



Course Specification

Published Date:	15-Aug-2017
Produced By:	Haiden Novis
Status:	Validated

Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	Wolverhampton Business School		
Course Code(s):	EC001K23UV	Sandwich	4 Years
UCAS Code:	L111		
Course Title:	BA(Hons) Economics and Social Policy with Sandwich Placement		
Hierarchy of Awards:	Bachelor of Arts with Honours Economics and Social Policy, having satisfactorily completed a sandwich placement Bachelor of Arts Economics and Social Policy, having satisfactorily completed a sandwich placement Diploma of Higher Education Economics and Social Policy, having satisfactorily completed a sandwich placement Certificate of Higher Education Economics and Social Policy, having satisfactorily completed a sandwich placement University Statement of Credit University Statement of Credit		
Language of Study:	English		
Date of DAG approval:	05/Oct/2015		
Last Review:	2014/5		
Course Specification valid from:	2014/5		
Course Specification valid to:	2020/1		

Academic Staff

Course Leader:	Dr Chiara Paola Donegani
Head of Department:	Mr Andrew Groves

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Not delivered in partnership
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS)

Applicants will apply through UCAS and will be required to meet the standard entry requirements for degrees within FoSS from the following or equivalents:

- 220-260 UCAS points with a minimum of 180 points from at least two 'A' Levels
- BTEC National Diploma grade MMM, BTEC National Certificate grade DD
- BTEC QCF Extended Diploma grade MMM, BTEC QCF Diploma grade DD
- Access to HE Diploma full award (Pass of 60 credits – of which a minimum of 45 credits must be at level 3 including 18 at Merit or Distinction)
- AAT Level 3 Accounting

Applicants with other qualifications or relevant experience will be considered based on the UCAS tariff tables or on the basis of interview.

In the case of international students competency in English Language with a minimum of IELTS 6 (with a minimum of 5.5 in every element) or equivalent where first language is not English

Students must have studied two years post GCSE level. However, it is expected that some applicants will be mature students with work experience, who wish to further their career development. These applicants will be processed through standard procedures, which may involve an interview as part of the process.

Distinctive Features of the Course:

The programme combines the development of skills from the economics subject area with those related to social policy. The course is designed to make you attractive to prospective employers through the development of practical skills such as the ability to problem solve, work in groups, effectively use research methods and work independently

This programme not only provides a strong economics background but also provides a knowledge and understanding of public policy making which enable students to pursue a wide range of management roles in a variety of sectors.

A placement can be undertaken anywhere; local, national or even, in some instances, international. During a placement, you will be doing similar work to a normal employee of the organisation giving you a unique insight into your chosen profession or sector, the opportunity to acquire crucial personal skills and also the opportunity to build a network of useful contacts. Many companies that employ graduates use placement programmes as a method of recruitment so you could be fast tracked into employment or onto one of their graduate schemes if you impress them.

The team at [The Workplace](#) constantly search for new placement opportunities but if you find an opportunity that interests you or you have been successful in securing one yourself, contact them for further information and support.

Educational Aims of the Course:

The BA (Hons) Economics & Social Policy course aims to provide students with knowledge and understanding of economic principles, issues around policy formation and how these factors influence the development of social policy. Through the use of a wide range of concepts, approaches, research techniques and learning forums the course will equip students with a range of personal and intellectual skills in preparation for a career in economics, public policy and general management fields.

Intakes:

September

Major Source of Funding:

HE FUNDING COUNCIL FOR ENGLAND (HEFCE)

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2017/8	H	Full Time / Sandwich	£9250.00
2017/8	EU	Full Time / Sandwich	£9250.00
2017/8	Overseas	Full Time / Sandwich	£11475.00

PSRB:

None

Course Structure:

September (Sandwich)

Module	Title	Credits	Period	Type
4EC001	Microeconomic Principles	20	SEM1	Core
4SA007	The Development of the Welfare State: 1945-2010	20	SEM1	Core
4GK006	Success in Higher Education	20	SEM1	Core
4EC002	Macroeconomic Principles	20	SEM2	Core
4BU005	Analytical Skills for Business	20	SEM2	Core
4SA008	Contemporary Social Policy	20	SEM2	Core
5EC001	Economic Analysis and Methods	20	SEM1	Core
5EC002	Microeconomic Theory and Policy	20	SEM1	Core
5SA007	Paying for Welfare	20	SEM1	Core
5EC003	Macroeconomics and Policy	20	SEM2	Core
5SA009	Communities in Social Policy	20	SEM2	Core
5SL007	Doing Quantitative Research	20	SEM2	Core
5BU005	Supervised Work Experience	40	YEAR	Core
6SA003	Approaches to Poverty and Social Exclusion	20	SEM1	Core
6SA005	Policy-Making in Britain	20	SEM1	Core
6EC003	Public and Social Welfare Economics	20	SEM1	Core
6SA001	Participation and Policy	20	SEM2	Core
6EC002	Critical Perspectives in Economics	20	SEM2	Core
6EC004	Researching Topics in Economics	20	SEM2	Core

Learning, Teaching and Assessment

Academic Regulations Exemption:

None

Reference Points:

HEA Inclusive curriculum design - Economics

QAA Economics Subject Benchmark

QAA Social Policy and Administration Subject Benchmark

QAA framework for Higher Education qualifications

QAA Quality Code

University Assessment Handbook

University Learning, Teaching and Assessment Sub-Strategy

University "A Curriculum of Opportunity" Centre for Academic Practice

Learning Outcomes:

CertHE Course Learning Outcome 1 (CHECLO1)

"Demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study, and an ability to evaluate and interpret these within the context of that area of study"

CertHE Course Learning Outcome 2 (CHECLO2)

"Demonstrate an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study."

