

**LTC14D165**

**Title:** *SSF LTQC Course Approvals*  
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**Issue**

To receive new course approval for **BA Economics with YA** from the Faculty of Social Sciences Learning, Teaching and Quality Committee.

**Recommendation**

None.

**Resource Implications**

LIB: Although no additional book requirements are listed in section BC6.2 we believe that any additional texts which may be required can be managed from within the constraints of the existing Economics book budget. Should any new texts/extra copies of texts in stock be required the Course Director should liaise with the Social Sciences Faculty Librarian well in advance of the course start. If any additional journal titles are required it is the current policy for the School to identify a suitable journal of equal value within the library budget for cancellation.

LTS: It doesn't look like there would be any additional resource requirement for the Service. However, we review student numbers each year across the service, and this would be kept under review.

**Risk Implications**

None.

**Equality and Diversity**

School responded in the document to Helen's comment relating to attracting more women through the School's outreach and marketing.

**Timing of decisions**

SSF EXEC approved 5.2.15

SSF LTQC approved 25.2.15

**Further Information**

Contact details: Heather Reynolds, Learning and Teaching Coordinator, telephone 01603 592517, email: [h.reynolds@uea.ac.uk](mailto:h.reynolds@uea.ac.uk), for any queries/further information relating to this document.

**Background**

N/A

**Discussion**

N/A

**Attachments**

Course Proposal.



## LEARNING &amp; TEACHING SERVICE

# FULL COURSE PROPOSAL FORM

(taught programmes only)

for **NEW COURSES** and  
**COURSE AMENDMENTS**  
 with **RESOURCE IMPLICATIONS**

Please refer to the course proposal Procedure and Guidance to complete this or any other course proposal form: to ensure the correct form is being used; for information on early considerations and timescales; for general guidance on the course approval process; and for notes on completing the form.

Course Title(s)		new course? <i>note 1</i>		If no, please give existing course code	
BSc (Hons) Economics with Year Abroad		Y			
School(s) of study & Faculty					
School of Economics – Faculty of Social Sciences					
Proposer & proposer's school					
P. Dawson, A.Karadimitropoulou, S.Sitzia (School of Economics)					
Proposed start date (of new course or of changes)					<i>note 2</i>
September 2015					
This proposal requires: <i>note 3</i>		Prior approval by Council		Prior approval by LTC	
		Y	N	Y	N

This form is in 5 parts:

- Part 1** Summary and Rationale
- Part 2** Business Case
- Part 3** Academic Case including Programme Specification
- Part 4** Key Information Set (KIS) data
- Part 5** Approvals and Notification

The initiator is responsible for completing **parts 1-4**

## UEA LEARNING &amp; TEACHING SERVICE

## FULL COURSE PROPOSAL

## Part 1 SUMMARY AND RATIONALE

Course One			
<b>S1</b>	<b>a</b>	<b>SCHOOL(S) OF STUDY</b>	Economics
<i>note S1c</i>	<b>b</b>	<b>FACULTY or FACULTIES</b>	Social Sciences
	<b>c</b>	<b>JOINT COURSE?</b> (ie owned/taught by more than one School)	<b>YES</b>
			<b>NO</b> X
	<b>d</b>	<b>NAME OF COURSE DIRECTOR</b> (Home School)	James Watson
	<b>e</b>	<b>NAME OF DEPUTY COURSE DIRECTOR</b> (partner School, for Joint Courses only)	
<b>S2</b> <i>note S2a</i>	<b>a</b>	<b>COURSE TITLE</b>	BSc (Hons) Economics with Year Abroad
<i>note S2b</i>	<b>b</b>	<b>COURSE CODE</b>	TBA
<i>note S2c &amp; S2d</i>	<b>c</b>	<b>AWARD</b>	Bsc (Hons)
	<b>d</b>	<b>EXIT AWARD(S) AND TITLE(S)</b>	BSc
	<b>e</b>	<b>FULL/PART-TIME (please specify)</b>	Full Time
	<b>f</b>	<b>LOCATION (UEA Norwich, UEA London, Distance Learning)</b>	UEA Norwich
	<b>g</b>	<b>AVAILABLE FROM:</b>	September 2015
<b>S3</b> <i>note S3a</i>	<b>a</b>	<b>PROFESSIONAL AWARD (if any)</b>	
	<b>b</b>	<b>ACCREDITING/VALIDATING BODY (if relevant)</b>	
		<b>Website (URL)</b>	
		<b>Date when accreditation/validation may take place</b>	
<b>S4</b> <i>note S4</i>	<b>LEVEL</b>	Sub-degree (e.g. Cert. Dip.)	
		Undergraduate	Level 6 Honours degree
		Integrated Masters	
		Masters	
		Other postgraduate (please specify)	

<b>S5</b> <i>note S5a</i>	<b>a</b>	<b>DURATION</b> (years or months)	4 years			
<i>note S5b</i>	<b>b</b>	<b>MODE OF ATTENDANCE</b> (full-time, part-time, distance, other)	Full Time			
<b>S6</b> <i>note S6</i>		<b>PLACEMENT(S)/WORK-BASED LEARNING REQUIRED</b>	YES		NO	X
			If YES, does this conform with the UEA's code of practice on placements?			
<b>S7</b> <i>note S7</i>		<b>RELEVANT SUBJECT BENCHMARK STATEMENT(S)</b>	Economics			
<b>S8</b> <i>note S8</i>		<b>ENTRY REQUIREMENTS</b>	AAB			
<b>S9</b>		<b>JACS Subject Level Code(s)</b> To be completed by the Planning Office following approval of the Business Case				
<b>S10</b>		<b>UCAS ADMISSION CODE / COURSE CODE</b> To be completed by the Planning Office following approval of the Business Case				
<b>S11</b> <i>note S11</i>		<b>FURTHER INFORMATION</b> available via...	<a href="https://www.uea.ac.uk/economics">https://www.uea.ac.uk/economics</a>			
<b>S12</b>		<b>COURSE HIGHLIGHTS</b> (for publication in University Prospectus / Website / other publicity) <b>NB</b> Please include employability prospects/career possibilities				
<i>note S12</i>		<p><b>The will be no change to the current marketing except that we are now offering the program with a year abroad option.</b></p> <p><b>The following is taken from the current marketing materials.</b></p> <p><b>The BSc Economics</b> is our core degree programme, covering all key areas of the economy. This degree is perfect if you wish to become a professional economist and want to understand how the economy works and how to improve it. You will have the chance to select from a broad spectrum of modules that reflect the interdisciplinary nature of the subject, focusing on key areas of economics including the global and domestic economy.</p> <p>We offer core modules in economic analysis and quantitative methods, as well as a choice of modules. Throughout your studies you will be encouraged to develop expertise in economic modelling techniques and statistical analysis. This will provide you with the skills needed to analyse the economy valued by employers.</p> <p>There is also the opportunity to select modules within Political, Social and International Relations, Philosophy, and Language and Communication Studies.</p> <p><b>Assessment</b></p> <p>Assessment is carried out through examinations and a variety of forms of coursework, including essays, oral presentations, research exercises and group work.</p> <ul style="list-style-type: none"> <li>• Essays are used for testing general levels of understanding and ability to apply concepts</li> <li>• Course tests are used for checking on mastery of technical material</li> <li>• Econometric projects are used for testing ability to apply, interpret and assess statistical techniques</li> </ul>				

- Critical review of an academic article is employed in order to test both understanding and the ability to critically assess
- Examinations allow for open-ended treatment of material

### **Employability and Creating Careers**

Our Economics graduates are employable in a variety of careers. In our teaching we provide both the analytical rigour and academic knowledge required to tackle a wide range issues, but also use a number of different assessment methods to develop soft skills that are highly sought by employers. For example, you will practice communication skills, presentations, project work, team work, independent research and problem-based learning throughout your degree.

The wide variety of modules offered provides the opportunity to study a range of economic sub-disciplines. They focus on contemporary issues and are inspired by research to ensure that our teaching is at the forefront of modern economic thinking. This ensures that you have comprehensive knowledge of various sectors of the economy to help you along your chosen career path.

We offer an ideal combination of academic rigour and practical real world relevance that enables you to sharpen your powers of reason whilst also preparing you for a career beyond University. These characteristics – academic excellence and practical application – are the guiding principles of all of our programmes.

We integrate this with an employability strategy that encourages students to recognise the importance of focusing on career development at an early stage of their university experience. Working alongside our professional Careers Centre, we provide a series of events tailored specifically for Economics students.

### **Some new copy relating to the year abroad will be added:**

The year abroad route offers an exciting opportunity to enhance your study of economics whilst experiencing a different country and culture. You will take the year abroad as the 3rd year of your Economics programme. This means you cover key economics material in year 2 and return to undertake advanced modules in your final year essential for completing your degree. You will need to pass your year abroad, but it will not count towards your final degree classification. This gives you the advantage of spending a year studying economics and related subjects as offered by your host institution. This is a great way to enhance your knowledge of economics, explore economic issues of other countries and develop personal skills which are welcomed by employers.

*\*\*\*\*Please copy and paste the above table for additional (related) courses\*\*\*\**

<b>S13</b>	<b>RATIONALE FOR PROPOSAL</b>
<i>note S13</i>	Please explain why you are proposing this/these new course(s) or these course amendments, and why this proposal is being offered at this time. See guidance notes for further indication of what to include in this section.

Recruitment to economics at UG level has been buoyant in the UK for many years (see BC2.3). The development of the new course with year abroad in the School of Economics at UEA is a necessary step for several reasons.

- To align our course range to the ones offered by most of our competitors.
- To align our course offer to the offer of other schools within UEA. The addition of a study abroad year brings the School of Economics in line with many other UEA Schools which offer a year abroad experience;
- Equality and Diversity. Traditionally Economic degrees attract more men than women. So the proposed addition of a year abroad option could change this typical profile given that there is evidence (Outward Student Mobility in the United Kingdom between 2006-07 and 2010-11 – Joan Anton Carbonell, Manager European and Study Abroad Office – Kingston University – December 2012) that the majority of outward Erasmus students are female. This is in line with the broader School's commitments in terms of equality and diversity that fit within the GEM national schemes;
- The core Economics curriculum is in robust health and exploring avenues to attract students with better tariffs by increasing the entry requirements for this course (e.g. AAB rather than ABB).
- Potential applicants (and current students) have expressed the desire for the inclusion of a study abroad year. It is one of the most common questions at visit days (alongside requests concerning internships and placement years) and has been raised several times during SSLCs.

