sustainable futures.

B. Intellectual Skills (generic)

Students will be exposed to a variety of different theories and schools of thought throughout the programme that require the continuous development of analytical and mathematical skills in order to help resolve and solve a variety of economic problems (Microeconomics, Macroeconomics, Model Building in Economics at Level 1 and 2). The models they use require a deep understanding of a number of different and often competing economic theories and these tensions highlight the limits of the models and theories. To test whether the theories are true and the predictions accurate students will have the necessary research skills to enable critical evaluations and to make firm conclusions based on the evidence gathered that can enable the construction of appropriate economic policies (Statistics and Data Management (Level 1), History of Economic Thought (Level 1), Economics Research Methods and Introductory Econometrics (both Level 2). Throughout the programme students will partake in a variety of seminars/workshops/tutorials that encourage discussions and communication that is not discretely assessed. However there are both group and individual presentations which are both assessed at Levels 1, 2 and 3

Part 3: Learning Outcomes of the Programme

(Becoming a Practical Economist and Macroeconomics at Level 1 and 2, Economic Research Methods at Level 2 and Economic Theory and Policy at Level 3)

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

The skills of abstraction, analysis, deduction, induction, quantification, design and framing 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.

D. Transferable Skills and other attributes (generic)

Students learn written communication skills through formal assignments, examinations, and tests (e.g. Microeconomics, Macroeconomics), while verbal communication skills are developed through a variety of individual and group presentations as well as in seminars and workshops (e.g. Becoming a Practical Economist, Economic Research Methods, Economic Theory and Policy and in the Project where there is a viva). The subject specific skills of framing and abstraction are further developed in the application of mathematics to formulate and model economic problems (Model Building in Economics at Level 1 and 2)

Throughout the different levels students will enhance their soft-skills and will be taught about time management and the process of opening themselves to learning (learn-to-learn) in Becoming a Practical Economist and History of Economic Thought. Students learn to use a variety of software packages for presentations and quantitative research that are necessary for an economics graduate in the workplace or in further study.

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. Economic Research Methods). 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.

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Part 3: Learning Outcomes of the Programme																		
	UUJUL9-30-0	UMCDKK-30-0	UMEDKL-30-0	UUJUL7-30-0	UMED8F-30-1	UMED8G-30-1	UMED9E-15-1	UMED9D-15-1	UMED8J-15-1	UMEDHK-15-1	UMEDKF-15-2	UMED8K-30-2	UMED8L-30-2	UMED8N-15-2	UMED8M-15-2	UMED8Y-30-3	UMED93-30-3	Options L2 &3
Learning Outcomes:																		
A.1) Knowledge and understanding of:																		
economic concepts and principles					✓	✓						✓	✓					
economic theory and modelling					✓	✓						✓	✓		✓		✓	
quantitative methods and computing techniques									✓	✓	✓			✓	✓			
sources and context of economic data and evidence;									✓	✓	✓			✓	✓			
economic reasoning							✓	✓				✓	✓			✓	✓	
specialised areas of economics																		✓
economic problems and solutions					✓	✓			✓	✓	✓	✓	✓					
To model economic problems using a variety of mathematical techniques					✓					✓	✓	✓			✓			
the relevance of the disciplines of law, economics, accounting, business and management to professional life	✓	✓	✓	✓														
A.2) Education for Sustainable Development:																		
Global citizenship						✓	✓						✓				✓	
Social and economic consequences of economic growth						✓							✓				✓	
Social justice, ethics and wellbeing					✓	✓		✓									✓	
Intergenerational economic implications						✓											✓	
(B) Intellectual Skills:																		
Model a problem					✓	✓		✓		✓	✓			✓		✓		
analyse and reason	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
review and evaluate evidence					✓	✓										✓		
communicate results						✓	✓					✓	✓	✓		✓		
be critically aware of the limits of economics							✓	✓								✓		
construct economic policy					✓	✓						✓	✓			✓	✓	

