Admissions/ Management I	nformation										
Title of the new programme – include	ding any year abroad/ in industry va	riants									
See guidance on programme titles in	Appendix V:										
https://www.york.ac.uk/media/staff	home/learningandteaching/docume	nts/policies/Framework%2	20for%20Programme%20Desi	ign%20-%20UG.pdf							
BSc in Economics											
a											
Please select:	Level 6										
Please indicate if the programme is offered with any year abroad / in industry variants Year in Industry Please select Y/N											
Please indicate if the programme	is offered with any year abroad	/ in industry variants		Year Abroad Please select Y/N	No						
This document applies to students who commenced the programme(s) in:											
Awarding institution			Teaching institution								
University of York			University of York								
Department(s):			Board of Studies								
Where more than one departmen	it is involved, indicate the lead de	partment	Facanamica								
Economics			Economics								
Lead Department											
Other contributing Departments:											
	_			s) will normally be: Certificate of Higher sters the Bachelors with honours. Please							
Certificate of Higher Education (L Diploma of Higher Education (Lev											
UCAS code			Route code (existing programmes only	y)							
L100											
Admissions criteria											
AAB at A-level, or equivalent, incl	uding Mathematics										

Programme	Length	Status (full-	Start dates/months			Mode							
7.05.0111110	(years)	time/part-	(if applicable – for programmes										
	" ,	time)	that have multiple intakes or start	Face-to-face, ca	mpus-based	Distance learn	ing	Other					
		Please select	dates that differ from the usual										
			academic year)										
BSc in Economics	3	Full-time		Please select Y/N	Yes	Please select Y/N	No						
Language(s) of study													
English													
Language(s) of assessm	ent												
Language(3) or assessin	ient .												
English													
_	ditation by P	rofessional,	Statutory or Regulatory Bodies	(PSRB)									
2.a. Is the programme	recognised or a	ccredited by a	PSRB										
Please Select Y/N: N	:t VI	o move to sectio											
Please Select Y/N: IN	if Ye	es complete the	following questions										
2.b. Name of PSRB													
2.c. Please provide deta	ails of any appr	oval / accredit	ation event needed, including: time	scales, the nature of	the event, cent	ral support / informatio	n required:						
<u> </u>			-										
(max 200 words)													
	l or recognition	n require excep	tions to University rules/practices?		if Ye	s, provide details							
Please select Y/N													
(max 200 words)													
, /													

(max 200 words)

3. Additional Professional or Vocational Standards

Are there any additional requirements of accrediting bodies or PSRB or pre-requisite professional experience needed to study this programme?

Please Select Y/N: No

if Yes, provide details

(max 200 words)

4. Programme Leader

John Bone

5. Purpose and learning outcomes of the programme

5.a. Statement of purpose for applicants to the programme

The four undergraduate programmes within the Department of Economics at York (we also provide programmes jointly with other Departments) share a common purpose in aiming to equip you with the best analytical and statistical tools available for understanding the economic world around us, and with an appreciation of the scope and limitations of those tools. Each programme draws in its distinctive way on the teaching and research strengths of our Department. Which of them is right for you will depend on your own interests and aptitudes, and perhaps also on your career aspirations.

Our BSc in Economics provides a rigorous training in Economics, but with a clear view to real-world applications, including an awareness of historical context. All of our students have Maths at A-level or equivalent, and within a broad selection of option modules the programme offers scope to develop your technical skills to a high level. Fundamentally, though, Economics is a study of people: their decision-making, what determines their material well-being, and how government policy impacts on these. The aim of the programme is to give you a rounded and balanced understanding of these important questions.

Many graduates from this programme go on to careers as economists, or to related careers such as analysts of business, taxation, or public policy. But the skills and insights you will develop through each of our programmes are highly valued by employers in a wide range of other professions. With an excellent graduate employment record. York's BSc Economics provides a foundation for successful careers right across the public and private sectors.

5.b.Programme Learning Outcomes

PLO On successful completion of the programme, graduates will be able to:

identify issues and situations in society where economic concepts and principles can provide insight, and confidently apply those concepts and principles as appropriate.

	apply flexibly the methods of logical and mathematical reasoning used by economists, including within formal models, with an understanding of the purpose and scope of such models.
3	independently locate, compile and present social, economic and financial data, with an understanding of the strengths and weaknesses of such data.
4	use proficiently statistical, econometric and computer-based techniques for analysing data, including in applying and testing economic models.
5	engage with, and draw on, academic and professional research in economics, with an ability to distinguish different themes within it, and to synthesise ideas from it.
6	recognise contemporary and historical economic episodes and phenomena, and confidently analyse their causes and significance.
7	analyse and critically evaluate economic and financial policies, of government and/or other institutions.
8	clearly present, explain and communicate their analysis, drawing on PLOs 1-7, in a variety of modes including verbal/written and technical.

5.c. Programme Learning Outcome for year in industry (where applicable)

For programmes which lead to the title 'with a Year in Industry' – typically involving an additional year – please provide either a) amended versions of some (at least one, but not necessarily all) of the standard PLOs listed above, showing how these are changed and enhanced by the additional year in industry b) an additional PLO, if and only if it is not possible to capture a key ability developed by the year in industry by alteration of the standard PLOs. (See also section 10)

n/a

5.d. Programme Learning Outcome for year abroad programmes (where applicable)

For programmes which lead to the title 'with a Year Abroad' – typically involving an additional year – please provide either a) amended versions of some (at least one, but not necessarily all) of the standard PLOs listed above, showing how these are changed and enhanced by the additional year abroad or b) an additional PLO, if and only if it is not possible to capture a key ability developed by the year abroad by alteration of the standard PLOs. (See also section 11)

n/a

5.e. Explanation of the choice of Programme Learning Outcomes

Please explain your rationale for choosing these PLOs in a statement that can be used for students (such as in a student handbook). Please include brief reference to:

i) Why the PLOs are considered ambitious or stretching?