CertHE Course Learning Outcome 3 (CHECLO3)

Evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work

CertHE Course Learning Outcome 4 (CHECLO4)

"Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments"

CertHE Course Learning Outcome 5 (CHECLO5)

Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility

DipHE Course Learning Outcome 1 (DHECLO1)

"Demonstrate knowledge and critical understanding of the well-established principles of your area(s) of study, and of the way in which those principles have developed with an understanding of the limits of your knowledge, and how this influences analyses and interpretations based on that knowledge."

DipHE Course Learning Outcome 2 (DHECLO2)

"Demonstrate the ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context"

DipHE Course Learning Outcome 3 (DHECLO3)

"Demonstrate knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study"

DipHE Course Learning Outcome 4 (DHECLO4)

"Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis"

DipHE Course Learning Outcome 5 (DHECLO5)

"Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-

specialist audiences, and deploy key techniques of the discipline effectively"

DipHE Course Learning Outcome 6 (DHECLO6)

"Demonstrate the qualities and transferable skills necessary for employment, requiring the exercise of personal responsibility and decision-making and undertake further training, developing existing skills and acquire new competences that will enable them to assume significant responsibility within organisations."

Ordinary Course Learning Outcome 1 (ORDCLO1)

"Demonstrate a good knowledge of economic and social policy concepts, principles and tools and be competent in the application of the knowledge to a wide range of situations in a national or international context."

Ordinary Course Learning Outcome 2 (ORDCLO2)

"Use appropriate research methods, quantitative techniques and software packages to analyse data and evidence from a range of sources and to critically interpret the outcomes of this analysis."

Ordinary Course Learning Outcome 3 (ORDCLO3)

Apply economic reasoning to a range of policy issues and appreciate that a number of alternative explanations and prescriptions may exist.

Ordinary Course Learning Outcome 4 (ORDCLO4)

Apply social policy theories to analyse social needs and assess policy intervention

Honours Course Learning Outcome 1 (DEGCLO1)

"Demonstrate a good knowledge of economic and social policy concepts, principles and tools and be competent in the application of the knowledge to a wide range of situations in a national or international context."

Honours Course Learning Outcome 2 (DEGCLO2)

"Use appropriate research methods, quantitative techniques and software packages to analyse data and evidence from a range of sources and to critically interpret the outcomes of this analysis."

Honours Course Learning Outcome 3 (DEGCLO3)

Apply economic reasoning to a range of policy issues and appreciate that a number of alternative explanations and prescriptions may exist.

Honours Course Learning Outcome 4 (DEGCLO4)

Apply social policy theories to analyse social needs and assess policy intervention

Overview of Assessment:

Module	Title	Course Learning Outcomes
4BU005	Analytical Skills for Business	CHECLO1, CHECLO2
4EC001	Microeconomic Principles	CHECLO1, CHECLO2
4EC002	Macroeconomic Principles	CHECLO1, CHECLO2
4FC001	Quantitative Analysis for Economics and Finance	CHECLO1, CHECLO2
4GK006	Success in Higher Education	CHECLO1, CHECLO2
4SA007	The Development of the Welfare State: 1945-2010	CHECLO1, CHECLO2
4SA008	Contemporary Social Policy	CHECLO1, CHECLO2
5BU005	Supervised Work Experience	DHECLO1, DHECLO2, DHECLO3, DHECLO4
5EC001	Economic Analysis and Methods	DHECLO1, DHECLO2, DHECLO3, DHECLO4
5EC002	Microeconomic Theory and Policy	DHECLO1, DHECLO2, DHECLO3, DHECLO4
5EC003	Macroeconomics and Policy	DHECLO1, DHECLO2, DHECLO3, DHECLO4
5SA007	Paying for Welfare	DHECLO1, DHECLO2, DHECLO3, DHECLO4
5SA009	Communities in Social Policy	DHECLO1, DHECLO2, DHECLO3, DHECLO4
5SL007	Doing Quantitative Research	DHECLO1, DHECLO2, DHECLO3, DHECLO4
6EC002	Critical Perspectives in Economics	DEGCLO1, DEGCLO3, ORDCLO1, ORDCLO3
6EC003	Public and Social Welfare Economics	DEGCLO1, DEGCLO2, DEGCLO3, ORDCLO1, ORDCLO2, ORDCLO3
6EC004	Researching Topics in Economics	DEGCLO1, DEGCLO2, DEGCLO3, ORDCLO1, ORDCLO2, ORDCLO3
6SA001	Participation and Policy	DEGCLO1, DEGCLO4, ORDCLO1, ORDCLO4
6SA003	Approaches to Poverty and Social Exclusion	DEGCLO1, DEGCLO3, DEGCLO4, ORDCLO1, ORDCLO3, ORDCLO4
6SA005	Policy-Making in Britain	DEGCLO1, DEGCLO4, ORDCLO1, ORDCLO4

Teaching, Learning and Assessment:

The students' knowledge of economic and social policy concepts is developed throughout all three years of the programme. The programme as a whole will provide the students' with opportunities to develop skills relevant to the first graduate attribute identified under A Curriculum of Opportunity.

