1. **Title of the module**

Economic Debates

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 5

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 third academic year, January to April.

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

 Pre-requisite modules:

Applied Statistical Analysis for Economics

Working With Economic Data on Digital Platforms

Principles of Microeconomics

Principles of Macroeconomics

Mathematics for Economics

Economic Policy Analysis

Microeconomic Analysis

Co-requisite modules

Macroeconomic Analysis

Applied Econometrics

Economic Policy Analysis and Evaluation

International Economics

Modern Economic History

This module is a pre-requisite for:

Economic Growth

Public Economics

Dissertation

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 Identify and apply economic concepts, models and theory to the real world

8.2 Abstract the essential features of an economic issue, problem and system

8.3 Assimilate, understand and critically evaluate an economic issue in depth

8.4 Synthesise and critically compare different economic analyses of an economic issue

8.5 Construct coherent analytical and empirically based economic arguments by making reference to relevant theories and empirical evidence

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

9.1 Reflect critically on economic theory and related developments within the discipline and their application to real-world problems

9.2 Address an economic problem using deductive and inductive reasoning

9.3 Critically retrieve and review information arguments and evidence from a variety of sources relevant to an economic issue and draw conclusions from them

9.4 Communicate logical and coherent arguments in writing

9.5 Plan work and study independently

1. **A synopsis of the curriculum**

This module introduces students to the skills of economic reasoning and argument by exposing them to critical debates within the discipline. It is designed for students who have completed the Stages 1 and 2 microeconomic, macroeconomic and applied econometric modules.

The module draws on current and past controversies to give students a critical insight into theoretical and empirical differences of opinion and approach to economics in the real world. The curriculum provides an insight into the academic and professional development of the discipline, and provides opportunities to develop a range of highly transferable skills. It highlights the need to consider both the usefulness of economic analysis and empirical investigation alongside the limitations of economics and the need to consider the perspective of other non-economic methods of analysis and investigation. It also lays the foundations to many of the skills required for modules taught at Stage 3.

Four controversies will be covered each drawn from a range of topics and delivered by a number of teachers. Students must study two controversies in detail.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
* M Blaug (2009), Economic Theory in Retrospect, 5th edition, CUP
* M Blaug (1992), The Methodology of Economics or How Economists Explain, CUP

The following journals will be used where relevant surveys of the literature for each topic are identifiable:

* Journal of Economic Literature, American Economic Association
* Journal of Economic Perspectives, American Economic Association
* Journal of Economic Surveys, John Wiley and Sons
* Oxford Review of Economic Policy, Oxford University Press
* Economic Policy, Oxford University Press
* Fiscal Studies, Institute for Fiscal Studies
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

800 word non-technical report on a Controversy 1 (20%)

800 word non-technical report on a Controversy 2 (20%)

One 2000 word technical report on a Controversy (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** |  |  |  |  |  |  |  |  |  |  |
| Non-technical report 1 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Non-technical report 2 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Technical report | **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 Economic Debates module provides students with the analytical skills to consider different views on economic theory and behaviour that have important implications for 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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