They reflect the ambitious overall purpose of the programme, which is to equip graduates with the best analytical tools available for understanding the economic world around them. They match and in some respects exceed the ambition of the current QAA subject benchmarks.

ii) The ways in which these outcomes are distinctive or particularly advantageous to the student:

They give the student the ability to understand and to critically assess arguments and debates about economics and economic policy, which is of value to any citizen. But they also represent the development of analytical skills proven to be valued by employers across a wide range of occupations.

iii) How the programme learning outcomes develop students' digital literacy and use technology-enhanced learning to achieve the discipline and pedagogic goals which support active student learning through peer/tutor interaction, collaboration and formative (self) assessment opportunities (reference could be made to such as blogging, flipped classrooms, response 'clickers' in lectures, simulations, etc).

Our PLOs do not explicitly mention technology such as lecture recordings or online resources, which are or soon will be commonplace across all programmes and universities. Our PLOs focus on digital literacy specifically with regard to computational skills in the collation, processing and interrogation of data, including using Excel at a basic level, and more specialist packages at a more advanced level. Within the programme map mention is made of computer-based or online testing etc within some modules.

iv) How the PLOs support and enhance the students' employability (for example, opportunities for students to apply their learning in a real world setting)? The programme's employability objectives should be informed by the University's Employability Strategy:

http://www.york.ac.uk/about/departments/support-and-admin/careers/staff/

As asserted in our Statement of Purpose, our graduate employment evidence indictates that the subject-specific skills developed in our programme, and reflected in our PLOs, are valued by employers in a wide range of occupations beyond that of a professional economist. We have deliberately kept a clear and explicit focus on these skills in our PLOs and SoP, although of course we are aware of the value also of the more generic and implicit skills developed in this any many other programmes.

v) Consultation with Careers

The programme proposal should be discussed with Careers (tom.banham@york.ac.uk, ext. 2686)

Please provide details of Careers' comments and your response.

n/a

vi) How will students who need additional support for academic and transferable skills be identified and supported by the Department?

Normally identified through supervisors and module tutors, and supported by existing University services such as the Maths Skills Centre, with which the Department collaborates closely.

vii) How is teaching informed and led by research in the department/ centre/ University?

Every module in the programme, including in Stage 1, is taught by academic staff with research interests cognate to the module. Many Stage 2 and Stage 3 option modules include, on their reading lists, research published by the module teachers.

5.f. Stage-level progression

Please complete the table below, to summarise students' progressive development towards the achievement of PLOs, in terms of the characteristics that you expect students to demonstrate at the end of each year. This summary may be particularly helpful to students and the programme team where there is a high proportion of option modules.

	•	ement is written for eacl n the 'Global statement		one if preferred (please add	I information in the 'indivi	dual statement' boxes). F	or a statement
		ear, use the toggles to the		ows)			
Stage 1							
On progression from th	e first year (Stage 1), stu	idents will be able to:	Global statement				
PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
identify a range of issues and situations in society where economic concepts and principles can provide insight, with some understanding of the application of those concepts and principles.	apply some logical and mathematical methods, including within a range of relatively simple formal models.	range of economic data (e.g. especially	use some statistical, including computer-based (principally spreadsheet) techniques for analysing economic and financial data.	show familiarity with some important basic themes within economic research, with some knowledge of relevant data and analytical techniques.	recognise some important types of episodes and phenomena, such as growth and inflation.	and evaluating microeconomic and macroeconomic policy, and in broad terms how to apply those principles.	
Stage 2							
-	e second year (Stage 2),	students will be able to:	Global statement				
PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8

situations in society where economic concepts and principles can provide insight, with	apply a wider range of logical and mathematical methods, with a developing and more critical understanding of the purpose and scope of formal models.	work more independently and with a broader range of economic data, with a developing understanding of its strengths and weaknesses.	use econometric techniques and specialist computer applications for analysing economic and financial data, including in applying and testing models. (Although further development is possible through selected optional modules in Stage 3, all students will have achieved this PLO at the end of Stage 2.)	recognise and distinguish a wider and more advanced range of research themes, primarily as synthesised in textbooks, but also engaging directly with some economic research in selected areas.	significance of some important types of episodes and phenomena, such as development, transition, recession and financial	analyse and evaluate economic policy, with a deeper and more critical understanding of the principles involved and their range of application.	clearly present, explain and communicate their analysis, drawing on Stage 2 learning outcomes, in a variety of modes including verbal/written and technical.											
Stage 3																		
(For Integrated Masters students will be able to	s) On progression from the	he third year (Stage 3),	Global statement															
PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8											
5.g. Other features of	the programme																	
i) Distance Learning Does the programme in	nvolve distance learning	:																
Please Select Y/N:	INO I	u are required to submit t																
ii) Involvement of partn Are any partner organi		elivery of the programme	?															
Please Select Y/N:	No if Yes, ou	· · · · ·	nvolvement (such as contr	ibutions to teaching, placeme	nt provision). Where approp	riate, see also the:												
n/a																		
iii) Internationalisation/		nalisation and encourage s	students to develop cross-	cultural capabilities?			n/a iii) Internationalisation/ globalisation How does the programme promote internationalisation and encourage students to develop cross-cultural capabilities?											