*For all the above reasons this proposal is part of the overall strategy for the School's development.*

To summarise, the addition of a study abroad year makes our flagship single economics programme more attractive in what is a highly competitive market, has no significant resource implications, and brings the School into line with many other UEA Schools which offer a year abroad experience. In addition the proposal means that our economics provision is more closely aligned with our market competitors and reflects our commitment to promote gender equality and diversity.

The proposed title 'BSc Economics with Year Abroad' reflects the course, and creates an immediate identifier which is marketable within the current recruitment climate. Students will initially be directed to institutions in Europe, Asia and North America but the year abroad route, depending on the popularity of the degree, opens up the potential for placements in other countries without requiring specific changes to the degree name. Having the single name means that administration linked to the course may be minimised (e.g. profile updating, course monitoring etc.)

*Apart from the addition of a year between the current 2<sup>nd</sup> and 3<sup>rd</sup> years there is no change to the current course structure or content.*

Students applying for the year abroad option will undertake a 4 year programme – the 3 years of the current BSc Economics with an additional year abroad between the current 2<sup>nd</sup> and 3<sup>rd</sup> years of study.

All compulsory modules in the current Year 1, Year 2, and Year 3 will be maintained to ensure that students will have completed all necessary modules to gain an Economics degree with Honours.

## UEA LEARNING &amp; TEACHING SERVICE

## FULL COURSE PROPOSAL

## Part 2 BUSINESS CASE

*note BC*

<b>BC1</b>	<b>ACADEMIC AND RECRUITMENT STRATEGY</b>	Consult with HOS, Faculty Dean, PLN, ARM (including Admissions)	
<b>BC1.1</b>	<b>How does the proposal fit with the University's Corporate Plan?</b>		
<i>note BC1.1</i>	<p>Two of the key stated aims of the UEA corporate plan are:</p> <ul style="list-style-type: none"> <li>– Further internationalisation of our curriculum and student body</li> <li>– The self-confidence, employability and career prospects of our graduates</li> </ul> <p>P.25 of the plan states "...numerous study abroad options and our drive to expand placements and work experience openings, will further enhance UEA degrees".</p> <p>The current proposal is related to these stated aims and in mirroring the provision already available in other Schools. It complements our intention to raise the number of international students studying in the School. This proposal therefore ensures that ECO can contribute to the internationalisation agenda at UEA.</p>		
<b>BC1.2</b>	<b>Proposed Recruitment Strategy</b>		
<i>note BC1.2</i>	<p>The year abroad option will add to the attractiveness of the current provision, and establish a more secure positioning within the market place. The corporate plan's first element of focus is:</p> <p>Admitting well-qualified students with the aptitude and appetite to benefit most from the education we offer.</p> <p>While ECO has a well-developed UG provision the degree with a year abroad will have higher entry requirements than the other degrees, therefore attracting the best possible students with a more balanced gender composition ratio (see section S13).</p>		
<b>BC1.3</b>	<b>Partnership and commercial sensitivity</b>		
<i>note BC1.3</i>	<b>Has this proposal, in outline, been approved by the Partnerships Office?</b>	<b>YES</b>	
		<b>NO</b>	X
	<b>Please paste their comments below</b>		

<b>BC2</b>	<b>MARKET RESEARCH</b>	Consult with Market Research team	
<i>note BC2</i>			
<b>BC2.1</b>	<b>What other and type of institution offers identical and/or similar courses in the UK?</b>		
	<p>The vast majority of our competitors (Russell Group and ex-1994 Group) have "year abroad (YA)" routes, see below for details.</p>		

**Russell Group**

Birmingham: Study abroad year offered for Economics with Language or Money, Banking and Finance with Language courses

Bristol: BSc Economics with study in Continental Europe (3rd year) -4year course

Cardiff: Study abroad year offered for Economics with Spanish

Durham: BA Economics with Y.A. (3rd year) -4year course

Edinburgh: Y.A. available for Economics --4year course

Exeter; BA Economics with Y.A. (3rd year) -4year course

Glasgow: Semester and Y. A. offered (mostly during 3rd year but could also be 2nd year) -4year course

King's College London: BA and BSc of Political Economy have option of study abroad for the 2nd semester of the 2nd year

Leeds: BSc Economics with Y.A. (3rd year) -4year course

Liverpool: Offers one semester abroad (2nd semester of 2nd year) -3year course

Manchester: Study abroad for one semester, usually 2nd year -3year course

Newcastle: BSc Economics with Y.A. (2nd year) -3year course

Nottingham: BA Economics with Language Y.A. (3rd year) -4year course

Queen Mary, University of London: Students can spend Y.A (2nd year) or 1st semester of 2nd year abroad -3year course

Sheffield: Spend 2nd year studying abroad -3year course

Spend 1st semester of 3rd year (Erasmus) -3year course

Southampton: BSc Economics with one semester abroad -3year course

UCL: BSc Economics with Y. A.(3rd year) -4year course

Warwick: BSc Economics with Y. A.(3rd year) -4year course

York: BSc Economics and PPE Y.A (Erasmus 2nd year) -3year course

**Previous Members of 1994 Group**

Bath NA (But offers Industrial Placement)

Birkbeck NA

Essex BSc Economics including Y.A. (3rd year) -4year course

BSc Financial Economics including Y.A. (3rd year) -4year course



	<p>BSc International Economics including Y. A. (3rd year) -4year course</p> <p>Lancaster BSc Economics with Y. A. (2nd year) – 3year course</p> <p>BA Business Economics with Y. A. (2nd year) – 3year course</p> <p>Leicester BSc Economics with ‘a Year in Europe’ or ‘a Year Study Abroad’ (3rd year) – 4year course</p> <p>Loughborough School of Business and Economics offer Y.A. (3rd year) -4year course</p> <p>Reading BSc Economics with Y.A. (3rd year) -4year course</p> <p>Royal Holloway Economics offer Y.A. (3rd year) -4year course</p> <p>St Andrews BSc Economics with Y.A. (3rd year) -4year course</p> <p>Surrey BSc Economics with Y.A. (2nd year) or one semester -3year course</p> <p>Sussex Option to study abroad for one semester during 2nd year on a 3 year course or have Y.A. (3rd year) -4year course</p> <p>Out of 36 universities considered, 29 offer some kind of study abroad. (Approximately 80%)</p> <p>Out of those offering some kind of study abroad:</p> <ul style="list-style-type: none"> <li>• 2 offer year abroad to students taking a course of Economics with <i>Language</i> (approximately 7%)</li> <li>• 17 offer a 4 year course with the 3<sup>rd</sup> year being ‘a Year Abroad’ (approximately 59%)</li> <li>• 6 offer a 3 year course with ‘a Year Abroad’, usually the 2<sup>nd</sup> year (approximately 21%)</li> <li>• 9 offer a semester studying abroad either on a 3 or 4 year course (approximately 31%)</li> </ul> <p><i>Note: some universities offer both the option of semester or year abroad.</i></p>
<b>BC2.2</b>	<b>Are there any likely international competitors?</b> (Please give brief details)
	NO
<b>BC2.3</b> <i>note</i> <i>BC2.3</i>	<b>What is the annual number of applicants currently applying nationally for similar courses, and what are the entry requirements for these competitor courses?</b>
	<p>The global financial crisis appears to have ignited renewed interest in economics in both the secondary and higher education sectors. Since 2006, the number of students enrolled on AS level Economics has grown by nearly 70 per cent and the number enrolled on A2 Economics by over 36 per cent. Between 2011 and 2012 alone the increase in the number of AS Economics candidates increased by 9.1 per cent (Joint Council for Qualifications, 2012).</p> <p>Economics is one of the most popular degree subjects in the UK. Between 2008 and 2013 applications to study Economics in the UK increased from 43,278 to 52,170. The number of applicants in Economics accounts for nearly a quarter of all applications in the Social Studies category (UCAS, 2013).</p>

	<p>Entry requirements vary significantly (see, for example, Dawson 2014). Our current 'typical' requirement of ABB positions us below our aspirational group of (large) research intensive universities. The introduction of a Study Abroad option is the first in a number of strategic changes we are proposing to enable us to compete with these institutions.</p> <p>Dawson, P, (2014) <i>Skills in Mathematics and Statistics and Tackling Transition</i> Higher Education Academy (accessible from: <a href="https://www.heacademy.ac.uk/resources/detail/disciplines/Maths_Stats_OR/Skills-in-Mathematics-and-Statistics-in-Economics">https://www.heacademy.ac.uk/resources/detail/disciplines/Maths_Stats_OR/Skills-in-Mathematics-and-Statistics-in-Economics</a>)</p>					
<b>BC2.4</b>	<p><b>What is the evidence for current and future demands for the course from</b></p> <ul style="list-style-type: none"> <li>• <b>potential students?</b></li> <li>• <b>employers (public services, private sector, the professions etc)</b></li> </ul>					
	<p>As mentioned above, the availability of a year abroad positions ECO within the mainstream marketplace, since many of our competitors offer either a Study Abroad or Industrial Placement (and in some cases, offer both).</p> <p>Potential applicants and current students, according to the results of an internal survey that the SSF Manager Gina Neff circulated in 2013/14, have also expressed the desire for the inclusion of a study abroad year. It is a frequent question at visit (applicant) days.</p> <p>The study abroad office provided additional evidence about Economics students' interest in going abroad (communication with Anne-Marie Bruner-Tracey, Study Abroad Manager) .</p>					
<b>BC2.5</b>	<p><b>Can current and projected demand be met from existing provision?</b></p> <table border="1"> <tr> <td><b>Nationally:</b></td> <td>YES</td> </tr> <tr> <td><b>Regionally:</b></td> <td>YES</td> </tr> </table>		<b>Nationally:</b>	YES	<b>Regionally:</b>	YES
<b>Nationally:</b>	YES					
<b>Regionally:</b>	YES					
<b>BC2.6</b>	<p><b>Where is/what are the competitive advantage(s) for UEA?</b></p>					
	<p>Most of our competitors offer a course with a year abroad (see section <b>BC2.1</b>) so we will not face a possible loss of students to competitors. The year abroad option will make our current provision of courses more attractive, establishing a more secure positioning within the market place. As mentioned above, the introduction of a Study Abroad option is the first in a number of strategic changes we are proposing to enable us to increase the quality of our undergraduate intake.</p>					
<b>BC3</b> <i>note BC3</i>	<b>MARKET DEMAND AND RECRUITMENT</b>	Consult with Careers and Employability team				
<b>BC3.1</b>	<p><b>What graduate career opportunities may be available?</b></p>					
	<p>Students who experience a year abroad will be able to enhance their overall employability, economic and language skills. Specifically, they will gain greater</p>					

	cross-cultural awareness, and develop 'soft skills' (e.g. adaptability, flexibility, and managing change) which are valued by employers.
<b>BC3.2</b>	<b>Who (externally) has been consulted about the proposals (e.g. Professional Associations, employers' groups, PSRBs)?</b>
	No need for external consultations

