1. **Title of the module**

Public Economics

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:

Economic Growth

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 Demonstrate knowledge and understanding of the main predictions of Welfare Economics Theory

8.2 Critically evaluate the desirability and the consequences of governmental policies in terms of efficient allocation of resources

8.3 Critically apply Public Choice Theory to explain how the political process affects the nature and the level of State interventions in the economy

8.4 Demonstrate critical understanding of the theory of collective decisions-making and its implications

8.5 Apply economic analysis to critically evaluate examples of public spending policies in the UK and abroad

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 problems and policies

9.2 Address an economic problem using deductive and inductive reasoning

9.3 Retrieve, review and utilise information from a variety of sources

9.4 Communicate coherent economic arguments

9.5 Plan work and study independently

1. **A synopsis of the curriculum**

The module provides students with an in-depth understanding of current policy issues and theoretical considerations relevant to the economic role played by the state. To understand and be able to evaluate the role played by government in the economy, it is important to understand key elements of microeconomic analysis and then be able to apply this understanding to the practical evaluation of policy issues. The module explores the economic arguments for and against government intervention and applies theoretical concepts to applied topical public policy issues. This highlights two sides of studying public economics, particularly the conflict between positive and normative approaches to economic analysis.

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

* Barr, N. (2012), The Economics of the Welfare State (5th ed.), OUP.
* Cullis, J. and P. Jones (2009), Public Finance and Public Choice (3rd ed.), McGraw-Hill.
* Hindriks, J. and G. Myles (2013), Intermediate Public Economics (2nd ed.), MIT.
* Stiglitz, J. (2015), Economics of the Public Sector (4th ed.), Norton.

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

In Course Test or VLE Quiz 2 (50 minutes) (25%)

One 2000 word report relating to work and public economics (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** |
| 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 Public Economics module provides students with the 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.**

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