1. **Title of the module**

Working with Economic Data on Digital Platforms

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

School of Economics

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

Level 4

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)**

This module will be taught in the first trimester of the first academic year, September to December.

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

Co-requisite modules:

Applied Statistical Analysis for Economics

Principles of Microeconomics

Principles of Macroeconomics

Mathematics for Economics

Economic Policy Analysis

Microeconomic Analysis

This module is a pre-requisite for:

Macroeconomic Analysis

Applied Econometrics

Economic Policy Analysis and Evaluation

International Economics

Modern Economic History

Economic Debates

Economic Growth

Public Economics

Economics Dissertation

Economics Technical Assessment

Competency Based Interview

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

Economics BSc (Professional Economist) (Hons)

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

8.1 Search, identify and access government and other secondary data sources

8.2 Utilise spreadsheet software

8.3 Utilise specialist data analysis and reporting tools in the context of economic policies

8.4 Undertake graphical and numerical data analyses in the context of economic policies

8.5 Run and interpret correlation and two variable regressions

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

9.1 Retrieve information from a variety of sources

9.2 Analyse and interpret data to support their understanding of economics

9.3 Present and write up economic data reports

9.4 Plan work and study independently

1. **A synopsis of the curriculum**

The module develops students’ use of information technology and their ability to access digital economic government and other secondary sources of data. In particular, the module promotes students’ computing, quantitative and reporting skills in the context of their work tasks.

The module covers the following topics:

* Data collection and sampling, accessing and downloading electronic data
* Basic visualising, cleaning, scrutinizing , interpreting and explaining economic data
* Descriptive statistics, graphical and numerical techniques for summarising data
* Use of spreadsheet software
* Analysis of data in the context of economic policies
* Beginning to check and manipulate large data sets
* How to present economic data and write a data report
* Two variable correlation, correlation coefficients and two variable regression
* Index numbers, Paasche and Laspeyres indices, chained and non-chained indices
* Investment decisions, discounting, NPV, internal rates of return

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

* Davis, G. and B. Pecar (2013), Business Statistics using Excel, 2nd Edition, OUP.
* Etheridge, D. (2010), Excel Data Analysis: Your Visual Blueprint for Creating and Analyzing Data, Charts and Pivot Tables (3rd ed), John Wiley.
* Barrow, M. (2013), Statistics for Economics, 6th Edition, Prentice Hall.
* Whigham, D. (2007), Business Data Analysis using Excel, OUP.
* <https://www.core-econ.org/doing-economics/>

1. **Learning and teaching methods**

Directed learning time 100 hours

Private study time 50 hours

Total study hours: 150

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

1,000 word Data Report 1 (30%)

Work related 1,000 word Data Report 2 (30%)

Work related 1,500 word Data Report 3 (40%)

13.2 Reassessment methods

If the overall module mark is a fail, reassessments in failed assessments are taken again in the following trimester, in order to achieve the overall pass mark of 40%.

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 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Lecture | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |
| Report Workshop | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Terminal Sessions | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Data Report | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Data Report | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Data Report | **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, employer premises and London/Leeds.

1. **Internationalisation**

The module provides students with the analytical skills to abstract, simplify, and explain data and economic theory and behaviour in the context of real world issues. It develops a range of IT analytical skills and techniques that are globally transferrable.

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
|  |  |  |  |  |
|  |  |  |  |  |