1. **Title of the module**

Economic Growth

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 6

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 third academic year, April to July.

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

Macroeconomic Analysis

Applied Econometrics

Economic Policy Analysis and Evaluation

International Economics

Modern Economic History

Economic Debates

This module is a co-requisite for:

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 Understand and abstract the essential features of an economic growth issue, problem, system and policy

8.2 Synthesise and critically compare theoretical and empirical analyses of economic growth

8.3 Manipulate theoretical models to analyse economic growth

8.4 Critically analyse and interpret economic data in the context of economic theory and policy

8.5 Demonstrate the analytical skills required to scrutinise economic growth and policy issues.

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

9.1 Reflect critically on the application of economic models to real-world issues

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 coherent economic arguments

9.5 Plan work and study independently

1. **A synopsis of the curriculum**

This module covers a variety of growth issues from policy, empirical and theoretical views. The first part of the course deals with basic concepts of economic growth, including how to measure growth and the core theories of economic growth. The second part deals with productivity; how to measure productivity and analyse different sources of productivity growth. The third part deals with economic fundamentals, including the relationship between government policies, income inequality and growth.

The aim of the module is to teach the basic principles of economic growth in order to answer such questions as:

* what are the determinants of growth?
* how can we improve productivity?
* what kind of role does the government play on growth?
* why are there differences in the level of income among countries?

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

* D Weil, *Economic Growth* (3rd ed), Pearson, 2013
* C Jones and D Vollrath*, Introduction to Economic Growth*, W W Norton & Co, 2013

The module will also draw on a range of high quality journal articles including those from American Economic Review, Journal of Political Economy and Quarterly Journal of 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

ICT or VLE Quiz 1 (50 minutes) (25%)

ICT or VLE Quiz 2 (50 minutes) (25%)

One 2000 word report relating to work and economic growth (50%)

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 or VLE Quiz 1 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| In Course Test or VLE Quiz 2 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Coursework 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 Growth module provides students with analytical skills to abstract, simplify, and explain economic 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.**

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| --- | --- | --- | --- | --- |
| 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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