1. **Title of the module**

Economic Policy Analysis

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 third trimester of the first academic year, April to July.

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

 Co-requisite modules:

Applied Statistical Analysis for Economics

Working With Economic Data on Digital Platforms

Principles of Microeconomics

Principles of Macroeconomics

Mathematics for Economics

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 Understand the role of government intervention in modern economies including its motivation, targeting and consequences

8.2 Understand the concepts and frameworks used by economists to appraise policy

8.3 Identify and understand the issues confronted in policy design

8.4 Analyse economic policy debates conducted in the media and by politicians

8.5 Appraise the design of economic policies

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 data to support their understanding of economic issues

9.3 Communicate economic arguments in writing

9.4 Plan work and study independently

9.5 Reflect on their academic learning

1. **A synopsis of the curriculum**

This module applies economic theory and statistical methods to the understanding and critical assessment of economic policy. It focuses on the policy application of economic concepts and provides an introduction to material that is studied in greater depth at Stages 2 and 3. A key aspect of this module is the relationship to contemporary policy issues and use of data and empirical evidence.

The module introduces students to a variety of economic policy issues in the UK and abroad. Alongside formal lectures, workshops and seminars are designed to develop academic research skills and the ability to communicate ideas. This focus provides opportunities to develop a range of highly transferable skills and to develop as autonomous learners.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
* N Barr (2012), *The Economics of the Welfare State*, 5th edition, Oxford University Press
* Economics, Society and Public Policy, <https://www.core-econ.org/espp/>
* Periodicals frequently used are *Oxford Review of Economic Policy* and *Fiscal Studies.*

Additional reading takes the form of Government publications and those of independent research centres such as IFS, NIESR, Joseph Rowntree etc.

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 economic appraisal on a work related policy (30%)

ICT or VLE quiz (50 minutes) (30%)

2,000 word economic appraisal on a work related policy (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 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Lecture | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |  |
| Seminar  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Workshop | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Policy Report 1000 words | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |  |
| ICT or VLE Quiz  | **x** | **x** | **x** | **x** |  | **x** |  | **x** | **x** |  |
| Policy Report 2000 words | **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 subject content of the module focuses primarily on UK policy design but the underlying issues considered apply in an international context and relevant comparisons will be drawn upon across each topic area (see module synopsis).

**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) |
|  |  |  |  |  |