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Part 3: Learning Outcomes of the Programme																		
Learning Outcomes:	UUUL9-30-0	UMCDKK-30-0	UMEDKL-30-0	UUUL7-30-0	UMED8F-30-1	UMED8G-30-1	UMED9E-15-1	UMED9D-15-1	UMED8J-15-1	UMEDHK-15-1	UMEDKF-15-2	UMED8K-30-2	UMED8L-30-2	UMED8N-15-2	UMED8M-15-2	UMED8Y-30-3	UMED93-30-3	Options L2 &3
C) Subject/Professional/Practical Skills																		
Abstraction							✓	✓		✓	✓							
analysis, deduction and induction							✓	✓		✓	✓			✓		✓	✓	✓
quantification and design									✓	✓	✓			✓				
Framing							✓	✓		✓	✓							
(D) Transferable skills and other attributes:																		
communicate	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	
use numeracy			✓						✓	✓	✓			✓	✓			
use information technology (IT)	✓		✓				✓			✓	✓			✓	✓			
work as a team			✓				✓					✓						
self-manage	✓	✓		✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	
learn to learn	✓	✓	✓	✓				✓				✓					✓	
Application of mathematics to formulate and model economic problems										✓	✓							

Part 4: Student Learning and Student Support

Teaching and learning 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 which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the BSc Economics programme teaching is a mix of scheduled, independent and placement learning.

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

Independent learning includes hours engaged with essential reading, case study preparation, research, assignment preparation and completion etc.

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

Placement option – a significant period of paid employment or self-employment. A typical placement lasts for 40 weeks or more, although shorter periods in employment may also be possible subject to meeting the academic requirements of the placement module.

Study Year Abroad option - Two semesters of study at a partner institution abroad.

Sandwich students and students doing the Study Year Abroad undertake a portfolio assessed module requiring goal setting, reflection on skills development and learning and a short piece of written academic work.

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 through Blackboard, together with exposure to real life examples through case studies, occasional organisational visits and many 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.

Level 0 consists of four year-long 30 credit modules in which the main focus is on the acquisition both of appropriate academic skills and of an awareness of the relevance to their future professional lives of the disciplines of law, economics, accounting and business and management. **Becoming A Professional UJUUL9-30-0** will act as a "spine" to the year, supporting the other three modules through a reflective portfolio and three integrative project weeks. Students will be encouraged to develop as reflective learners and to understand the importance of the UWE graduate attributes. The teaching methods are designed to engage students and much of the scheduled class time will be spent in technology enhanced active learning (TEAL) rooms.

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 through the 15 and 30 credit modules as follows

Part 4: Student Learning and Student Support

	Personal and Professional (Employability) Strand	Enquiry Strand (Research & Academic Skills development)
Level 1	Becoming a Practical Economist	History of Economic Thought
Level 2	Applied Microeconomics	Economic Research methods
Level 3	Economic Theory and Policy	Project

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 economic contexts to add depth and complexity and to ensure an applied focus.

Much of the teaching is research led, incorporating the skills and interests of tutors, many of whom are active members of Bristol Economic Analysis research centre and/ or the Centre for Global Finance. Professional experience is brought into the classroom through guest lectures from a range of relevant businesses and employers, and there is significant use of debate and discussion. Through didactic pedagogy students are challenged to defend their thinking. The 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 and environments.

Description of the teaching resources provided for students

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 wifi. Computers are equipped with a number of specific programmes for economics such as EViews and Stata, as well as the standard Microsoft office packages. Students have access to the Bloomberg database in the fully equipped Trading Room.

The Faculty offers study support through the Academic Success Centre and many classrooms are equipped for technology enhanced learning activities. All modules are supported by the Blackboard Virtual Learning Environment.

All students have an Academic Personal Tutor who is normally their point of reference throughout their degree.

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.

Students 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,

Part 4: Student Learning and Student Support

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 2 & 3.

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 myUWE, the university's Essential Student Information web pages provide support and the 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 & 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 managers. 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 managers. Where appropriate they may be discussed at Departmental Committees or Faculty Academic Standards and Quality Committee.

Support to students with disability 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:

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 & 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 check-ups, or help with UK visas.

Description of any Distinctive Features

This degree is distinctive in terms of the heterodox curriculum; UWE economics can boast to be one of only a handful of truly pluralistic economic departments in the country, and the degree to which employability is embedded at the heart of the educational provision.