<b>BC4</b> <i>note BC4</i>	<b>STUDENT NUMBERS AND TUITION FEES</b>	Consult with HOS, PLN, Faculty Dean, FFM			
<b>BC4.1</b>	<b>Student Numbers</b>				
<b>a</b>	<b>Proposed student target intake</b>	number			
<i>note BC4.1a</i>	<b>Full Time (Home/EU)</b>	10			
	<b>Full Time (International)</b>	0			
	<b>Part Time (Heads)</b>	0			
	<b>Distance Learning (Heads)</b>	0			
	<b>Minimum viable intake (full times equivalents)</b>	0			
	<b>Maximum viable intake (full times equivalents)</b>	20			
<b>b</b>	<b>Are the student numbers:</b>				
<i>note BC4.1b</i>	<b>a) available via redistribution within the School?</b> <i>Consult the Head of School</i>	<b>YES</b>	X	<b>NO</b>	
	<b>b) available via redistribution with the Faculty?</b> <i>Consult the Dean of Faculty</i>	<b>YES</b>		<b>NO</b>	X
	<b>c) additional numbers required?</b> <i>Consult the Planning Office (PLN)</i>	<b>YES</b>		<b>NO</b>	X
	<b>Please give a summary of how your answers to a), b) and c) above will be achieved.</b>				
	Initially as the programme develops, a small number of students may transfer onto the 4 year programme, allowing the School to gradually grow the capacity to where approx. 20 students will be routinely recruited for the year abroad experience. This is in line with the projected growth in student numbers in ECO.				
<b>BC4.2</b>	<b>Tuition Fees</b>				
	<b>Please select the relevant fee schedule:</b>				
	<b>a) Standard Home/EU/International</b>	X			
	<b>b) Full-cost</b> <i>Please consult with FFM</i>				
	<b>c) Other</b> <i>Please provide brief details</i>				

<b>BC5</b>	<b>IMPACT</b>				
<b>BC5.1</b>	<b>EQUALITY AND DIVERSITY</b>	Consult with Equality & Diversity Manager and			

<i>note</i> BC5.1		Widening Participation team	
<b>a</b>	<b>Does the course and/or School cover a subject area(s) which traditionally attract(s) a very specific or narrow student profile?</b>	<b>YES</b>	X
		<b>NO</b>	
<b>b</b>	<b>If yes, what steps will be taken to attract non-traditional students to the course/School?</b> (Aspects to consider include: age, disability, ethnicity (home and international), gender, sexual orientation, religion and belief, and socio-economic group.)		
	Internationally, economics traditionally attracts more male than female students. The proposed additional of a year abroad option will impact on this typical profile and will make the programme more attractive in our outreach and marketing activities.  The School is currently in the process of applying for the Gender Equality Mark (GEM) Bronze award. The application process requires us to consider equality and diversity at all levels within the School.		
<b>c</b>	<b>Will students undertake placements/ come into direct contact with vulnerable groups as part of their study? If so, will a CRB be required?</b>		
	NO		
<b>BC 5.2</b> <i>note</i> BC5.2	<b>CURRENT STUDENTS AND/OR APPLICANTS</b>		
<b>a</b>	<b>Have School SSLCs been consulted regarding this proposal? If YES, what has been their input/response?</b>	<b>YES</b>	X
		<b>NO</b>	
	The option of a Study Abroad was unanimously endorsed by all SSLC representatives that participated in the SSLC on 3 December 2014.		
<b>b</b>	<b>Will any current students or applicants be affected by this proposal?</b>	<b>YES</b>	X
		<b>NO</b> (go to 5.3)	
	Once the course is approved current (year 1 only) students <i>may</i> apply to transfer onto the programme and take the opportunity of a year abroad, but this potential will be signalled with clear directives that any student who wants to take up this opportunity would need to consider their individual financial position, study plans and career goals.		
<b>c</b>	<b>Evidence of consultation of current students and written consent obtained</b> Please briefly describe what consultation has taken place and what responses there have been. Is there full support from all members of the relevant student cohort(s)?		
	The proposal will not impact on the whole of the current cohort but is likely to generate some interest of a small minority of current students, although all 1 <sup>st</sup> year students will be informed of the potential opportunity to take up the year abroad. Through discussions at SSLC current students are aware of these developments.		
<b>d</b>	<b>Informing applicants</b> What arrangements have been made (for informing applicants who may be affected by any change(s)? Written notification, including advice about any alternative options that may be given, must be sent to applicants holding unconditional/ conditional firm or conditional insurance offers.		
	If the programme is approved the Admissions team will contact all applicants who have been accepted onto this degree programme informing them of the additional opportunity. Applicants, as well as current year 1 students, will then be given the opportunity to discuss this further with the Economics Admission Director (Dr. Peter Dawson), the Course Director (Dr. James Watson) or the School Global Mobility Officer.		

<b>BC5.3</b> <i>note</i> <i>BC5.3</i>	<b>ACADEMIC STAFF</b>	Consult with HOS, Dean of Faculty	
	<b>What is the impact / what are the resource implications of the proposal on academic staff?</b>		
<b>a</b>	<b>Please give an indicative number of <u>additional</u> teaching hours required within the school to deliver the new course/changes to the course in any one year</b>		Nil
<b>b</b>	<b>Is a new discipline or specialism being introduced that requires a new appointment?</b>	<b>YES</b>	
		<b>NO</b>	X
<b>c</b>	<b>Are new appointments required to meet any additional hours?</b>	<b>YES</b>	
		<b>NO</b>	X
<b>d</b>	<b>If yes to either b or c above, how many of what type (eg Teaching and Scholarship, Teaching and Research) and at what level?</b>		
	N/A		
<b>e</b>	<b>What is the source of funding for new academic staff?</b>		
	N/A		
<b>f</b>	<b>Are there any implications outside the sponsoring School/s e.g. service teaching, by other Schools of Studies?</b>		
	N/A		
<b>g</b>	<b>Are any other teaching adjustments required? For example, will new modules be introduced, other modules withdrawn or combined?</b>		
	N/A		
<b>BC5.4</b> <i>note</i> <i>BC5.4</i>	<b>COURSE RATIONALISATION</b>	Consult with HOS, Dean of relevant Faculties, PLN	
<b>a</b>	<b>DO ANY SIMILAR COURSES ALREADY EXIST AT UEA?</b>	<b>YES</b>	X
		<b>NO</b>	
	<b>If YES, please specify Course name, UCAS Code(s) / Course codes</b>		
	There are many "year abroad" courses offered at UEA.		
<b>b</b>	<b>IS/ARE ANY COURSE(S) TO BE CLOSED TO NEW APPLICANTS AS PART OF THIS PROPOSAL?</b>	<b>YES</b>	
		<b>NO</b>	X
	<b>If YES, please specify Course name, UCAS Code(s) / Course codes and date from which course(s) is to be withdrawn?</b>		
<b>c</b>	<b>Please give an indicative number of teaching hours <u>released</u> within the school in any one year by the closure of the courses listed above</b>		N/A

<b>BC6</b>	<b>PHYSICAL RESOURCES</b>
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<b>BC6.1</b> <i>note BC6.1</i>	<b>What new or additional facilities and /or equipment are required for the delivery of this course?</b>		
<b>a</b>	<b>Classroom and study facilities</b>	None	
<b>b</b>	<b>Computer equipment</b>	None	
<b>c</b>	<b>Other equipment</b>	None	
<b>d</b>	<b>Consumables</b>	None	
<b>BC6.2</b>	<b>What additional books/journals/electronic resources other than those already available will be required year by year until steady state is reached?</b>		
	None		
<b>BC6.3</b>	<b>Are there any other special arrangements on which this course proposal will depend? (E.g. placements, year abroad).</b>	<b>YES</b>	X
		<b>NO</b>	
	<b>If Yes, please give details of likely costs/whether appropriate agreements are in place/have to be drawn up?</b>		
	Exchange and year abroad programmes have been running successfully at UEA for many years and the Year Abroad office have established links with a large number of partners: <a href="http://www.uea.ac.uk/study/study-abroad/UEAabroad/destinations">http://www.uea.ac.uk/study/study-abroad/UEAabroad/destinations</a> In terms of year abroad the School of ECO will take advantage of the already existing institutional links. In terms of Erasmus exchange programs the School will create its own links using current networks. A number of meetings have already been held between the School and the Study Abroad Office. A number of institutions have been identified and will be approached once the course has been approved.		
<b>BC6.4</b>	<b>Are there any start-up costs (e.g. any initial publicity and promotion?)</b>	<b>YES</b>	
		<b>NO</b>	X
	<b>If yes, please give details:</b>		
	All publicity will be subsumed within current BSc Economics marketing.		