n/a
iv) Inclusivity
How will good practice in ensuring equality, diversity and inclusion be embedded in the design, content and delivery of the programme?
This refers to the protected characteristics and duties on the University outlined in the Equality Act 2010
ln/a
v) Summer term weeks 8-10
Please summarise the activities that students will be expected to undertake during Weeks 8-10 of the Summer Term in each stage of the programme.
n/a
6. Reference points and programme regulations
6.a. Relevant Quality Assurance Agency benchmark statement(s) and other relevant external reference points
Please state relevant reference points consulted (e.g. Framework for Higher Education Qualifications, National Occupational Standards, Subject Benchmark Statements or the
requirements of PSRBs): See Undergraduate Modular Scheme: Framework for Programme Design:
https://www.york.ac.uk/media/staffhome/learningandteaching/documents/policies/Framework%20for%20Programme%20Design%20-%20UG.pdf
http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements
http://www.qaa.ac.uk/publications/information-and-guidance/publication?PublD=2843#.VthM1fmLS70
http://www.qaa.ac.uk/en/Publications/Documents/SBS-Economics-15.pdf
6.b. University award regulations
The University's award and assessment regulations apply to all programmes: any exceptions that relate to this programme are approved by University Teaching Committee and are recorded at the end of this
document.
6.c. Are students on the programme permitted to take elective modules?
(See: https://www.york.ac.uk/media/staffhome/learningandteaching/documents/policies/Framework%20for%20Programme%20Design%20-%20UG.pdf)
Please Select Y/N: No
7. Programme Structure

7.a. Module Structure and Summative Assessment Map

Please complete the summary table below which shows the module structure and the pattern of summative assessment through the programme.

IMPORTANT NOTE:

If the structure of your programme does not fit the usual academic year (for instance students start at the beginning of September or in January) please contact your Academic Quality Team contact in the Academic Support Office for guidance on how to represent the structure in an alternative format.

To clearly present the overall programme structure, include the name and details of each invidual CORE module in the rows below. For OPTION modules, 'Option module' or 'Option from list x' should be used in place of specifically including all named options. If the programme requires students to select option modules from specific lists by term of delivery or subject theme these lists should be provided in the next section (7.b).

From the drop-down select 'S' to indicate the start of the module, 'A' to indicate the timing of each distinct summative assessment point (eg. essay submission/ exam), and 'E' to indicate the end of teaching delivery for the module (if the end of the module coincides with the summative assessment select 'EA'). It is not expected that each summative task will be listed where an overall module might be assessed cumulatively (for example weekly problem sheets).

If summative assessment by exams will be scheduled in the summer Common Assessment period (weeks 5-7) a single 'A' can be used within the shaded cells as it is understood that you will not know in which week of the CAP the examination will take place.

Stage 0 (if you have modules for Stage 0, use the toggles to the left to show the hidden rows)

Credits	Mo	dule				Αι	utum	n Te	rm							9	pring	Term	1							Sur	nmer	Term				
	Code	Title	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
20	FC000042C	Microeconomics 1		0																								•				
30	ECO00013C	N.A		S		-																		Е				Α				—
30	ECO00014C	Macroeconomics 1		S																				E				Α				
20	ECO00018C	Historical Perspectives on Economic Growth		S																				Е				A				
10	ECO00016C	Mathematics 1		S								E	А																			
10	ECO00011C	Probability 1		S								Е	А																			
10	ECO00012C	Statistics 1												S										Е				Α				
10	ECO00017C	Economic Data Analysis 1												S					А	А	А	Е						А				

						1																		1	1					$\overline{}$	$\overline{}$	
						<u> </u>																							\vdash	\vdash		\longrightarrow
						-																							\vdash	\vdash		\longrightarrow
																													\blacksquare	\vdash	\vdash	$\overline{}$
							Ш																	_				_	\blacksquare	\square		
Stage 2																																
Credits	Mod						utum										Spring									Sur	nmer	Term				
	Code	Title	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
20	ECO00001I	Microeconomics 2		S																				E				A				
20	ECO00002I	Macroeconomic s 2		S																						Е		A				
20	ECO00003I	Econometrics 2		S																			А	Е				Α				
20	ECO00024I	Economic Growth and Development		S																				E				Α				
10	ECO00027I	Mathematics 2		s													Е											Α				
30	Varied with students not exceeding a maximum of six modules simultaneously	Option List 2A		S																						E		A				
	"	Option List 2B		S								Е	Α																			
	II .	Option List 2C		S								Е	Α																			
	II .	Option List 2D												S												Е		Α				
Stage 3																																
Credits	Module Autumn Term									Spring	Term	า							Sur	nmer	Term											
	Code	Title	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10

Varied but each 20 credits, with students not exceeding a maximum of six modules simultaneously	Options Lists	S											E	A		

7.b. Optional module lists

If the programme requires students to select option modules from specific lists these lists should be provided below. If you need more space, use the toggles on the left to reveal ten further hidden rows.