The programme's syllabus is shaped by the subject group's commitment to pluralism. From Level 1 students are introduced to the different schools of thought found in economics and the range of research methodologies associated with these different approaches to economic understanding. The syllabus covers the traditional approaches and techniques found in neo-classical economics to the new approaches used in behavioural and institutional economics

The course provides a solid grounding in economic research, all within the broader social and political

Part 4: Student Learning and Student Support

context shaping today's world. Importantly, this course provides students with the research techniques used by government, firms and academics and underpins postgraduate study.

The programme has been designed for students to see themselves as undergraduates training to become economists, rather than students learning about economics. The programme prepares students to work as professional economist in a wide range of organisations, ranging from the private sector including trade bodies and charities, to the public sector. Supported by academic staff and the UWE Careers service, students from the programme are actively encouraged to undertake the placement year.

In particular the programme has fostered close links with the Government Economic Service (GES), the single largest employer of economists in the UK. Students from the programme have a history of success of securing both placements and faststream jobs with the GES after graduation.

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

Part 5: Assessment

A: Approved to [University Regulations and Procedures](#)

Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:


Besides examinations, all modules include a coursework component with elements that range from essay, dissertations and projects to group work tasks and presentations, individual presentations, online tests (formative and summative), vivas and debates. Many of these assessments rely on students developing skills relevant to their future employability (e.g. team work, and competence in generic and specific IT software). There is a strong focus on quantitative analysis, the capacity to research effectively and to present information in both written and verbal forms. Problem solving, reflection and applied learning are also important to fulfilling the programme learning outcomes, and many assessments are based on very recent or current economic events.

The syllabus for many modules (where relevant) exposes our students to a range of global issues, including sustainability. In terms of creating open-minded, reflective, and inter-dependent learners, many of the topics covered in modules oblige students to reassess their own values and perceptions; more generally, the subject group promote the concept of the reflective practitioner and the collegiate tradition of discussion and cooperation.

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Part 6: 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

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
		Compulsory Modules	Optional Modules	Interim Awards
	Level 0	UJUUL9-30-0 Becoming a Professional UMCDKK-30-0 Introduction to Organisations, Enterprise and Management UMEDKL-30-0 Economics and Accounting for the Real World UJUUL7-30-0 Introduction to Law in a Social, Business and Global Context		
	Level 1	Compulsory Modules UMED8F-30-1 Microeconomics (30 credits) UMED8G-30-1 Macroeconomics (30 credits) UMED9E-15-1 Becoming a Practical Economist UMED8J-15-1 Statistics and Data Management UMEDHK-15-1 Model Building in Economics I UMED9D-15-1 History of Economic Thought	Optional Modules None	CertHE Economics <i>Credit requirements:</i> 360 credits. At least 100 credits at level 2 or above. At least 120 credits at level 1 or above. 120 credits at level 0.

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	Compulsory Modules	Optional Modules	Interim Awards
Level 2	<p>UMED8K-30-2 Applied Microeconomics (30 credits)</p> <p>UMED8L-30-2 Macroeconomics: Theory and Applications (30 credits)</p> <p>UMED8N-15-2 Economic Research Methods</p> <p>UMED8M-15-2 Introductory Econometrics</p> <p>UMEDKF-15-2 Model Building in Economics II</p>	<p>One option should be selected from: (<i>subject to availability</i>)</p> <p>UMED8U-15-2 Good Business, Bad Business and Sustainability</p> <p>UMED8P-15-2 International Trade and Multinational Business</p> <p>UMEDP5-15-2 The Wellbeing of People and Society</p>	<p>DipHE Economics</p> <p><i>Credit requirements:</i> 360 credits. At least 100 credits at level 2 or above. At least 120 credits at level 1 or above. 120 credits at level 0.</p>
<p>Placement or Study Year Abroad (SYA) Students on the sandwich route (SW) must choose and pass 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> <p>Work Placement: a significant period of paid employment or self-employment normally in the field relevant to the specialism of the degree.</p> <p>During this time students must complete the 15 credit level 3 module, Placement Learning UMCDN5-15-3. This module assesses the student's personal development, from the experience of placement and their ability to identify issues relevant to their placement's organisational context and to then frame, scale and position a critical work-based enquiry relevant to the specialism of the degree.</p> <p>Study Year Abroad, which consists of two semesters of study at a partner institution abroad.</p> <p>During this time students must complete the 15 credit level 3 module, Learning and Development on Study Year Abroad (UMCD9Y-15-3). This module assesses 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.</p> <p>In addition, whilst at the partner institution, students must have studied and attempted assessments in modules totalling 60 ECTS, of which 50-55 ECTS should be in modules related to their programme of study at UWE, with a further 5-10 ECTS in the language of the host country. If the event of failing any modules students must be able to demonstrate engagement i.e. that they have attended classes and sat the exams.</p> <p>To be eligible for either Placement or SYA students would normally be expected to have passed a minimum of 330 credits.</p>			