<b>BC7</b> <i>note BC7</i>	<b>IMPACT / RESOURCE IMPLICATIONS FOR OTHER UNIVERSITY SERVICES</b>		
COMPLETION OF THIS SECTION TO BE COORDINATED BY LEARNING AND TEACHING SERVICE (LTS) COORDINATOR			
Please circulate Parts 1 & 2 to the following for their comments (if any). Comments to be returned within 10 working days.			
<i>note BC7</i>	<b>What is the impact of the proposal on support staff and resources in the office for which you are responsible?</b>		
<b>Date of circulation:</b>	16.1.15		
<b>BC7.1</b>	Dean of Students (DOS)		
	Since the programme would not increase student numbers there is unlikely to be any impact on the (overstretched) services delivered by the Dean of Students' Office. Annie Grant, 22.1.15.		
<b>BC7.2</b>	Deputy Dean of Students (accommodation)		

	Since the new programme would not result in an increased intake, there are no implications for residences. Linda Shepherd, 22.1.15
BC7.3	Director of Information Services (ISD)
	I don't have any concerns from IT aspect – Jonathan Colam-French 28.1.15
BC7.4	Director of Library Services (LIB)
	Although no additional book requirements are listed in section BC6.2 we believe that any additional texts which may be required can be managed from within the constraints of the existing Economics book budget. Should any new texts/extra copies of texts in stock be required the Course Director should liaise with the Social Sciences Faculty Librarian well in advance of the course start. If any additional journal titles are required it is the current policy for the School to identify a suitable journal of equal value within the library budget for cancellation. Nicholas Lewis, LIB, 27.1.15
BC7.5	Careers Manager (CCEN)
	No response received.
BC7.6	Head of Learning & Teaching Service (LTS)
	It doesn't look like there would be any additional resource requirement for the Service. However, we review student numbers each year across the service, and this would be kept under review. Caroline Sauverin, Head of LTS, 27/1/15.
BC7.7	Head of Admissions (ARM)
	No response received.
BC7.8	Director of Planning Office (PLN)
	No response received.
BC7.9	Any other service or department
<i>note BC7.9</i>	Study Abroad –Verify that School Study Abroad Coordinator role JD has been reviewed and considered. Role description (school academic) provided as reference of normal expectations. Anne-Marie Bruner-Tracey 21.1.15

<b>BC8</b>	<b>ADDITIONAL COMMENTS</b>
COMPLETION OF THIS SECTION TO BE COORDINATED BY LEARNING AND TEACHING SERVICE (LTS) COORDINATOR	
Please circulate Parts 1 & 2 to the following for their comments (if any). Comments to be returned within 10 working days.	
<i>note BC8</i>	<b>Is there anything further to add to the proposal from the perspective of your service and expertise?</b>

<b>Date of circulation:</b>	16.1.15
BC8.1	Market Research Manager (on Section BC2)
	No response received.
BC8.2	Careers Manager (on Section BC3)
	No response received.
BC8.3	Equality & Diversity Manager (on Section BC5.1)
	Please could you ask the School to consider in the Equality and Diversity section how they would attract more women through their outreach and marketing? It is not enough for that section to just say the course doesn't attract as many women – they do need to consider how they will attract as many women as possible and say briefly how they will approach outreach and marketing to achieve this. Helen Murdoch 16.1.15
BC8.4	Director of Planning Office (PLN) (on full Business Case)
	No research was requested from the BIU for this proposal so we are not in a position to comment in detail. However, I have briefly reviewed the competitor list provided in the market research section and these certainly appear to be up to date. Becky Price 21.1.15
BC8.5	Faculty Finance Manager (on full Business Case)
<i>note BC8.5</i>	There is a sound business case in introducing this option and it does not impact on existing financial resources within the Faculty. This proposal therefore has my support. Barbara Johnson, Faculty Finance Manager (SSF) 21.1.15

<b>BC9</b>	<b>PROPOSER'S RESPONSE TO COMMENTS IN BC7 &amp; BC8 ABOVE</b>
<i>note BC9</i>	<p>We would to thank the respondents for their positive and constructive comments.</p> <p>In terms of the comment made by the Study Abroad Manager, Anne-Marie Bruner-Tracey, the School will introduce appropriate levels of administrative support. This will include introducing a School Study Abroad Coordinator. The role and responsibilities associated with this role will be considered at the earliest opportunity in coordination with the HoS and ECO Executive.</p> <p>We also appreciate the comments made by the Equality and Diversity Manager, Helen Murdoch. As mentioned in the document, the Study Abroad Programme is just one of a number of initiatives that the School is introducing in order to make our programmes more attractive. From an outreach and marketing perspective we are focussing on targeting specific schools in order to broaden the composition of our intake. The School is also in the process of enhancing its engagement with social media (Facebook, Twitter, Blogs), following the successful introduction of a number of recent videos including those with an equality and diversity perspective (e.g. women in economics).</p>



## UEA LEARNING &amp; TEACHING SERVICE

**FULL COURSE PROPOSAL****Part 3 ACADEMIC CASE (including Programme Specification)**

<b>AC1</b>	<b>COURSE MANAGEMENT INFORMATION</b>				
AC1.1	REGULATORY FRAMEWORK (please tick all that apply)				
	Undergraduate Regulations (including Integrated Masters)				X
	Postgraduate Taught Regulations				
	Graduate Diplomas				
	PGCE				
AC1.2a	Is the course as a whole assessed on a pass/fail basis?	YES		NO	X
AC1.2b	Are any modules assessed on a pass/fail basis?	YES	X	NO	
AC1.2c	If so, how many modules and what is the credit volume for each module?				
	Year Abroad Module 120cr				

<b>AC2</b> <i>note AC2.1</i>	<b>YEAR WEIGHTINGS AND PROGRESSION REQUIREMENTS (For undergraduate or integrated masters courses only)</b>				
Please select only from the permitted options - see UG/PGT regulations					
Stage <i>Note AC2.2</i>	Level	Year of course	Weightings	Progression requirement	Exit Award <i>Note AC2.3</i>
Stage 0	Level 3				
Stage 1	Level 4	1	0	Standard UG regs	Cert (Level 4 complete)
Stage 2	Level 5	2	40%	Standard UG regs	Dip (Level 5 complete)
Year Abroad / in Industry		3	0	Pass	Dip (Level 5 complete)
Stage 3	Level 6	4	60%	Standard UG regs	BSc Hons (With Year Abroad)
Stage M	Level 7				

<b>AC3</b>	<b>BOARD OF EXAMINERS</b>				
AC3.1	Is there an existing Board of Examiners?	YES	Y	NO	
AC3.2a	If YES, which existing board will be responsible for the course?	ECO/UG ECO-BSC			
AC3.2b	If NO, please enter details for new board of examiners				

	Are any new external examiner(s) required?	YES	<input type="checkbox"/>	NO	X
AC3.3b	If yes, how many?				

<b>PS</b>	<b>PROGRAMME SPECIFICATION</b>
<i>note</i> <i>PS</i>	This part of the form will serve a dual purpose. Please read the guidance note carefully before completing

## PROGRAMME SPECIFICATION FOR AN AWARD OF THE UNIVERSITY OF EAST ANGLIA

<b>Course name</b>	<b>Route code</b> <i>note S2b</i>	<b>Year</b>
ECONOMICS WITH YEAR ABROAD		2015/16

**NOTE:** Whilst the University will make every effort to offer the modules listed, changes may sometimes have to be made for reasons outside the University's control (e.g. illness of a member of staff) or because of low enrolment or sabbatical leave. Where this is the case, the University will endeavour to inform students.

<b>PS1 COURSE PROFILE</b>	<i>note PS1</i>
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<b>YEAR 1 profile</b>				<b>Level</b>	This column will be deleted prior to publication
<b>Module Code (TBA if not known)</b>	<b>Compulsory? - or name of Option range</b>	<b>Credits</b>	<b>Module Title</b>	4	
ECO-4001Y or ECO-4004Y	C	40	Introductory Mathematics and Statistics for Economists or Mathematics and Statistics for Economists	Y	existing
ECO-4002Y	C	40	Introductory Economics	Y	existing
PPLB4034A	OPTION RANGE A	20	BEGINNERS' CHINESE I	S1	existing
PPLB4035B	OPTION RANGE A	20	BEGINNERS' CHINESE II	S2	existing
PPLB4013A	OPTION RANGE A	20	BEGINNERS' FRENCH I	S1	existing
PPLB4014B	OPTION RANGE A	20	BEGINNERS' FRENCH II	S2	existing
PPLB4018A	OPTION RANGE A	20	BEGINNERS' GERMAN I	S1	existing
PPLB4019B	OPTION RANGE A	20	BEGINNERS' GERMAN II	S2	existing
PPLB4040A	OPTION RANGE A	20	BEGINNERS' JAPANESE I	S1	existing
PPLB4041B	OPTION RANGE A	20	BEGINNERS' JAPANESE II	S2	existing

PPLB4022A	OPTION RANGE A	20	BEGINNERS' SPANISH I	S1	existing
PPLB4023B	OPTION RANGE A	20	BEGINNERS' SPANISH II	S2	existing
PPLX4052B	OPTION RANGE A	20	INTRODUCTION TO CONTEMPORARY POLITICS	S2	existing
PPLP4063B	OPTION RANGE A	20	MODERN READINGS IN PHILOSOPHY	S2	existing
PPLP4062A	OPTION RANGE A	20	PHILOSOPHICAL PROBLEMS	S1	existing
PPLX4051A	OPTION RANGE A	20	SOCIAL AND POLITICAL THEORY	S1	existing
ECO-4003Y	OPTION RANGE A	40	THE ECONOMICS OF SOCIETY, MEDIA AND CULTURE	Y	existing

**PS1 COURSE PROFILE - continued***note PS1*

<b>YEAR 2 profile</b>				<b>Level</b>	This column will be deleted prior to publication
				5	
<b>Module Code (TBA if not known)</b>	<b>Compulsory? - or name of Option range</b>	<b>Credits</b>	<b>Module Title</b>	<b>Teaching period, eg Sem 1, Year-long</b>	<b>New / amended / existing</b>
ECO-5002Y	c	40	APPLIED ECONOMIC ANALYSIS	Y	existing
ECO-5001Y	c	40	INTERMEDIATE ECONOMICS	Y	existing
ECO-5XXX	OPTION RANGE A	20	INTERNATIONAL TRADE AND INTEGRATION	SEM1	existing
ECO-5XXX	OPTION RANGE A	20	MATHEMATICAL ECONOMICS	SEM1	Existing
ECO-5XXX	OPTION RANGE A	20	STRATEGIC THINKING	SEM1	Existing
ECO-5XXX	OPTION RANGE A	20	BEHAVIOURAL ECONOMICS	SEM2	existing
ECO-5XXX	OPTION RANGE A	20	THE EUROPEAN ECONOMY	SEM2	existing

<b>PS1 COURSE PROFILE - <i>continued</i></b>	<i>note PS1</i>
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<b>YEAR 3 profile</b>				<b>Level</b>	This column will be deleted prior to publication
				Year Abroad	
Module Code (TBA if not known)	Compulsory? - or name of Option range	Credits	Module Title	Teaching period, eg Sem 1, Year-long	New / amended / existing
TBA	Compulsory	120cr	Year Abroad – modules will depend upon the host institution		

