## KentVision Code and title of the module

ECON5460 Games for Economics and Business

## 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 or Spring

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

Prerequisites:

ECON5000 Microeconomics

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

This is an optional 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.

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

8.1 Understand the different types of games and their uses in strategic thinking

8.2 Set up and solve games that arise in business and economics

8.3 Critically assess the importance of information in games and how this changes behaviours

8.4 Critically apply analytical skills to economic problems and issues.

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

9.1 Reflect critically on the potential application of games to real-world issues

9.2 Address an economic problem using deductive and inductive reasoning

9.3 Communicate coherent economic arguments graphically, by a variety of methods

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9.5 Plan work and study independently.

## A synopsis of the curriculum

The module provides an introduction to game theory and its use by economists as a professional tool for understanding and analysing economic decision making under uncertainty. The module introduces students to topical and important research areas of microeconomic analysis, and develops their skills in setting up and solving games that arise in business and economics.

## 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: 134 hours

Contact Hours: 16 hours

Total: 150 hours

## Assessment methods

* 1. Main assessment methods

In Course Test (45 minutes) (10%)

Online Test (10%)

Examination, 2 hours (80%)

13.2 Reassessment methods

Reassessment Instrument: 100% exam

## 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** | **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** | **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** |
| ICT  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Online Test | **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

Game theory is a branch of mathematics and global language which is used internationally.

**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) |
| --- | --- | --- | --- | --- |
| 12.10.2022 | Minor | Sep 2023 | 13 | No |
|  |  |  |  |  |