1. KentVision Code and title of the module

ECON5420 Econometrics I: Cross-sectional and Panel Data Approaches

## Division and School/Department or partner institution which will be responsible for management of the module

Division of Human and Social Sciences, School of Economics

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

Level 6

## The number of credits and the ECTS value which the module represents

15 credits (7.5 ECTS)

## Which term(s) the module is to be taught in (or other teaching pattern)

Autumn

## Prerequisite and co-requisite modules and/or any module restrictions

**Prerequisites**:

* ECON5000 Microeconomics
* ECON5020 Macroeconomics
* ECON5800 Introduction to Econometrics, (65% threshold)
* ECON5810 Introduction to Time Series Econometrics, (65% threshold)

## The course(s) of study to which the module contributes

**Compulsory** for BSc Economics with Econometrics & BSc Financial Economics with Econometrics

**Elective** for all other Single and Joint Honours Degree Programmes in Economics

The module is **NOT** available to students across other degree programmes in the University

## The intended subject specific learning outcomes.On successfully completing the module students will be able to:

* 1. Understand and abstract the cross-section and panel properties of (micro) economic data
	2. Synthesise and critically compare different (micro) econometric analyses of an economic issue

8.3 Demonstrate analytical skills that can be used to formulate and consider a range of econometric problems and issues

* 1. Practise the use of econometric concepts in relation to cross-section and panel data analyses.
	2. Demonstrate critical understanding of statistical, graphical and numerical data analyses
	3. Collate, examine and interpret cross-section and panel data in the context of economic theory and policy

## The intended generic learning outcomes.On successfully completing the module students will be able to:

* 1. Retrieve, review and analyse data and information from a variety of sources
	2. Address an economic problem using deductive and inductive reasoning
	3. Apply advanced econometric methods to support their understanding of economics
	4. Communicate coherent economic ideas and arguments verbally and in writing
	5. Plan work and study independently

## A synopsis of the curriculum

This module introduces students to applied econometrics using a general-purpose statistical software package (e.g., Stata or R), which is suitable for those intending to undertake postgraduate training in economics and/or becoming professional economists.

The module assumes a basic knowledge of statistics and quantitative methods and is designed for students who have followed Stage 1 modules in mathematics and statistics and who have taken relevant Stage 2 modules in econometrics.

What distinguishes this module is the adoption of the modern learning-by-doing approach to teaching econometrics, which emphasises the application of econometrics to real world problems. The focus is on understanding the theoretical aspects that are critical in applied work and the ability to correctly interpret empirical results.

## Reading list

## The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

## The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

* C F Baum, Introduction to Modern Econometrics Using STATA, STATA Press, 2006
* J M Wooldridge, Introductory Econometrics – A Modern Approach (5th ed), South-Western, 2013 (International Student Edition)
* Kennedy, P., 2008, A Guide to Econometrics, 6th edition, Blackwell.

## Contact Hours

Private Study: 119

Contact Hours: 31

Total: 150

## Assessment methods

13.1 Main assessment methods

Problem Sets (10%)

In Course Test 1 (45 minutes) (7%)

In Course Test 2 (90 minutes) (13%)

Examination, 2 hours (70%)

13.2 Reassessment methods

Reassessment Instrument: 100% exam

## Map of module learning outcomes (sections 8 and 9) to learning and teaching methods and methods of assessment (section 13)

**Module learning outcomes against learning and teaching methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |  |  |
| Terminal Class | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

**Module learning outcomes against assessment methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Problem Sets | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| ICT I | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| ICT II | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Examination | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

## Inclusive module design

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

## Campus(es) or centre(s) where module will be delivered

Canterbury

## Internationalisation

The module provides students with the analytical and practical skills necessary to undertake empirical evaluation of (economic) data. It is a module based on methodology and their application. In practice, data sources will have an international dimension.

**DIVISIONAL USE ONLY**

**Module record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

| **Date approved** | **New/Major/Minor revision** | **Start date of delivery of (revised) version** | **Section revised (if applicable)** | **Impacts PLOs (Q6 & 7 cover sheet)** |
| --- | --- | --- | --- | --- |
| 07.01.22 | Major | September 2022 | 1, 10 | No |
|  |  |  |  |  |