<b>PS1 COURSE PROFILE - continued</b>	<i>note PS1</i>
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<b>YEAR 4 profile</b>				<b>Level</b>	This column will be deleted prior to publication
				6	
<b>Module Code (TBA if not known)</b>	<b>Compulsory? - or name of Option range</b>	<b>Credits</b>	<b>Module Title</b>	<b>Teaching period, eg Sem 1, Year-long</b>	<b>New / amended / existing</b>
ECO-6007Y	C	40	ADVANCED ECONOMICS	Y	existing
ECO-6002Y	OPTION RANGE A	40	INDUSTRIAL ORGANISATION AND COMPETITION ECONOMICS	Y	existing
ECO-60004Y	OPTION RANGE A	40	THE ECONOMICS OF CORPORATE FINANCE AND FINANCIAL MARKETS	Y	existing
ECO-6006Y	OPTION RANGE A	40	GOVERNMENT, WELFARE AND POLICY	Y	existing
ECO-5XXX	OPTION RANGE A	20	MATHEMATICAL ECONOMICS	SEM1	existing
ECO-6XXX	OPTION RANGE A	20	DEVELOPMENT ECONOMICS	SEM1	existing
ECO-6XXX	OPTION RANGE A	20	FURTHER ECONOMETRICS AND DATA ANALYSIS	SEM1	existing
ECO-6XXX	OPTION RANGE A	20	LABOUR ECONOMICS	SEM1	existing
ECO-6XXX	OPTION RANGE A	20	DERIVATIVES AND FINANCIAL RISK MANAGEMENT	SEM2	existing
ECO-6XXX	OPTION RANGE A	20	MACROECONOMICS, INSTITUTIONS AND POLICY	SEM2	existing



<b>PS2 MAPPING LEARNING OUTCOMES</b>	<i>note PS2</i>
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<b>Mapping learning outcomes – please list learning outcomes and enter module code against assessment type</b> <b>YEAR 1 learning outcomes</b>	<b>Assessment type</b>								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
Ability to construct reasoned arguments about economic issues	Introductory Economics, The Economics of Society Media & Culture		Introductory Economics	Introductory Economics		Introductory Economics			
Ability to gather, organise and deploy economic data and evidence from a variety of sources	Same as above and PSI-1A01, PSI-1A02			All modules in the profile	Introductory mathematics and statistics				
Ability to use IT effectively for economic analysis					Introductory mathematics and statistics				
Ability to use mathematics and quantitative techniques			Introductory Mathem	Introductory Mathem					

			atics and statistic s	atics and statistic s					
<b>Other:</b> please give details									

<b>PS2 MAPPING LEARNING OUTCOMES - continued</b>	<i>note PS2</i>
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<b>Mapping learning outcomes – please list learning outcomes and enter module code against assessment type</b> <b>YEAR 2 learning outcomes</b>	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Seminar work	Discussion Board
eg Deliver an oral presentation using appropriate audio-visual aids						EDU 1B03			
Distinguish between micro and macroeconomic theories and principles and apply them	Interme diate econom ics			Interme diate econom ics					
Apply problem solving skills to economic problems			Interme diate econom ics	Interme diate econom ics					
Learning quantitative modelling techniques and applying them				Applied Economi c analysis	Applied Economi c Analysis				
Ability to gather, organise and deploy economic data and evidence from a variety of sources				Applied Economi c analysis	Applied Economi c analysis				
Learning how to work in a group					Applied Economi c Analysis		Interme diate econom ics	Interme diate econom ics	

<b>Other:</b> please give details									

<b>PS2 MAPPING LEARNING OUTCOMES - continued</b>	<i>note PS2</i>
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Mapping learning outcomes – please list learning outcomes and enter module code against assessment type <b>YEAR 3 learning outcomes</b>	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
YEAR ABROAD									
<b>Other:</b> please give details									

**PS2 MAPPING LEARNING OUTCOMES - continued**

*note PS2*

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type <b>YEAR 4 learning outcomes</b>	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
Examine the evidence of empirical support for some well-known economic theory	Advanced Economics			Advanced Economics					
Demonstrate the understanding of recent advances in economic theories			Advanced Economics	Advanced Economics					
<b>Other:</b> please give details									

**PS2 MAPPING LEARNING OUTCOMES - *continued***

*note PS2*

<b>PS3 PROGRAMME COHERENCE AND FEEDBACK CYCLES</b>		<i>note PS3</i>
<b>PS3.1 learning progression</b>		
How will progression in terms of skills, knowledge and understanding be reflected in the programme between modules in any one year and across the years as students progress through their course of study?	<i>note PS3.1</i>	
<p>The course has been designed by thinking about where we want our students to end up, and then working back to evaluate how best to get them there.</p> <p>Students on this course can expect to get a 'good degree'. Beyond this, however, due to the increasing competitiveness of the post-graduate world great emphasis is placed on ensuring that students have the necessary skills and prerequisites to afford them the best possible opportunities in the job market and/or the chance to enter world-leading universities for postgraduate study.</p> <p>With this in mind a core range of skills are demonstrated by the 2<sup>nd</sup> year such that students can already demonstrate aptitude in key areas that will credibly support applications made during their final year. The 2<sup>nd</sup> year also provides the core theoretical and applied competencies necessary for the in-depth defined choices that students make in their final year.</p> <p>The core first year modules, therefore, provide a dual role of reinforcing basic skills (for example, 1<sup>st</sup> year mathematics is streamed according to pre-university mathematical training) and equipping students with the necessary core competencies to provide them with every opportunity to start year 2 in a way that gives them the best possible chance of achieving a 'good degree'.</p>		
<b>PS3.2 feedback cycle</b>		
Please explain how assessments and feedback / feed forward support the coherence of the programme. Comment on number and types of assessment, both formative and summative; the types and format of feedback students will receive; and their sequencing. How will assessments and feedback impact on subsequent modules?	<i>note PS3.2</i>	



Feedback on all work will be given with the goal of helping with future study, and acknowledging that the student will never be doing that piece of work again. Feedback therefore will help support and advise the student by explaining how the skills assessed in the current piece of work could be improved upon in future similar or related pieces of work.

Formative assessment forms an integral part of all modules, often covering key aspects of subsequent summative assessments. For example, in feedback on a mock test it will be explained how a technical problem needs to be answered, or in feedback on draft essay plans good practice in structuring an essay, and the key principles of organising economic concepts will be explained. Feedback will be provided as promptly as possible (subject to various operational constraints), but importantly with a view you students receiving feedback in a timely manner that allows time for the feed-forward process to work effectively.

Assessments and feedback will help prepare students for the latter parts of their degree by improving skills in similar types of work, and reinforcing key subject specific skills that underpin more advanced modules.

<b>PS4</b>	<b>EXAMINATIONS</b>	<i>note PS4</i>	
		<b>Written</b>	<b>Practical (e.g. OSCES and OSPES)</b>
How many modules will include an exam element?	20		
How many hours of exams are there in Stage 0? (if applicable)	N/A		
How many hours of exams are there in Stage 1? (depends on optional choices)	Max 9		
How many hours of exams are there in Stage 2? (depends on optional choices)	Max 9		
How many hours of exams are there in Stage 3?			
How many hours of exams are there in Stage 4? (if applicable) (depends on optional choices)	Max 11		
How many hours of exams are there in Stage 5? (if applicable)			
How many hours does the programme (as a whole) include?	Max 29		

<b>PS5</b>	<b>EQUALITY &amp; WIDENING PARTICIPATION</b>	<i>note PS5</i>	
PS5.1	How do the admissions criteria specifically for this course ensure equality of opportunity for all applicants?		
	<p>The School of Economics ensures that admissions criteria and procedures enable applicants from all educational backgrounds to demonstrate their academic potential.</p> <p>No applicant will be treated less favourably on grounds of gender, age, marital status, race, colour, ethnic origin, sexual orientation, disability, political or religious belief or any other criterion accepted as irrelevant by the Council.</p> <p>We welcome applications from people with disabilities and will undertake reasonable adjustments to enable academically qualified applicants to access the full range of educational provision offered by the University.</p> <p>The School makes reasonable adjustments to ensure that its publicity material, events and information services are accessible to all applicants.</p> <p>Applicants for admission to the University who are unsuccessful in their application have a right of complaint (on the grounds of procedural irregularity, prejudice or bias, or extenuating circumstances). Information about the complaints procedure is available from the University's Admissions Office.</p>		
PS5.2	What steps have been taken to ensure an inclusive curriculum?		
	Many areas of the curriculum specifically acknowledge and address issues concerning diversity and the ethos of the teaching team reflect this disciplinary attention. The economics degree programme has a range of assessment formats which, while covering robust theoretical material, also allows students to draw upon their own experience and interests. The school makes reasonable adjustments to facilitate access to the full range of its educational provision, facilities and other services.		
PS5.3	In what ways do learning and teaching and assessment methods ensure inclusivity, reasonable adjustment and equality of opportunity?		

	<p>Students are allocated an academic advisor over the period of their studies and advisers will help signpost students to relevant support services, such as the Dean of Students Office to ensure that reasonable adjustments are made for any disability and health needs. The School also has a Lead Support Tutor and a number of Support Tutors to help students who require further support.</p>
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<b>PS6</b>	<b>EMPLOYABILITY</b>	<i>note PS6</i>
	How is employability embedded into the delivery of the course?	
	<p>The level 2 module Applied Economic Analysis has a strong employability content, focusing on providing students with the skills to work with data, assessed through a substantial project to be completed late during the level 2 year. This is a skill identified by employers as one which they value in economics graduates.</p> <p>The range of in-depth economic modules, covering a range of economic disciplines give students the opportunity to tailor the latter part of their degree around the subject areas deemed most appropriate for their chosen career path or continuation into postgraduate study.</p> <p>The proposed course creates an additional year of study during which students may enhance their knowledge and employability skills.</p>	

<b>AC4</b>	<b>MODULE OUTLINES FOR EXISTING COMPULSORY MODULES</b>			
<i>note</i> AC4	Number of existing COMPULSORY modules	6 (5 attached)		
	Module outlines attached? (as Appendix 1 to this form)	YES	X	NO

<b>AC5</b>	<b>MINOR CHANGES TO EXISTING MODULES</b>		
<i>note</i> AC5	Please list all existing modules, compulsory and optional, to which you are proposing minor changes		
<b>Module Code</b>	<b>Module Title</b>	<b>Minor changes proposed</b>	

<b>AC6</b>	<b>NEW MODULES</b>	
<i>note</i> AC6	How many new modules are being proposed?	NONE
Please complete a table AC6.x for each proposed new module		

<b>AC6.1</b>	<b>NEW MODULE</b>		
Module Title			
Level			
Credit Value			
Teaching period, eg Semester 1, Year-long			
Likely Module Organiser			
Module Type (eg EX/CW/WW/PR etc)			
Does the Module include an Exam? Yes/No		How long will the exam be? (ie 1, 2 3 hours)	
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?	Percentage marking?	
Proposed Module Code			

Module Delivery (eg distance-learning campus based, work placement)	
Brief Description	
Aims / learning outcomes	
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	

\*\*\*Please copy and paste the above table for additional new modules\*\*\*

<b>AC 7</b> <i>note AC7</i>	<b>DEFINED CHOICE</b>
<p>How do you envisage 'Defined Choice' working for the course in question? Please specify, for each year of the course, defined choice within the 3 categories of:</p> <ul style="list-style-type: none"> <li>• Programme-specific choice</li> <li>• Enrichment and Employment modules (EEC)</li> <li>• Language choice</li> </ul>	
<p>A key goal for a course such as this is to provide the post-graduate opportunities (within or outside higher education) that might reasonably be associated with a BSc in Economics. This necessitates providing students who take the course with the pre-requisites to find employability as private sector economists, and to make successful applications to world leading universities for postgraduate study. These goals lead to a large proportion of the degree being made up of compulsory modules.</p> <p>Level 1:</p> <p>At level 1, students will complete 80 credits (2 x 40) of compulsory economics modules designed to ensure that by the end of level 1 all students have adequate training in core competencies.</p> <p>The remaining 40 credits will come from a defined choice list that will contain one 40 credit, ECO module, a range of 20 credit year language, PSI and PHI modules.</p> <p>Level 2:</p> <p>At level 2, students will complete 80 credits (2 x 40) of compulsory economics modules designed to ensure that by the end of level 2 all students have the appropriate training in core competencies.</p> <p>The defined choice at level 2 is currently planned to be a choice of 2 from 5 20 credit ECO modules covering diverse contemporary subject areas in economics.</p> <p>Level 3:</p>	

At level 3 students will complete one compulsory 40 credit module, designed to bring together the competencies covered in compulsory modules at levels 1 and 2.