Stage two module themes are as follows: Economic Theory and Econometrics, Applied Economics, Finance, Growth and Development Stage three module themes are as follows: Theory, Applied/Econometrics, Finance, Macro Growth and Development, Micro, Public Policy

			Option List 2D -
Option List 2A - Year	Option List 2B -	Option List 2C - Autumn	Spring/Summer
Long	Autumn Term	Term	Modules
No more than one	No more than one	No more than one	No more than one
from:	from:	from:	from:
	Introduction to Accountancy		Commodity Markets
		Econometric Theory	-
	Dynamic Modelling	1	2
		Cost-Benefit	
	Population	Analysis	
Development			Making Poverty
Economics			History

Option List 3A No more than one from:	Option List 3B No more than one from:	Option List 3C No more than one from:	Option List 3D No more than one from:	Option List 3E No more than one from:	Option List 3F No more than one from:	Option List 3G No more than one from:	Option List 3H No more than one from:
Alternative Perspectives	Applied Economics		Econometric Methods				Economics Dissertation
Microeconomics 3	Macroeconomics 3	Mathematical Economics	Monetary Economics				
				Principles of Corporate Finance and Derivative Securities	Structure and Regulation of	Financial and Time Series Econometrics	
		International Economics		International Economic Growth and Development		Bubbles, Panics and Crashes	
			Industrial Economics	Experimental Economics	Labour Economics		
				Economics of Social Policy	Political Economics	Health Economics	

7.c. Explanation of the programme and assessment design

The statements should be in a form that can be used for students (such as in a student handbook). It should make clear to students why they are doing the key activities of the programme, in terms of reaching the PLOs.

i) Contact with staff

Please explain how the programme's design maximises the value of students' contact time with staff (which may be face-to-face, virtual, synchronous or asynchronous), including through the use of technology-enhanced learning. For example, giving students resources for their independent study which then enables a class to be more interactive with a greater impact on learning.

Contact with staff is primarily designed to support students in their formative work and independent study, and in their preparation for summative assessment.

The main form of timetabled contact is lectures to all students taking the module ("whole-group"), in parallel with small-group (normally around 15 students) seminars. Seminars are normally based around the review, presentation, and/or discussion of formative coursework, which students are normally expected to have prepared in advance, and some part of which is submitted for separate written feedback from the seminar tutor. Lectures are normally designed to give students the essential background knowledge and information for preparing that coursework. In modules where the formative coursework has an emphasis on worked problem-solving, it is often supported also through whole-group 'practical' sessions. Here, typically, the students are expected to have attempted problem sets in advance of the session, where they are then given a demonstration of solutions and solution methods, usually with opportunities for interaction/discussion in the session itself, and/or follow up through (e.g.) vle discussion boards.

In addition to timetabled contact, all lecturers and tutors provide further and continued informal support, normally in the form of drop-in Office Hours and/or the use of vle discussion boards.

ii) Students' independent study and formative work

Please outline key features of how independent study and formative work has been designed to support the progressive achievement of the programme learning outcomes. (For example, the use of online resources, which may also incorporate formative feedback; opportunities for further learning from work-based placements).

Independent study is mostly based around the preparation of formative work, and subsequently the preparation for summative assessment. So its format and content largely reflect the format and content of those assessments, while supported by staff contact, both timetabled and non-timetabled. The type of formative work varies, primarily according to the subject matter of the module. Much of it is online-oriented to the extent that reading resources are identified and delivered online, through the vie. And in some cases the coursework is itself online, for example in the form of tests and quizzes. In most modules the main formative coursework is centred on regular seminar and/or practical meetings, and takes the form either of prepared essay or presentation, for discussion, or else prepared problem sets to be reviewed in the seminar.

iii) Summative Assessment

Please outline how summative assessment within and across modules has been designed to support and evidence the progressive achievement of the programme learning outcomes. (For example, the use of different assessment methods at the 'introduction' stage compared to those used to evaluate deeper learning through the application of skills and knowledge later in the programme).

Summative assessment in each module is designed to test the progress made by the student, through studying that module, towards achieving the Programme Learning Outcomes.

The main type of summative assessment used is closed exam, although some modules use other types such as essay or project, computer practicals, or workshop presentations, and there is an ongoing process within the Department of diversifying towards these non-exam assessment types.

The Programme Learning Outcomes have a primary focus on subject-specific skills. These skills are reflected in the substantive content of the summative assessments. But in most cases assessment criteria also include clarity of analysis, exposition and explanation. And some summative assessments may, at least indirectly, test other generic skills such as teamwork or initiative.

8. Contribution of staff

8.a. Please outline (where applicable) the contribution of Postgraduate who Teach (PGWTs) to the programme.

The programme must comply with the University Policy on PGWTs (http://www.york.ac.uk/admin/hr/managers/casual_workers/pgwt/#tab1) and PGWTs must be involved in the monitoring and review of the programme.

PhD students contribute to the Programme primarily in acting as seminar tutors for the core modules. In the Department they are designated as Teaching Scholars. Their substantive work is done under the direction and guidance of the respective module leaders, who are academic staff, and also monitored by their PhD supervisor who observes and assesses one session during the academic year. Teaching Scholars are also under the general direction and guidance of the Department's Director of Teaching Scholars. They have representation at the Departmental Teaching Committee and Board of Studies, through which they have input into decision-making regarding the Programme and module-delivery.

8.b. If casual teaching staff and/ or staff external to the University will be involved in delivery of the programme, please outline how they will contribute and how the programme team will ensure that individuals are adequately supported and monitored.