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	Compulsory Modules	Optional Modules	Interim Awards
Level 3	<p>UMED8Y-30-3 Project (30 credits – all year)</p> <p>UMED93-30-3 Economic Theory and Policy (30 credits – all year)</p> <p>PLUS one from:</p> <p>UMCDKM-15-3 Work Integrated Learning OR UMCDKD-15-3 Cross Cultural Learning and Development OR UMCDN5-15-3 Placement Learning OR UMCD9Y-15-3 Learning & Development on Study Year Abroad</p>	<p>3 options should be selected (<i>subject to availability</i>)</p> <p>UMED96-15-3 Econometrics</p> <p>UMED8X-15-3 The Economics of Developing Countries</p> <p>UMED95-15-3 Sustainable Business</p> <p>UMED8V-15-3 Economics of International Financial Markets</p> <p>UMED98-15-3 Economics of Labour and Migration</p> <p>UMED99-15-3 Behavioural Economics</p> <p>UMEDKE-15-3 Political Economy</p> <p>UMEDJA-15-3 Feminist and Gender Economics</p> <p><i>Additional options, as appropriate and available, may be offered through the annual Online Module Choices process each year</i></p>	<p>BSc Economics</p> <p><i>Credit requirements:</i> 420 credits</p> <p>At least 60 credits at level 3 or above. At least 100 credits at level 2 or above. At least 140 credits at level 1 or above. 120 credits at level 0.</p> <p>Target/Highest Award: BSc(Hons) Economics</p> <p><i>Credit requirements:</i> 480 credits At least 100 credits at level 3 or above. At least 100 credits at level 2 or above. At least 140 credits at level 1 or above. 120 credits at level 0.</p>

GRADUATION

Part 7: Entry Requirements

The University's Standard Entry Requirements apply, according to the year and point of entry, see UWE webpages:
<http://www1.uwe.ac.uk/whatcanistudy/applyingtouwe/undergraduateapplications/undergraduateapplicationsfaq.aspx>

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 UK Quality Code for HE](#)

National qualification framework

Subject benchmark statements

[University strategies and policies](#)

Staff research projects

Any relevant PSRB requirements

Any occupational standards

Reference should be made to the graduate outcomes identified in the [QAA-HEA Guidance](#)

The programme is in line with the QAA subject benchmark for Economics.

The programme focuses on different economic agents and uses a wide variety of research methods to understand microeconomic and macroeconomic problems. The UWE BSc Economics graduate is a problem solver with a high degree of numerical competency when it comes to manipulating data and analysing what numbers actually mean. They are able to understand and manipulate models so as to apply to real-world issues. These subject-specific skills are consistent with the QAA subject benchmark for Economics and the 2015 QAA consultation document. In fact the pluralist nature of the programme at UWE lends itself to much of the indicative subject content, e.g. History of Economic Thought and places the degree in a strong position in the market-place.

The on-going development of the programme and the quality of teaching and learning are informed by current students through module evaluations and SRSFs, by graduates through the alumni network, through fellow economists via the external examiners and by employers such as the Office of National Statistics. The internal subject review in July 2015 was also a useful process that resulted in very positive feedback from both external and internal panel members. The subject lends itself to sustainable development (QAA-HEA Guidance) more than most given the economic theories of growth, development, sustainability and environmental economics. The research-led strategy of the group lends itself to making the goals achievable for the UWE Economics graduate.

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](#).

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First CAP Approval Date	CAP 16 November 2016			
Revision ASQC Approval Date <i>Update this row each time a change goes to ASQC</i>	16 January 2018 28 June 2018	Version	2 3	link to RIA link to RIA
Next Periodic Curriculum Review due date	September 2022			
Date of last Periodic Curriculum Review				