The remaining 80 credits will come from a diverse range of 10 defined choice ECO modules. These modules draw on the competencies provided by the compulsory level 1 and 2 modules to provide students with the opportunity to complete an in-depth and rigorous study of subject areas around which they have developed an interest.

In the year abroad, modules are non-credit bearing and therefore students may select a range of modules under the guidance of their Personal Advisor and/or Global Mobility Officer.

<b>AC8</b> <i>note</i> <i>AC8</i>	<b>JOINT COURSES</b>		
	<b>Is the proposed course is a joint course?</b>	<b>YES</b>	
		<b>NO</b>	X
	<b>If YES, how will the student experience be managed?</b>		

<b>AC9</b> <i>note</i> <i>AC9</i>	<b>COMMENTS/FEEDBACK FROM EXTERNAL PROFESSIONALS/BODIES</b>		
<i>note</i> <i>AC9</i>	<b>Please provide a summary of external professional feedback received. Append full reports as Appendix 2</b>		
<i>note</i> <i>AC9</i>	<b>Please provide a summary of Professional, Statutory or Regulatory Body (PSRB) approval, if appropriate. Append any relevant documents as Appendix 3</b>		

<b>AC10 COMMENTS ON ACADEMIC CASE AND PROGRAMME SPECIFICATION</b>	
COMPLETION OF THIS SECTION TO BE COORDINATED BY LEARNING AND TEACHING SERVICE (LTS) COORDINATOR	
<i>note AC10</i>	<b>Please circulate Parts 1, 3 &amp; 4 to the following for their additional comments (if any). Comments to be returned to proposer within 10 working days.</b>  <b>NB these comments should focus on the <i>ACADEMIC CONTENT</i> of the proposal</b>
<b>Date of circulation:</b>	16.1.15
AC10.1	Careers Manager (CCEN)
No response received.	
AC10.2	Learning & Teaching Service (LTS) Manager (UG or PGT, as appropriate)
I have only minor comments. The Year Abroad is normally a 120 credit pass/fail module and the School will need to clearly define to students the requirements necessary to pass the year abroad. The aggregate stage requirements (Regulation 12.5 of the Bachelors and Integrated Masters regulations) also need to be emphasised to students at the beginning of their course.  Michele Pavey 30/1/15	
AC10.2	Equality & Diversity Manager (PPE)
No further comments 16.1.15	

<b>AC11 PROPOSER'S RESPONSE TO COMMENTS IN AC9 &amp; AC10 ABOVE</b>	
<i>note AC11</i>	We will ensure that students are fully briefed about the requirements in terms of completing the study abroad. This will be one of the responsibilities of the School Study Abroad Coordinator, who will work closely with our Director of Learning and Teaching and UG Course Director.

**FULL COURSE PROPOSAL****Part 4 KEY INFORMATION SET (KIS) DATA**

<b>KIS</b>	<b>KEY INFORMATION SET data (undergraduate courses only)</b>						<i>Note KIS</i>
<b>KIS1</b>	<b>Quantitative KIS data</b>						<i>Note KIS1</i>
		Year 1	Year 2	Year 3	Year 4	Year 5	
1.1	Percentage of assessment by written exams	78	60	Abroad	60		
1.2	Percentage of assessment by practical exams	0	0	Abroad	0		
1.3	Percentage of assessment by coursework	22	40	Abroad	40		
1.4	Percentage of time in scheduled learning and teaching activities	20	22	Abroad	20		
1.5	Percentage of time in guided independent study	80	78	Abroad	80		
1.6	Percentage of time on placements	0	0	100	0		
<b>KIS2</b>	<b>Professional Accreditation</b>						<i>Note KIS2</i>
2.1	Name of accrediting body (if applicable)						
	N/A						
2.2	Please give details, including any memberships, exemptions etc that the award confers. Please also give accrediting body website URL.						
2.3	Is the accreditation dependent on specific module choices? If so, please include URL of web pages where these details are outlined.						



**FULL COURSE PROPOSAL**

**Part 5 APPROVALS AND NOTIFICATION**

**APPROVALS**

*Note AP*

<b>THIS SECTION WILL BE COORDINATED BY THE SECRETARY TO YOUR FACULTY TEACHING AND LEARNING QUALITY COMMITTEE (FLTQC)</b>				
<b>AP1</b>	<b>APPROVAL OF THE BUSINESS CASE</b>			
	<b>APPROVAL/SIGNATURES</b>	<b>Name</b>	<b>Signature/ evidence of approval</b>	<b>Date</b>
AP1.1	School Director of Learning, Teaching and Quality	Sue Long	Sue Long	25.2.15
AP1.2	Head of School (on behalf of School Board)	Enrique Fatas	Enrique Fatas	25.2.15
AP1.3	Dean of Faculty (on behalf of Faculty Executive)	Jacqueline Collier	Jacqueline Collier	5.2.15
AP1.4	LTC (if relevant)			
AP1.5	Council (if relevant)			
AP1.6	Reasons for approval being withheld (and by whom)			

<b>AP2</b>	<b>APPROVAL OF THE ACADEMIC CASE</b>			
AP2.1	<b>Head of School</b>	<b>Name</b>	<b>Signature</b>	<b>Date</b>
	Approved:	Enrique Fatas	Enrique Fatas	25.2.15
	Approved with amendments:			
	Rejected:			
	Comments (if any):			

AP2.2	Faculty Associate Dean (for Faculty LTQC)	Name	Signature	Date
	<b>Approved:</b>	Ratula Chakraborty	Ratula Chakraborty	25.2.15
	<b>Approved with amendments:</b>			
	<b>Rejected:</b>			
	Comments (if any):			
AP2.3	PVC Academic (for LTC)	Name	Signature	Date
	<b>Approved:</b>			
	<b>Approved with amendments:</b>			
	<b>Rejected:</b>			
	Comments (if any):			
<b>Where applicable:</b>				
AP2.4	Secretary to Council	Name	Signature	Date
	<b>Approved:</b>			
	<b>Approved with amendments:</b>			
	<b>Rejected:</b>			
	Comments (if any):			

**FULL COURSE PROPOSAL**

<i>Note</i> <i>NI</i>				<b>NOTIFICATION OF APPROVAL</b>			
This section should be completed by Faculty FLTQC Secretary once a course proposal has been approved. Its purpose is to ensure that relevant Offices are informed of the approval of course proposals (new courses and course amendments), in accordance with the procedures for course approval.							
<b>FACULTY</b>					<b>SCHOOL</b>		
<b>NEW COURSE?</b>		<b>Y</b>	<b>N</b>	<b>If NO, please enter existing course code</b>			
<b>DEGREE AWARD (e.g. BSc/MA)</b>							
<b>TITLE OF PROGRAMME</b>							
<b>START DATE</b>				<b>LENGTH OF COURSE</b>			
Course Approved by:			Name of Committee Chair		Date of approval		
<b>Faculty Learning and Teaching Quality Committee (FLTQC)</b>							
<b>Learning and Teaching Committee (LTC)</b>							
RELEVANT OFFICE INFORMED? *insert date							
<b>Planning Office</b>		<b>Admissions and Marketing</b>		<b>Learning and Teaching Service</b>		<b>Union of UEA Students</b>	
*		*		*		*	
sis.records@uea.ac.uk		arm.operations@uea.ac.uk		Email the LTS coordinator responsible for the course		union.academic@uea.ac.uk	

<i>Note</i> <i>NI</i>		<b>IMPLEMENTATION ACTIONS</b>	
<b>COURSE NAME</b>		<b>NEW ROUTE CODE</b>	
<b>ACTION</b>			<b>DATE</b>
<b>COURSE INFORMATION LIVE IN ADMISSIONS</b>			
<b>PROGRAMME SPECIFICATION UPLOADED ONTO WEBSITE</b>			

<b>COURSE PROFILE UPLOADED ONTO SITS</b>	
<b>COURSE CLOSURES COMMENCED (where appropriate)</b>	

**APPENDIX 1 MODULE OUTLINES FOR EXISTING COMPULSORY MODULES**

## Module Outline

<u>General Information</u>	
<b>Module Title</b> Introductory Mathematics and Statistics for Economists	
<b>Module code</b> ECO-4001Y	<b>Credit value</b> 40
<b>Academic Year</b> 2014/15	<b>Semester</b> Autumn 2014/Spring 2015
<p><b>Related modules</b></p> <p>This module is compulsory for all Economics students who do NOT have a pass in A-level (A2) mathematics (or equivalent). Students with A-level (A2) mathematics (or equivalent) will take the module ECO-4004Y.</p>	
<u>Details of module</u>	
<p><b>Description</b></p> <p>What is this module about?</p>	<p>This module covers those mathematical and statistical techniques that are most relevant to the study of Economics at University level. The mathematics part of the module, which is delivered in the Autumn Semester, will cover some of the material normally covered in a typical mathematics A-level course. It begins with developing a basic understanding of linear and non-linear functions, gradually progressing to a treatment of differential calculus and constrained optimization. The focus will be on the mathematical techniques themselves and their economic applications. Students will be introduced to the use of Excel for drawing graphs of functions, solving simultaneous equations, and optimisation problems.</p> <p>The statistics part of the module, delivered in the Spring Semester, introduces students to the main statistical methods and techniques used in economics and related disciplines. Topics covered include: descriptive statistics, probability, statistical inference and regression analysis. The use of computer packages is obviously of considerable importance in statistical analysis, and, accordingly, computing plays a key role in this part of the module. Students will be introduced to statistical applications in Excel and specialist statistical software.</p>
<p><b>Learning Objectives</b></p> <p>What will I learn? (subject specific and</p>	<ol style="list-style-type: none"> <li>1) To provide students with a grounding in basic mathematical and statistical techniques.</li> <li>2) To develop modelling skills to enable students to apply mathematics and statistics in an economic context.</li> </ol>