A distinction should be drawn between those staff for whom the University can accept responsibility as internal examiners (i.e. continuing employees) and those for whom it cannot (i.e. casual teaching staff, persons not employed by the University). Those in the latter category may be involved in assessing and in advising an internal examiner on the mark to be awarded; in every such case, however, the internal examiners will be required to 'second mark' the work concerned and be formally responsible for the marks awarded(Guide to Assessment, Standards, Marking and Feedback sec. 17).

There are no casual staff involved in delivery of the programme, other than our PhD Teaching Scholars.

9. Study Abroad (including Year Abroad as an additional year and replacement year)

_	•		-	iversity-wide North America/ Asia/ Australia student exchange programme. Acceptance onto the programme is on a scount toward progression and classification.
Does the programme	include the o	opportunity to	undertake other fo	ormally agreed study abroad activities? All such programmes must comply with the Policy on Study Abroad
https://www.york.ac.				
Please Select Y/N:	No	if No move to	section 10 e the following quest	tions
9.a.Will the departm	ent need to a	gree new/ ad	ditional study abro	oad partnerships in order to offer this programme?
Please Select Y/N:				
9.b.Please briefly def	ail the natur	e of the study	abroad (tick and/	or provide additional detail as appropriate):
i) Is it an additional/ rep (please select)	olacement yea	r?		
Additional details:				
ii) Is it compulsory/ opt	is and alamont	of the		
programme? (please se		of the		
Additional details:	,			
iii) If it is an additional y transfer in? (please sele		t entry/		
Additional details:				
iv) How will students ta	king Study Abr	road be assesse	d?	
v) Can it be reassessed?	? (please selec	ct Y/N)		Explain how:
Explain how:				

vi) If a student fails the	Study Abroad	which programme will they transfer onto or will they leave the University?
vii) How will the progra	mme team ma	nage the risks associated with offering Placement Learning and Study Abroad?
		uding years in industry)
It is strongly recomm	ended that de	partments that do not already have an established work-based learning programme should contact Careers for help and advice.
10.a. Does the progra	amme include	the opportunity to undertake work-based learning/ placements, including years in industry?
		with the policy on work-based learning and placements
https://www.york.ac	.uk/staff/teac	hing/procedure/programmes/design/
This should include th	ne signing of l	earning agreements between the student, department and work-place
Please Select Y/N:	No	if No move to section 11
		if Yes complete the following questions
i) Is it a compulsory or	optional eleme	nt of the programme?
Please Select:		
ii) Briefly detail the nat	ure of the work	-based learning:
(max 200 words)		
iii) Who will be respons		
arranging the placemen	nt: (piease seie	
Additional details:		
iv) Is the work-based le	arning an addit	ional year in industry?
	1	if No move to section 10.b.
Please Select Y/N:		if Yes complete the following questions
v) Is it direct entry/ trai		
Additional details:		

vi) What will be the criteria for the selection of locations for work-based learning?
(max 200 words) vii) How will the department ensure a sufficient number of work-based learning opportunities?
vii) now will the department ensure a sufficient number of work-based learning opportunities?
(max 200 words)
viii) How will the department make work-based learning providers aware of their responsibilities?
(max 200 words)
ix) How will the department make students aware of their rights and responsibilities?
(max 200 words)
x) How will students taking a year in industry be assessed?
(max 200 words)
xi) Can it be reassessed?
Please Select Y/N:
if yes, please explain how:
(may 200 warda)
(max 200 words) xii) How will the programme team manage the risks associated with offering a year in industry?
Any now will the programme team manage the now associated with offering a year in moustry:

(max 200 words)
10.b. For programmes involving other forms of work-based learning other to years in industry It is strongly recommended that departments that do not already have an established work-based learning programme should contact Careers for help and advice.
All such programmes must comply with the policy on work-based learning and placements
https://www.york.ac.uk/staff/teaching/procedure/programmes/design/_
This should include the signing of learning agreements between the student, department and work-place
i) What will be the criteria for the selection of locations for work-based learning?
(may 200 yearda)
(max 200 words) ii) How will the department ensure a sufficient number of work-based learning opportunities?
II) Flow will the department ensure a sufficient number of work based learning opportunities.
(max 200 words)
iii) How will the department make work-based learning providers aware of their responsibilities?
(may 200 yearda)
(max 200 words) iv) How will the department make students aware of their rights and responsibilities?
iv) now will the department make students aware of their rights and responsibilities:
(max 200 words)
v) How will students undertaking work-based learning be assessed?
(max 200 words)
vi) Can it be reassessed?
Please Select Y/N:

if yes, please explain how:
(max 200 words)
10.c. Support for students on work-based learning
i) How will students be briefed prior to, and de-briefed after, work-based learning?
(max 200 words)
ii) Who in the department will be responsible for overseeing students whilst they are undertaking work-based learning?
(max 200 words)
iii) By what means (e.g. work-based mentors, VLE, ongoing communication with the department) will students be supported when undertaking work-based learning?
(max 200 words)
iv) How will any work-based mentors be trained and utilised?
(max 200 words)
v) If mentors/ employers are to be involved in assessment how will they trained, supported and monitored?
(max 200 words)
vi) How will work-based learning be monitored and reviewed?
(max 200 words)
11. Additional information
2217 dational information

