1. **Title of the module**

Principle of Macroeconomics

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)**

The associated Economics BSc (Professional Economist) programme is taught in three trimesters a year over four years. This module will be taught in the second trimester of the first academic year, September to December.

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

Co-requisite modules:

Applied Statistical Analysis for Economics

Working With Economic Data on Digital Platforms

Principles of Microeconomics

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 Demonstrate knowledge and understanding of the basic principles of macroeconomics

8.2 Understand the way in which macroeconomics can be used to analyse the outcomes of decisions by individuals, firms and government

8.3 Apply relevant knowledge and understanding of macroeconomic theory to contemporary economic policies, issues and debates

8.4 Demonstrate analytical, graphical and numerical skills to address macroeconomic problems

8.5 Utilise and solve simple economic models that explain macroeconomic policies, behaviour and phenomena

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 Utilise social science concepts and theories in decision-making situations

9.3 Address an economic problem using deductive and inductive reasoning

9.4 Present economic ideas and arguments in writing

9.5 Plan work and study independently

1. **A synopsis of the curriculum**

The module provides students with a thorough understanding of macroeconomics at an introductory level and provides the basis for all subsequent study that is taken on macroeconomics parts of the degree programmes. It is designed to teach students how to think as a macroeconomist and how to construct and use macroeconomic models. It shows them how to be critical of macroeconomic models. The module shows how empirical evidence can be used in macroeconomic and policy analysis. There is strong emphasis on analysing policy and using empirical evidence.

The module covers the principles of macroeconomics and shows how they can be applied to economic policies. The emphasis throughout is to demonstrate the usefulness and limitations of macroeconomics as an analytical tool for thinking about real world problems, explaining and investigating empirical evidence, and analysing polices.

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

* The Core Team (2017), The Economy - Economics for a Changing World, Oxford University Press.
* Begg, D., Vernasca, G., Fischer, S. and R. Dornbusch (2014), Economics (11th ed.), Mc-Graw-Hill.
* Doing Economics, <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

In Course Test (50 minutes) (20%)

Work related 1,000 word coursework report (20%)

Examination, 2 hours (60%)

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* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Lecture | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |
| Workshop | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| In Course Test | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Coursework report | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Examination | **x** | **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 macroeconomic theory and behaviour in the context of real world issues. It develops a range of analytical skills and techniques that are globally transferrable.

**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.**

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