<p>transferable skills)</p>	<p>3) To prepare students for stage 2 and 3 modules requiring knowledge of mathematical and statistical methods.</p> <p>4) To introduce students to applications of mathematics and statistics in Excel and more specialist statistical software.</p>
<p><b>Learning outcomes</b></p> <p>What will I be able to do by the end of the module?</p>	<p>1) Students should acquire the ability to perform mathematical and numerical methods with and without the aid of a computer, and to apply a number of specific mathematical and statistical techniques to economics.</p> <p>2) Students should acquire a good grasp of applying mathematical and statistical methods in Excel and specialist software.</p> <p>3) This module prepares students for the stage 2 modules Intermediate Economics and the introductory econometrics module, Applied Economic Analysis.</p>
<p><b>Links</b></p> <p>Where does this fit in to my programme?</p>	<p>Having taken this module, students should possess the mathematical skills necessary for the following compulsory modules: Introductory Economics, Intermediate Economics and Applied Economic Analysis (Econometrics). Some of the concepts learned in this module will also be useful when you take advanced economics modules.</p>

## Module Outline

<u>General Information</u>	
<b>Module Title</b> Introductory Economics	
<b>Module code</b> ECO-4002Y	<b>Credit value</b> 40 credits
<b>Academic Year</b> 2014-15	<b>Semester</b> Year-long module
<b>Related modules</b> ECO-4001Y Introductory Maths & Stats for Economists, ECO-4004Y Maths & Stats for Economists	

<u>Details of Module</u>
<b>Description</b> What is this module about? What will students learn?
<p><u>Module content</u> The aim of this module is to introduce students to the economic way of reasoning, including its main concepts and tools, and to apply these to a variety of real world macroeconomic and microeconomic issues. There is some mathematical content – you will be required to learn how to sketch and interpret equations (linear and non-linear); rearranging equations; solving simultaneous linear equations and quadratic equations; rules of log and exponential functions; differentiation and optimisation; partial differentiation.</p> <p><u>Module objectives</u></p> <ol style="list-style-type: none"> <li>1. To provide a foundation for further study of Macroeconomics and Microeconomics in Years Two and Three.</li> <li>2. To use economic concepts and models to understand real world economic</li> </ol>

issues.

3. To develop written, oral and presentation skills.

#### Learning outcomes

On completing the module, you should have developed an appreciation for the economic analysis of these themes and acquired some core competencies. In particular, teachers of later economics modules will assume that you are familiar with the following topics.

#### *Macroeconomics:*

1. Income and expenditure – the circular flow of income. Measuring national income.
2. Economic growth and the business cycle. Economic growth in the long-run.
3. The balance of payments and exchange rates.
4. Keynesian analysis of the goods market; the multiplier.
5. The money market.
6. Simultaneous equilibrium in the money and goods markets; the IS-LM model.
7. Unemployment and inflation. The expectations augmented Phillips curve.
8. Aggregate demand, aggregate supply and inflation. The AD-AS model.
9. Fiscal and monetary policy.

#### *Microeconomics*

1. Basic consumer theory: indifference curves, income and substitution effects, derivation of individual demand and market demand, definition of elasticities.
2. Basic production theory: relationships between total, average and marginal costs and the determinants of supply.
3. Market interaction: market equilibrium and the determination of prices, consumer and producer surplus and market efficiency, long-run vs. short-run under perfect competition, monopoly and imperfect competition, in the latter case allowing for strategic interaction.
4. Factor markets as well as markets for final goods and services.
5. Market failure: externalities, public goods, and the role of government.

It is important to have a sound grasp of the concepts involved, but also to be able to handle basic models and use relevant mathematical tools, and to be able to construct and communicate rigorous verbal and mathematical economic analysis. The importance of solid foundations in all these respects cannot be

overstated: next year's Principles of Macroeconomics and Principles of Microeconomics, as well as, and other second and third year courses will be a struggle for any students who have failed to grasp the fundamentals in this module. Also, students should have acquired the ability to produce written work within a word limit.

Links with other modules

Introductory Economics is a compulsory module for all First-year undergraduate students on Economics degrees. It is also a prerequisite for the second year Principles of Economics. The principles taught in (Introductory) Maths & Stats for Economists (either ECO41001Y, or ECO4004Y) will find practical application in this module.

**Study materials**

**Required Reading:**

Macroeconomics Textbook:

Slovan, J. Wride, A. & Garrett, D., "Introductory Economics – Macroeconomics", edited by F. Aricò, UEA Custom Edition, Pearson Education, 2013.

Microeconomics Textbook:

Frank, R., and Cartwright, E., "Microeconomics and Behaviour", McGraw Hill, 2013.

**Recommended further reading:**

- The Economist (online and student subscriptions are available).
- Blogs and News articles focussing on economic issues.
- Additional readings will be indicated on lecture handouts.

**Other Study Materials:**

In teaching this module we will be using Blackboard, UEA's virtual learning environment. It is a web-based system and you can log on from any computer with access to the internet by visiting <https://portal.uea.ac.uk/>

The Blackboard site will include lecture handouts, seminar solutions and announcements, as appropriate.

The Dean of Students' Office has a very useful website on academic skills. It can be accessed at [http://www.uea.ac.uk/services/students/let\\_service](http://www.uea.ac.uk/services/students/let_service)

Statistical Information

Statistical information and reports on world economies are available in the UEA library and on the internet.

These include:

- |                                    |                       |
|------------------------------------|-----------------------|
| - Annual Abstract of Statistics    | Financial Statistics  |
| - United Kingdom National Accounts | OECD Economic Studies |



- |                                      |                 |
|--------------------------------------|-----------------|
| - OECD Economic Outlook              | Economic Trends |
| - National Institute Economic Review | The Economist   |

Useful web addresses

- |  |   |
|--|---|
| Office of National Statistics                      | <a href="http://www.statistics.gov.uk/">http://www.statistics.gov.uk/</a>   |
| HM Treasury  | <a href="http://www.treasury.gov.uk">http://www.treasury.gov.uk</a>         |
| Bank of England                                    | <a href="http://www.bankofengland.co.uk">http://www.bankofengland.co.uk</a> |
| National Institute of Economic and Social Research | <a href="http://www.niesr.ac.uk">http://www.niesr.ac.uk</a>                 |
| The Institute of Fiscal Studies (IFS)              | <a href="http://www.ifs.org.uk">http://www.ifs.org.uk</a>                   |

## Module Outline

<u>General Information</u>	
<b>Module Title</b> Mathematics and Statistics for Economists	
<b>Module code</b> ECO-4004Y	<b>Credit value</b> 40
<b>Academic Year</b> 2014/15	<b>Semester</b> Autumn 2014/ Spring 2015
<p><b>Related modules</b></p> <p>This module is compulsory for all Economics students who <u>have a pass</u> A-level (A2) mathematics (or equivalent). Students without A-level (A2) mathematics (or equivalent) will take the module ECO-4001Y.</p>	
<u>Details of module</u>	
<p><b>Description</b> What is this module about? What will students learn?</p> <p>This section should contain learning objectives for planning teaching and learning outcomes against which the students will be assessed. Links to other modules should be identified where appropriate.</p>	
<p><b>Description</b> What is this module about?</p>	<p>This module covers those mathematical and statistical techniques that are most relevant to the study of Economics at University level. The mathematics part of the module, which is delivered in the Autumn Semester, will build upon the material normally covered in a typical mathematics A-level course. It begins with reviewing linear and non-linear functions, progressing to a thorough treatment of differential and integral calculus and (constrained) optimisation of economic functions. The focus will be on the mathematical techniques and their economic applications. Students will be introduced to the use of Excel for drawing graphs of functions, solving simultaneous equations, and optimisation problems.</p> <p>The statistics part of the module, delivered in the Spring Semester, introduces students to the main statistical methods and techniques used in economics and related disciplines. Topics covered include: descriptive statistics, probability, statistical inference and regression analysis. The use of computer packages is obviously of considerable importance in statistical analysis, and, accordingly, computing plays a key role in this part of the module. Students will be introduced to statistical applications in Excel and specialist statistical software.</p>

<p><b>Module Objectives</b></p> <p>What will I learn? (subject specific and transferable skills)</p>	<p>5) To provide students with a grounding in basic mathematical and statistical techniques.</p> <p>6) To develop modelling skills to enable students to apply mathematics and statistics in an economic context.</p> <p>7) To prepare students for stage 2 and 3 modules requiring knowledge of mathematical and statistical methods.</p> <p>8) To introduce students to applications of mathematics and statistics in Excel and more specialist statistical software.</p>
<p><b>Learning outcomes</b></p> <p>What will I be able to do by the end of the module?</p>	<p>4) Students should acquire the ability to perform mathematical and numerical methods with and without the aid of a computer, and to apply a number of specific mathematical and statistical techniques to economics.</p> <p>5) Students should acquire a good grasp of applying mathematical and statistical methods in Excel and specialist software.</p> <p>6) This module prepares students for the stage 2 modules Intermediate Economics and the introductory econometrics module, Applied Economic Analysis.</p>
<p><b>Links</b></p> <p>Where does this fit in to my programme?</p>	<p>Having taken this module, students should possess the mathematical skills necessary for the following compulsory modules: Introductory Economics, Intermediate Economics and Applied Economic Analysis (Econometrics). Some of the concepts learned in this module will also be useful when you take advanced economics modules.</p>

## Module Outline

<u>General Information</u>	
<b>Module Title</b> Intermediate Economics	
<b>Module code</b> ECO-5001Y	<b>Credit value</b> 40 Credits
<b>Academic Year</b> 2014-15	<b>Semester</b> Year
<b>Related modules</b> Introductory Economics, Mathematics and Statistics for Economists	

<u>Details of Module</u>
<p><b>Description</b> What is this module about? What will students learn?</p> <p>This section should contain learning objectives for planning teaching and learning outcomes against which the students will be assessed. Links to other modules should be identified where appropriate.</p>
<p><u>Module content (in brief)</u></p> <p>This is a module in intermediate economic theory. It is part of the compulsory core of the economic undergraduate programme and builds on the concepts covered in Introductory Economics (ECO-4002Y). It separates into two components: Microeconomics and Macroeconomics. The microeconomics part of the module will focus on understanding consumer and firm behaviour, providing a framework to understand theoretical advances in areas such as asymmetric information, incomplete contracts, public goods and strategic interaction. The macroeconomics part focuses on contemporary controversies in macroeconomic policy and performance, providing practical insights into concerns such as unemployment, inflation and economic growth. The module aims to develop your understanding of key economic models, to develop your skills in applying these models and to provide the framework for further study in Economics.</p> <p><u>Module objectives</u></p> <ul style="list-style-type: none"> <li>• To provide a sound theoretical framework in intermediate economics.</li> </ul>

- To provide the foundations necessary for further study of economics in subsequent Economics modules.
- To promote analytical and modelling skills in economics.
- To raise your understanding of the orthodox approach, encouraging a pluralist perspective.