BoS and PVC Teaching, Learning an Officer in the Academic Quality Tea	emptions from the University Policy and Procedures on Credit Transfer and the Recognition of Prior Learning? (Any exemptions must be agreed by the d Students and then detailed in a departmental statement on credit transfer and the recognition of prior learning – contact your Quality Support
Please Select Y/N: No	
11.b. Continuing Professional Deve	
Will any of the programme's mod	ules be available on a freestanding basis?
Please Select Y/N: No	
if yes, please explain how:	
11.c. Ethical considerations	
, ,	ny ethical issues, which might warrant wider consideration within the University? (E.g. will the programme receive sponsorship from a firm that is e rise to ethical concerns (e.g. tobacco/arms)? Will students need to conduct experiments on humans or animals)?
	if yes, please provide brief details to be referred onto the appropriate body within the University:
	e referred onto the appropriate body within the University:
11.d. Student involvement in prog How were current and/ or former s	ramme development students involved in the development of this proposal/ programme?
discussions and decisions over the	epartmental Teaching Committee and Board of Studies, in addition to the regular Staff-Student Forum. Through that representation they were involved in the major restructuring of this Programme that was put in place in 2015/16, and remain involved in reviewing all aspects of the programme, including in the ements identified and developed through it, i.e. (i) the review of summative assessment types, with a view to diversification, and (ii) the new Economics
11.e. External Examiners	
i) Will any additional external examine	rs need to be appointed for the programme?
Please Select Y/N: No	
ii) Does the programme team envisage	e any difficulties in obtaining appropriate external examiners?
Please Select Y/N: No	
iii) Will any external examiners be drav outside academia? (please select Y/N)	wn from No
Additional details:	

11.f. Transfers out of or into the programme	1		
ii) Transfers into the programme will be possible? (please select Y/N)	Yes		
Additional details:			
This is one of four undergraduate programmes puthe end of Stage 1.	provided wholly with	nin the Department of Ed	conomics, which share a common Stage 1. Transfers between those programmes are permitted at
ii) Transfers out of the programme will be possible? (please select Y/N)	Yes		
Additional details:			
see previous section (ii).			
12. Exceptions to University Award Regulations	approved by Univ	ersity Teaching Commi	ttee
Exception Please detail any exceptions to University Award Reg	gulations approved b	y UTC	Date approved
Quality and Standards			
The University has a framework in place to ensure the	nat the standards of i	ts programmes are mainta	ained, and the quality of the learning experience is enhanced.
Quality assurance and enhancement processes inclu	ıde:		
the academic oversight of programmes within dep the oversight of programmes by external examiner annual monitoring and periodic review of program the acquisition of feedback from students by depart	rs, who ensure that s mes	tandards at the University	s student representation of York are comparable with those elsewhere in the sector
More information can be obtained from the Academ	nic Support Office:		
http://www.york.ac.uk/about/departments/support-and-	-admin/academic-supp	ort/staff/#quality_	
Date on which this programme information wa	s updated:		
12 July 2017			
Departmental web page:			

https://www.york.ac.uk/economics/
https://www.york.ac.uk/study/undergraduate/courses/ba-bsc-economics/

Template Last Updated 11/01/217 by Adrian Lee

Programme Map: Module Contribution to Programme Learning Outcomes

This table maps the contribution to programme learning outcomes made by each module, in terms of the advance in understanding/ expertise acquired or reinforced in the module, the work by which students achieve this advance and the assessments that test it. This enables the programme rationale to be understood:

- · Reading the table vertically illustrates how the programme has been designed to deepen knowledge, concepts and skills progressively. It shows how the progressive achievement of PLOs is supported by formative work and evaluated by summative assessment. In turn this should help students to understand and articulate their development of transferable skills and to relate this to other resources, such as the Employability Tutorial and York Award;
- · Reading the table horizontally explains how the experience of a student at a particular time includes a balance of activities appropriate to that stage, through the design of modules.

Stage	Module				Programme Lea	rning Outcomes			
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
		society where economic concepts and principles can provide insight, and confidenty apply those concepts and	mathematical reasoning used by economists, including within	locate, compile and present social, economic and financial data, with an understanding of the strengths and weaknesses	statistical, econometric and computer-based techniques for analysing data, including in applying and testing economic models.	professional research in economics, with an ability to distinguish different themes	contemporary and historical economic episodes and phenomena, and	•	clearly present, explain and communicate their analysis, drawing on PLC 1-7, in a variety of modes including verbal/written and technical.

Store 1	ECO00013C	Drograss towards	Como	Como		An introductory	An introductory	
Stage 1	Microeconomics 1	Progress towards PLO	understanding of	Some understanding of		An introductory familiarity with	An introductory understanding of	
	Whereeconomics 1	1120	basic theoretical	the nature and		some important	basic concepts of	
			concepts and	scope of models		themes in	welfare	
			principles of	in		microeconomic	economics, in	
			microeconomics,	microeconomics,		research, such as	particular Pareto	
			in particular	and an		strategic	efficiency and	
			equilibrium	awareness of the		rationality,	market failure,	
			(including in	assumptions (e.g.		informational	and of related	
			games),	with regard to		asymmetry and	policy	
			rationality, risk	individual		(see PLO7)	interventions	
			and information,	rationality)		market failure,	such as	
			and some	commonly made		although with no	regulation, taxes	
			experience of	in such models.		direct	and subsidies.	
			their application			engagement as		
			mainly to			such with the		
			economic			research		
			situations			literature.		
		By working on	formative	formative		formative	formative	
		(and if applicable,		exercises,		exercises,	exercises,	
		Assessed	supported	supported		supported	supported	
		through)	principally by	principally by		principally by	principally by	
			lectures and	lectures and		lectures and	lectures and	
			seminars, that	seminars, that		seminars, that	seminars, that	
			develop these	develop he		develop the	develop the	
			concepts and	construction and		analysis of	understanding of	
			principles, and	solution of a		models in which	these concepts	
			apply them to	range of relevant		these themes are	and their	
			relevant	models.		represented.	application.	
			hypothetical	Assessed through		Assessed through	Assessed through	
			situations.	exam questions		exam questions	exam questions	
			Assessed through	designed to test		designed to test	designed to test	
			exam questions designed to test	understanding of the construction		understanding of such models	understanding of these concepts	
			understanding of	and solution of		Such models	and their	
			these concepts	such models			application.	
			and principles,	Saci models			application.	
			and how to apply					
			them					