Skills relating to research methods and analytical techniques are initially developed at Level 4 in the modules 4GK006 Success in HE and 4FC001 Quantitative Analysis for Economics and Finance. The skills are used across the Level 5 modules, but are specifically deepened and widened in 5EC001 Economic Analysis and Methods and 5SL007 Doing Quantitative research. These specifically skill related modules will also introduced the students to a number of relevant software packages. The students will be able to demonstrate their research and analytical skills during the third year of the programme, specifically in in the project module 6EC004 Researching Topics in Economics. The modules discussed above will give the students opportunities to develop skill in relation to the second graduate attribute identified under A Curriculum of Opportunity.

The final year of the programme provides students with a number of opportunities to apply economics reasoning to social policy issues, specifically in the module 6EC003 Public and Social Welfare Economics. This module will give the students an opportunity to develop skills related to the fourth graduate attribute identified under A Curriculum of Opportunity.

Student Support:

There are number of level of support available for learning.

Each student will be allocated a personal tutor. Personal tutors maintain regular communication (virtual and/or face-to-face) with each of their designated tutees. Follow up meetings are arranged with students who are not making satisfactory progress or who are at risk of withdrawal. Personal tutors assist students in their personal and academic development, planning and progression. As well as offer students advice and guidance to help students liaise with other staff and support facilities in their school and the University, including study skills support.

Course leader will monitor the academic and experiential quality of the Course through Award Boards, focus groups and other channels. Course leader also supports and direct students proactively on the Course, both collectively and individually, and respond to inquiries and requests from students with regard to the academic programme of study.

Special Needs Tutor liaises with the Student Enabling Centre (SEC) regarding provision for specific disabled students & disseminates information from the SEC on the needs of specific disabled students. The Special Needs Tutor also monitor requests for, and provision of, specific examination and assessment arrangements, publicise SNT 'surgery' arrangements and make available time to meet with individual disabled students to enable them to discuss their own school-specific disability issues where necessary. The tutor takes a pro-active role in monitoring the welfare and academic progress of disabled students within the school.

In-class semester assessments are arranged by the Module tutor. The Module tutor will, where appropriate, ensure that any arrangements made for students requiring special consideration will be checked by the University Student Enabling Centre to ensure fairness and equability, and that the provisions of the University Equal Opportunities policy are met. These arrangements will apply to those students who have identified special learning requirements.

LIS provide user education on how to access printed and electronic resources and provide general academic skills support. Students can attend an individual drop-in session, one-on-one discussion with a Learning and Skills Librarian for advice on areas such as academic writing, assignment planning, exam preparation etc. In addition, there is a regular timetable of bookable workshops covering information and digital literacy skills, including academic referencing. Students are supported by a designated Liaison Librarian who is available to support research and project work. Further details are on the LIS skills for learning page http://www.wlv.ac.uk/lib/skills_for_learning.aspx

Each module also provides an extensive reading list and suggestions for web-based and other electronic resources. The University intranet system is widely used in all modules for a variety of pedagogical and more practical purposes relating to the dissemination of information and the submission of student work. Activities provided on CANVAS by academic staff are done with the help of technical staff.

Employability in the Curriculum:

This degree course will develop much needed skills and abilities in successful students. Specifically the course will create graduates who have an in depth knowledge of economic principles and of the social policy environment which should be valuable in general management in both the private and public sectors.

The graduates from this programme would have a range of skills that are in demand from employers, as demonstrated by the survey carried out by the Economics Network in 2012. Another survey of economics employers in the public sector identified the two dominant of areas of work as producing briefing material and preparation of policy advice. The proposed course would provide its graduates with the skills to effectively address these tasks.

This course would provide access to a range of career opportunities, as demonstrated by the following recent job advertisements:

- Policy Analyst – charity
- Graduate Policy Advisor – central government
- Policy Assurance Officer – housing association
- European Advisor – policy organisation

A range of career opportunities will be available, covering regional, national and international organisations. This will include by public sector and not for profit sector organisations as demonstrated by the examples

provided above. There would also be opportunities in the business sector in terms of market research, trade associations and lobbying organisations.

The completion of a Sandwich Year will enable you to gain valuable hands on experience in a relevant work environment. This will not only provide additional practical subject skills but it will also develop personal transferable skills such as communication skills, problem solving skills and demonstrate competency in working with other people. This will increase your employability and assist you in gaining employment in the future.



THE UNIVERSITY OF OPPORTUNITY