## KentVision Code and title of the module

ECON5350 Behavioural Economics

## 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 5

## 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 or Spring

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

***Pre-/co-requisites:***

Stats modules e.g. ECON3090 or equivalent from non-Economics disciplines.

An introductory knowledge of economics (e.g. ECON3040 Principles of Economics, ECON3007 Economics for Accounting, ECON3130 Economics for Business or A level Economics) would also be advantageous.

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

This module is optional for all students studying single and joint honours degrees in Economics.

This module is available to short-term credit students.

This module is available as an elective module.

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

8.1 Demonstrate knowledge and understanding of how behavioural approaches can be integrated into models of human behaviour

8.2 Understand the main predictions of behavioural economics models and compare them with standard economic models

8.3 Be able to interpret empirical evidence on behavioural economics and to understand its relevance to real world phenomena

8.4 Gain an understanding of how behavioural economics principles can be used to better design economic policies.

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

9.1 Engage critically in understanding models of human behaviour

9.2 Retrieve and review information from a variety of sources

9.3 Develop economic arguments coherently through a variety of methods

9.4 Plan work and study independently.

## A synopsis of the curriculum

The module introduces students to behavioural economics, which combines economic analysis with insights from psychology to understand human behaviour. It will start by briefly presenting the classical model of rational, selfish economic agents, outlining limitations of this model in predicting and explaining behaviour. Thereafter, it will introduce students to models which relax assumptions of the classical model, incorporating insights from psychology instead, and cover evidence on the power of these behavioural models in explaining human behaviour. Finally, it will cover the implications of these models for the design of public policy.

## 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).

## Contact Hours

Private Study: 121 hours

Contact Hours: 20 hours lectures + 9 hours workshops/seminars

Total: 150 hours

## Assessment methods

* 1. Main assessment methods:

Take away assignment (20%)

Online test (20%)

Extended essay (3000-word) (60%)

13.2 Reassessment methods

 100% coursework

## Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) 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** | **9.1** | **9.2** | **9.3** | **9.4** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminars | **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** | **9.1** | **9.2** | **9.3** | **9.4** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Take away assignment | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| Online test | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |
| Extended essay  | **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 subject content will have a strong internationalisation aspect, with several topics drawing on studies and experiments conducted in a variety of countries across the world.

**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) |
| --- | --- | --- | --- | --- |
| 11.01.2023 | New | September 2023 |  |  |
|  |  |  |  |  |