Stage 1	ECO00014C	Progress towards	Students will	Throughout the	Students will	Throughout the	The module	Students will	Students will be
, ,	Macroeconomics 1	PLO	learn how	module students	develop an	module students	analyses the	develop	required to
			macroeconomic	will work with	understanding of	will work with	causes and	knowledge of the	provide extended
			phenomena such	formal models of	how national	models of the	significance of	mechanisms	written
			as growth,	the economy in	accounts are	economy	economic	through which	expositions in
			inflation	the short-run,	constructed and	distinguishing	recessions and	both demand-	which they
			unemployment	medium-run and	measured, and	short-run and	the global	side and supply-	achieve an
			and exchange	long-run.	the difficulties of	long-run	financial crisis in	side	appropriate
			rates are co-	Students will	precise	phenomena such	particular. Other	macroeconomic	balance of verbal
			determined, and	develop technical	measurement of	as business cycles	episodes in the	policies operate	arguments,
			responsive to	expertise using	GDP and	and economic	macroeconomic	and will develop	diagrammatic
			policy choices	both	therefore	growth. Students	history of Britain	a capacity to	and/or
			such as interest	diagrammatic	economic growth	will also develop	and other	evaluate the	mathematical
			rate-setting,	and	and inflation.	an understanding			explanations.
			fiscal policies and			of the separate	used to illustrate	different policies	Their expositions
			trade policy.	expositions of		components of	the analysis of	such as	will also
				key		aggregate	macroeconomic	increasing or	demonstrate the
				macroeconomic		demand and	phenomena and	decreasing the	ability to select
				ideas.		aggregate supply.	fiscal and	budget deficit,	the material
							monetary policy	setting interest	most relevant to
							in the UK and	rates and	the specific
							Eurozone.	applying	question asked
								quantitative	and to apply it to
								easing, and	particular
								choosing	questions.
								particular	
								exchange rate	
								regimes.	

By working on	Students will	Students will	Students will	Students will	Students will	Students will	Writing formativ
(and if applicable,	closely follow the	closely follow the	closely follow the	closely follow the	closely follow the	closely follow the	essays as if for
Assessed	module textbook,	module textbook,	module textbook,	module textbook,	module textbook,	module textbook,	readers who are
through)	which provides	which introduces	which introduces	which	which provides	which provides	not already fully
	an introduction	formal modelling	basic definitions	synthesizes much	detailed	analysis and	cognizant with
	to mainstream	as a means to	of	of the academic	applications of	evaluation of a	the subject, sucl
	macroeconomics.	understand the	macroeconomic	and professional	many	diverse set of	as A-level
	Students will	macroeconomy.	aggregates and	research that	contemporary	economic policies	Economics
	work on	Students will	methods used in	underpins	and historical	relevant to the	students.
	formative	work on	national income	modern	economic	macroeconomy.	Assessed throug
	exercises that are	formative	accounting.	macroeconomic	episodes,	Students will	exam essay
	assessed online	technical	Students will	analysis.	discussing how	work on	questions testin
	and also	exercises that are	work on	Students will	macroeconomic	formative	students'
	supported in	assessed online	formative	work on	analysis	exercises that are	capacity to
	seminars, that	and also	technical	formative	enhances	assessed online	clearly explain
	develop the	supported in	exercises	technical	understanding of	and also	and
	theoretical	seminars, that	covering national	exercises	these	supported in	communicate
	analysis covered	develop the	income	covering short-	phenomena.	seminars,	economic
	in the textbook	formal analysis	accounting that	and long-run	Students will also	requiring analysis	analysis.
	and lectures.	covered in the	are assessed	macroeconomic	write formative	of alternative	'
	Students will also	textbook and	online and also	phenomena, and	essays which	macroeconomic	
	write formative	lectures.	supported in	the separate	specifically	policies discussed	
	essays.	Students will also	seminars.	components of	require	in the textbook	
	Assessed through	write formative	Students will also	aggregate	application of	and lectures.	
	short exam	essays requiring	write formative	demand and	macroeconomics	Students will also	
	questions	application of the	essays requiring	supply. Students	to particular	write formative	
	including	formal models.	understanding of	will also write	contemporary	essays which in	
	multiple choice	Assessed through	how the	formative essays	and historical	most instances	
	questions testing	short exam	macroeconomic	requiring	events of	specifically	
	knowledge of	questions	data are	understanding of	macroeconomic	require analysis	
	macroeconomic	including	measured.	these themes.	significance.	and evaluation of	
	concepts and	multiple choice	Assessed through	Assessed through	Assessed through	particular	
	principles. Exam	questions testing	short exam	short exam	exam essay	policies.	
	essay questions	knowledge of	questions	questions	questions testing	Assessed through	
	will test students'	macroeconomic	including	including	students'	short exam	
	capacity to apply	models. Exam	multiple choice	multiple choice	capacity to apply	questions	
	these concepts	essay questions	questions testing	questions testing	these concepts	including	
	and principles to	will test students'	knowledge of	knowledge of	and principles to	multiple choice	
	particular issues	capacity to apply	national income	different themes	contemporary	questions testing	
	and situations in	these concepts	accounting.	in	and historical	knowledge of	
	society	and principles to	accounting.	macroeconomics.	economic	how the	
		particular issues		Exam essay	episodes.	macroeconomy	
		and situations in		questions will	cpisoues.	will respond to	
		society.		test students'		particular	
		Society.		capacity to		policies. Exam	
				distinguish the		essay questions	
				themes.		will test students'	
				uicilies.		capacity to	
						propose and	
						l'''	
						evaluate policy in different	
			l			situations.	

