1. **Title of the module**

FOUN0004 (LZ004) Economics for University Study

1. **School or partner institution which will be responsible for management of the module**

Centre for English and World Languages

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

Level 3

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

30 credits (15 ECTS)

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

**Autumn Start:** Autumn, Spring and Summer Terms

**Spring Start:** Spring (from week 16) and Summer Terms plus Summer Vacation

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

**Autumn Start Programme:**

Co-requisite modules include: FOUN0036 Academic Skills Development (15 credits) and either FOUN0035 Foundation Project (15 credits) OR FOUN0037 English for Academic Study (15 credits),

**Spring Start Accelerated Programme:**

Co-requisite modules include: FOUN0036 Academic Skills Development (15 credits) and either FOUN0035 Foundation Project (15 credits) OR FOUN00037 English for Academic Study (15 credits)

**JYA English Plus Programme Students:**

There are no co-requisite modules for JYA English Plus students

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

International Foundation Programme (autumn and spring entry) and JYA English Plus (autumn only)

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. Utilise and apply appropriate techniques and models to deal with new and unfamiliar problems.
	2. Identify and explain causal relationships in the explanation of economic phenomena.
	3. Understand and apply economic concepts and terminology accurately and appropriately.
	4. Demonstrate knowledge and understanding of a range of economic problems and proposed solutions.
	5. Identify the assumptions underlying economic theories.
	6. Evaluate policy responses to a range of economic issues and problems.
	7. Explain and analyse the main events and issues in the UK, European and global economies in recent years.
	8. Utilise graphical and numerical methods in the presentation and analysis of economic issues and problems.
	9. Utilise economic data drawn from a range of sources and to evaluate the accuracy and reliability of that data.
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Construct a sustained, logical argument in essay form, utilising appropriate evidence to illustrate and support their arguments.
	2. Take into account alternative perspectives and to demonstrate balance as a basis for reaching a reasoned conclusion.
	3. Identify and analyse the requirements of questions and to select material to enable them to produce concise and relevant responses within time constraints.
	4. Present and express their ideas orally to others and to respond sensitively to the views of others.
	5. Research topics in depth to obtain material and evidence to support a sustained argument.
3. **A synopsis of the curriculum**

The module will propose alternative solutions to the problem of resource allocation leading to consideration of the operation of the market mechanism; how the decisions and actions of economic agents are co-ordinated. Economic systems will be evaluated including treatment of circumstances in which markets are considered to fail. Market failure will be analysed utilising the micro-economic techniques developed earlier. In dealing with macro-economic issues such as inflation and unemployment, the UK economy will be used as the primary example, but students will be encouraged to apply their understanding to problems and policies in other economies as well. Likewise, the treatment of international trade will focus on the position of the UK economy with particular emphasis on its place within the European Union and the debate over the adoption of the Single Currency.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
* Anderton, A. (2006) *Economics,* (4th Edition). Harlow: Causeway Press.
* Begg, D., Fischer, S. & Dornbusch, R. (2005) *Economics* (8th Edition). Maidenhead: McGraw Hill
* Lanchester, J. (2010) *Whoops! Why Everyone Owes Everyone and No One Can Pay*. London: Penguin
* Levitt, S. and Dunbar, J. (2006) *Freakonomics*. *A Rogue Economist Explores the Hidden Side of Everything.* New York: William Morrow & Co.
* Sloman, J. and Garrett, D. (2013) *Essentials of Economics* (6th Edition). Harlow: Pearson Education Ltd.
1. **Learning and teaching methods**

|  |  |  |
| --- | --- | --- |
| **Autumn Start** |  | **Spring Start** |
| Total contact hours: | *96* |  | Total contact hours: | *100* |
| Private study hours: | *204* |  | Private study hours: | *200* |
| Total Study hours: | *300* |  | Total Study hours: | *300* |

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

Assignment 1 (1000 words) (15%)

In Course Test 1 (45 minutes) (15%)

Assignment 2 (1500 words) (25%)

Seminar participation (5%)

Examination, (2 hours) (40%)

JYA English Plus alternative assessment in lieu of exam:

Written Assignment (1,500 words)

13.2 Reassessment methods

Reassessment Instrument: 100% coursework

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

| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *8.7* | *8.8* | *8.9* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Lectures  |  |  |  | **x** | **x** | **x** |  |  |  |  | **x** |  |  |  |
| Seminars | **x** | **x** |  | **x** | **x** | **x** | **x** |  |  |  | **x** | **x** | **x** | **x** |
| Workshops | **x** | **x** | **x** | **x** | **x** |  |  | **x** | **x** |  |  | **x** | **x** |  |
| Private Study | **x** | **x** |  |  |  |  | **x** |  |  |  | **x** | **x** |  | **x** |
| Assessment method |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Written Assignment | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |
| Written Test | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** |  | **x** |
| Written Assignment | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |
| Seminar mark based on preparation and performance |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |  | **x** | **x** |
| Final Examination orJYA written assignment | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** |  | **x** |

1. **Inclusive module design**

The Centre 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 topics covered on this module include: price elasticity, market mechanism, resource allocation, price mechanism, supply and demand, market failure, cost benefit analysis and controlling inflation. All of these economic theories exist in any economy and can be applied to understand the economies of any nation. Discussion in workshops and seminars will encompass the views of students from a range of nationalities, and comparisons between the economies of different nations will be made ensuring an international perspective.

**FACULTIES SUPPORT OFFICE 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) |
| 28/07/17 | Minor | September 2017 | 12, 13 | No |
|  |  |  |  |  |

Revised FSO Jan 2018