1. **Title of the module**

ECON5530 (EC553) Public Economics

1. **Division which will be responsible for management of the module**

Division of Human and Social Sciences

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

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

Autumn or Spring

1. **Prerequisite and co-requisite modules**

Prerequisites:

ECON5000 Microeconomics

ECON5020 Macroeconomics

1. **The courses of study to which the module contributes**

This is an elective module for all Single and Joint Honours Degree courses in Economics.

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

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. Critically evaluate the desirability and the consequences of governmental policies in terms of efficient resource allocation
	2. Discuss critically key issues in public economics and the problems associated with collective decision making.

8.3 Demonstrate critical understanding of the theory of collective decision-making and its implications

* 1. Demonstrate awareness across a range of policy issues and relevant analytical
	tools
1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Reflect critically on the application of economic models to real-world problems
	2. Address an economic problem using deductive and inductive reasoning
	3. Retrieve, review and utilise information from a variety of sources
	4. Communicate coherent economic arguments verbally and/or in writing
	5. Plan work and study independently
2. **A synopsis of the curriculum**

The module focuses on the role of the government in the economy. It uses the tools of microeconomics and empirical analysis to study the impact of government policies on individual behaviour and the distribution of resources in the economy. The module explores the economic arguments for and against government intervention in the economy, also introducing insights from behavioural economics into the analysis and design of public policies.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
* Barr, N. (2012), The Economics of the Welfare State (5th ed.), OUP.
* Cullis, J. and P. Jones (2009), Public Finance and Public Choice (3rd ed.), McGraw-Hill.
* Hindriks, J. and G. Myles (2013), Intermediate Public Economics (2nd ed.), MIT.
* Stiglitz, J. (2015), Economics of the Public Sector (4th ed.), Norton.
* Congdon, William J., Jeffrey R. Kling and Sendhil Mullainathan (2011). Policy and Choice. Public finance through the lens of behavioral economics. Brookings Institution Press, Washington D.C.
1. **Learning and teaching methods**

Total contact hours: 16 hours

Private study hours: 134

Total study hours: 150

1. **Assessment methods**
	1. Main assessment methods

Essay (1500 words) (20%)

Examination, 2 hours (80%)

13.2 Reassessment methods

Reassessment Instrument: 100% exam

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| *Lecture*  | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |
| *Seminar* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| *ICT* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Essay* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Examination* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School 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

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The module studies a range of public economics issues relevant to understanding the role of the state and the implications and consequences of public policy formation. The module considers examples drawn from the UK and many countries from across the world.

**DIVISIONAL USE ONLY**

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

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 20/12/18 | Minor | January 2020 | 13.1 | No |
| 06.08.21 | Minor | Sept 21 | 13.1 | No |

Revised FSO Jan 2018