In other work and in everyday life:

- You will become better able to apply rigorous, mathematical reasoning to everyday situations; to deliberate, debate, and to express yourself with clarity and precision; to make discerning use of powerful abstract models; and to make sense of the micro and macroeconomic forces at work all around you!
- In addition this module promotes the development of oral and written communication skills through the organisation of the seminar programme and through the assessed work for the module.

### **Learning outcomes**

By the end of this module students should have acquired an understanding of the following concepts and models. Future modules that require Intermediate Economics as a prerequisite will be taught on the assumption that you possess these core competencies.

#### *Macroeconomics*

1. Keynesian cross and National income accounting.
2. Intertemporal versus static models; Discounting the future; Rational expectations; Households, firms' and public sector's budget constraint; the current account; Ricardian Equivalence.
3. Theories of consumption: the Keynesian consumption function; life-cycle models of consumption, the permanent income hypothesis; the optimal consumption decision; borrowing constraints.
4. Facts about investment; calculation of net present value, the internal rate of return; Determinants of investment; Optimal capital stock; Tobin's Q theory.
5. Economic growth; the Solow model: its application to actual growth experiences and its limitations; Technology; Endogenous growth and the AK model.
6. Money and Inflation: Quantity theory; Fractional reserve banking; Critique of the money multiplier; Endogenous money and the role of commercial banks in money creation.

7. Unemployment; the natural rate of unemployment; Job search; Wage rigidity, efficiency wages; Labour markets: Europe versus the US.
8. Business cycles; AD-AS in the short and long-run; the IS-LM model; closed economy and short-run equilibrium.
9. Applying the IS-LM model; Monetary versus Fiscal policy; Policy in practice; Liquidity trap. The Mundell-Fleming Model and the exchange-rate regime.
10. Aggregate supply, unemployment and the Phillips curve; inflation, expected inflation and unemployment; Adaptive and rational expectations; Hysteresis and the natural rate of unemployment.
11. Monetary and Fiscal policy in practice: objective, targets, and instruments; rules versus discretion; from theory to policy recommendation.
12. Contemporary economic issues: Government debt; the Eurozone crisis; active or passive policy.

*Microeconomics*

13. Correctly interpret indifference maps and utility functions, and use both to represent particular types of preferences.
14. Formalise the problem of consumer choice and its relationship with individual and market demand.
15. Analyse the effect of taxes and price changes on demand and welfare, with accurate understanding of substitution effect, income effect, consumer surplus, compensating and equivalent variation; for normal, inferior and Giffen goods.
16. Formalise decisions under conditions of uncertainty, making correct use of Expected Utility Theory and decision trees; and with good understanding of concepts such as risk aversion, certainty equivalence and risk premia.
17. Appreciate the use of Game Theory to understand oligopolistic markets.
18. Correctly interpret isoquant maps, production functions, and isocost maps; and use these to derive firms' cost functions and output decisions.
19. Consider the consequences of market power.
20. Understand the different microeconomic models used to understand pricing in labour markets.
21. Illustrate a general equilibrium model and the two theorems of welfare economics.

22. Define and accurately discuss the problems associated with externalities and public goods and also solutions to these problems.
23. Understand how asymmetric information can impact on microeconomic models.
24. Use microeconomic concepts within a critical applied economics context.

**Links with other modules + pre-requisites**

This module is part of the compulsory core of the economics undergraduate programme. It builds especially on work done in Introductory Economics and Mathematics modules in Year 1 of the undergraduate programme, and provides an essential platform for all optional modules (at Year 2 and at Year 3) offered in the School of Economics.

We shall assume a working ability in calculus. In Section 10 you will find a helpful list – or reminder – of some “general rules of differentiation”.

Pre-requisites: ECO-4001Y Introductory Economics.

**Study materials**

**Required Reading:**

Macroeconomics: Mankiw, N. Gregory, Macroeconomics, 8<sup>th</sup> edition, MacMillan, 2012.

Microeconomics: Goolsbee, A., Levitt, S. & Syverson, C., Microeconomics, Macmillan, 2013.

**Recommended further reading:**

Macroeconomics: A list of further recommended reading can be found on the module’s Blackboard site. Students are strongly advised to focus on the Mankiw textbook, the lecture notes and the seminar material before moving on to alternate (more advanced) material.

Microeconomics: Please note that the lectures are designed by staff members and do not follow the lay-out given in this textbook. The textbook should be seen as an additional information source and therefore as a source to research specific

concepts covered in the lectures. Furthermore, please note that orthodox intermediate microeconomics tends to be a fairly standard subject, so you may find that other textbooks aimed at 2nd-year economics undergraduates are satisfactory substitutes. Last year, for example, the module recommended: Nicholson, W., Snyder, C., Luke, P. and Wood, M. (2009), Intermediate Microeconomics, Cengage Learning.

**Other Study Materials:**

As Microeconomics does not closely follow the textbook, students will be further assisted by e-learning exercises that are available on the module's Blackboard site. This will combine formative assessment with background reading to help with either discursive or technical questions.

## Module Outline

<u>General Information</u>	
<b>Module Title</b> Applied Economic Analysis	
<b>Module code</b> ECO-5002Y	<b>Credit value</b> 40 credits
<b>Academic Year</b> 2014/15	<b>Semester</b> Year-long



**Related modules** Introductory Mathematics and Statistics for Economists; Mathematics and Statistics for Economists; Further Econometrics and Data Analysis; Labour Economics; Industrial Organisation and Competition Economics.

### Details of Module

#### **Description:**

This module introduces students to some basic econometric techniques, and the problems which arise in their use. Students will have the opportunity to apply these techniques to a variety of economic problems and estimate models with the aid of the econometric computer package SPSS. These skills are complemented by the study of some key statistical topics, fundamental to contemporary economic analysis.

#### **Learning Objectives:**

- To introduce students to *econometrics*, “in which the tools of economic theory, mathematics and statistical inference are applied to the analysis of economic phenomena”<sup>1</sup>. Ultimate objectives are the making of economic forecasts and the prediction of the effects of policy changes.
- To enable students to test economic theory using empirical techniques which allow numerical estimates of, for example, the relationship between quantity demanded and price, and which permit hypothesis testing of, for example, the strength of such a relationship.
- To make students aware of the various pitfalls arising in the use of regression analysis, particularly those arising in the analysis of economic data, and to provide instruction in the remedial measures appropriate in each case.
- To enhance students’ skills in analysing real world data using the specialist software package SPSS.
- To prepare students for careers requiring a level of competency in data analysis.

#### **Learning Outcomes:**

- Students should acquire the ability to estimate appropriate regression models.
- Identify problems which may arise (for example; heteroscedasticity, and multicollinearity) and understand how to address the problems.

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<sup>1</sup> Arthur S Goldberger, *Econometric Theory*, Wiley, New York, 1964, p.1

- Test economic theory using empirical techniques.
- Acquire a competent grasp on the statistical software, SPSS.
- Students will have the opportunity to develop their investigative skills in producing a substantial empirical project using real world data.

### **Links – where does this module fit in to my programme?**

This module is part of the compulsory core of the economics undergraduate programme. It develops the material introduced in the first year maths and statistics modules – the teachers on this module will assume that students are familiar with the core competencies outlined below. There are also strong links with certain option modules, for example: Labour Economics and Industrial Organisation and Competition Economics in which the skills acquired in this module are applied. In addition students have the option to study more econometrics in year 3 by taking the Further Econometrics and Data Analysis module.

### **CORE COMPETENCIES**

#### **Introductory Maths and Statistics for Economists; Maths and Statistics for Economists.**

It will be assumed that students are familiar with the following:

- Frequency distributions and descriptive statistics (mean, median, mode, variance, standard deviation)
- Events and probability
- Probability distributions, permutations and combinations, Bayes' rule, expected value and variance
- The normal distribution
- The t-distribution and confidence intervals
- Hypothesis testing
- The simple regression model
- Simple manipulation and empirical analysis of data in SPSS

#### **Applied Economic Analysis**

- An understanding of basic statistical concepts
- Estimation (using OLS) of the simple, 2-variable regression model
- Estimation (using OLS) of multiple regression models

- Use of economic theory to identify restrictions on parameters of econometric models and to test theories using hypothesis-testing techniques
- Use and interpretation of dummy variables
- Testing for, identifying and correcting for multicollinearity
- Testing for, identifying and correcting for heteroscedasticity
- Estimation and analysis of regression models where the dependent variable is binary
- Use of SPSS to carry out regression analysis, and interpretation of the output
- An ability to carry out an empirical project using real world data

### **Study materials**

**Required Reading:** Wooldridge J., (2013) *Introductory Econometrics* 1e (the ISBN is 9781408093757). South-Western Cengage Learning.

Alternatively Wooldridge J., (2009) *Introductory Econometrics*, 4<sup>th</sup> edition, Cengage Learning (or any earlier version of this text.)

**Recommended further reading - Other texts you may find useful:**

Gujarati D.N & Porter D.C. (2009) *Basic Econometrics* , 5th edition, McGraw Hill

Stock, J.H & Watson M.W. (2003) *Introduction to Econometrics*, Addison Wesley

**Other Study Materials:**

The downloadable version of this handout, lecture notes, assessed seminars, solutions to seminar exercises and any announcement relating to this module will be available on Blackboard.