1. **Title of the module**

Economics Dissertation

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**

30 credits(15 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 and third trimesters of the fourth academic year, January 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

Public 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:**

8.1Frame, motivate and analyse a research question

8.2 Decide on appropriate techniques and investigation strategies to answer a research question

8.3Search, analyse, understand and critically review a large body of literature

8.4 Critically reflect and learn from set-backs in the research process

8.5 Demonstrate a contribution towards an understanding of the topic of investigation

8.6 Demonstrate a critical and in-depth knowledge of one particular area of economics

8.7Demonstrate research skills such as data management/analysis, programming, running laboratory based experiments, etc.

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

9.1 Retrieve, critically review and utilise information from a variety of sources

9.2 Identify when and how to ask for guidance and benefit from guidance

9.3 Manage an individual research project

9.4 Communicate coherent economic ideas, arguments and investigation, in writing and orally

9.5 Plan and work independently

1. **A synopsis of the curriculum**

This dissertation is based on self-directed study, which allows students to develop a complete piece of work within the general field of economics, from an initial idea through to a final written report. Learning is largely independent and self-directed, but is supported by lectures at the beginning of the course, structured supervision from a dissertation supervisor and computing sessions to help in accessing, coding, analysing and interpreting data. The dissertation will, in most instances, be closely related to the work tasks of the apprentice and the topic will be agreed by the line manager, independent assessor and the dissertation module convenor.

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

**published annually)**

Drew, S. andBingham, R. (2010). The Guide to Learning and Study Skills for Higher Education and at Work. Gower.

McMillan, K. and Weyers, J. (2011). How to write Dissertations and Project reports. (2nd ed), Pearson.

Students will be directed to specific readings by their dissertation supervisor and other academic staff.

1. **Learning and teaching methods**

Directed learning time 100 hours

Private study time 200 hours

Total study hours: 300

1. **Assessment methods**
	1. Main assessment methods

 (100%)

Dissertation report (8,000 words)

Presentation (45 minutes)

13.2 Reassessment methods

Reassessment Instrument: Dissertation report on same topic (8,000 words) and presentation (45 minutes) (100%)

The binding End Point Assessment document of the Institute for Apprenticeships requires an oral presentation and answering of oral questions (see <https://www.instituteforapprenticeships.org/media/1918/st0603_prof_econ_l6_cycle11_finalforpublication21618.pdf> ) and the assessment discussion does not separate out the written document, its oral presentation and oral answering of questions. It is not possible to deviate from the strict instructions given in this 36 page document. A clear protocol will be constructed to be used as the guide to the relative importance of the three parts of the assessment (written document, oral presentation and oral answers to questions).

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 | 8.6 | 8.7 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Lecture | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Supervision | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Independent Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| Dissertation and Presentation  | **x** | **x** | **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 Economics Dissertation module provides students with the analytical skills to abstract, simplify, and explain economic theory and behaviour in the context of a real world issue. 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) |
|  |  |  |  |  |
|  |  |  |  |  |