6. 4	50000400		6. 1			C. I		5
Stage 1	ECO00018C	Progress towards	l l			Students will	From historical	By introduction
		PLO	examine how			develop an	examples of the	of historical
	on Economic Growth		episodes of			understanding of	interaction	examples of
			economic growth			the history of	between macro-	growth alongside
			and decline can			economic growth	economic	modern studies,
			be explained by			and decline in	phenomena such	students will
			reference to key			the modern	as inflation,	develop a deeper
			economic			world from the	exchange rates,	knowledge of
			principles and			Great Divergence	and economic	economic
			concepts in order			to the early	growth and the	phenomena that
			to understand			twentieth	policy choices	will enable them
			the complexity of			century, by	that	to understand
			economic reality			examining the	accompanied	and
			and the difficulty			factors that were	them, students	communicate the
			of applying such			instrumental in	will learn how to	complexity of
			concepts and			driving changes	analyse and	economic
			principles			in levels of	evaluate the	analysis to others
			appropriately			growth during	effect of policy	'
						that period.	making on such	
							economic	
							phenomena	
							p	

		(and if applicable, Assessed through)	interplay between economic concepts and principles and particular historical episodes of growth and decline in lectures, and by developing understanding through private study, seminar discussions and group essays.				industrialisation in the western economies, including key developments in international trade and exchange, the role of the state in economic growth, demography, the impact of war and depression, and the use of non-Western economic	comparative economic and financial policies of institutions and governments in the past; seminars will encourage comparative analysis of policy- making in the present by reference to the past through private study, seminar discussions and	Developing analytical arguments in seminar discussions and through writing formative group essays to explain to each other and to the seminar leader their understanding of the material. Assessed through exam essay questions
			decline in lectures, and by developing understanding through private study, seminar discussions and				in economic growth, demography, the impact of war and depression, and the use of non-Western	analysis of policy- making in the present by reference to the past through private study, seminar	understanding of the material. Assessed through exam essay
			exam essay questions					Assessed through exam essay questions	
Stage 1	ECO00016C Mathematics 1	Progress towards PLO		Some understanding of the nature and possibilities of mathematical models, and of the principal mathematical techniques used in modelling, especially optimisation.	Some understanding of how underlying trends in data can be characterised mathematically, in particular exponential growth	understanding of mathematical techniques commonly used in the literature,	range of subsequent	in providing necessary mathematical techniques for a range of subsequent Economics	indirect progress, in providing necessary mathematical techniques for a range of subsequent Economics modules

	D	formative	fa was a tive		formanting	formative	formative	formativa
	By working on	formative	formative		formative	formative	formative	formative
	(and if applicable,	exercises,	exercises,		exercises,	exercises,	exercises,	exercises,
	Assessed	supported by	supported by		supported by	supported by	supported by	supported by
	through)	lectures,	lectures,		lectures,	lectures,	lectures,	lectures,
		practicals and	practicals and		practicals and	practicals and	practicals and	practicals and
		seminars, that	seminars, that		seminars, that	seminars, that	seminars, that	seminars, that
		develop	develop the		develop those	develop those	develop those	develop those
		techniques such	manipulation,		mathematical	mathematical	mathematical	mathematical
		as constrained	differentiation		techniques and	techniques.	techniques.	techniques.
		optimisation and	etc, of			Assessed through		Assessed through
		basic matrix	exponential and			exam questions	exam questions	exam questions
		algebra, and	logarithmic		and problems.	designed to test	designed to test	designed to test
		apply them to a	functions.			understanding of	1	understanding of
		selection of	Assessed through			those techniques	those techniques	those techniques
		simple models	exam questions		designed to test			
		both micro and	designed to test		understanding of			
		macro.	understanding of		those techniques			
		Assessed through	this.					
		exam questions						
		designed to test						
		understanding of						
		relevant						
		mathematical						
		techniques and						
		their application						
		5 .1		5 44 4				5
Stage 1 ECO00011C	Progress towards	By the		Partial progress,				Partial
Probability 1	PLO	application of a		in preparation				progress
		probabilistic		for, among				students learn
		model to simple		others, Statistics				the formal
		examples,		1 and				language of
		students will be		Econometrics 2				mathematics and
		able to show that						statistics.
		many economic						
		phenomena may						
		only be						
		understood in						
		terms of a choice						
		in a probabilistic						
		1						
		environment.						
		environment.						
		environment.						

By working on	Students will be	Students will also	By studying
(and if applicable,	able to compute	be able to	simple proofs in
Assessed	marginal and	describe and	detail, students
through)	conditional	apply the two	will learn how to
(in ough)	probabilities, for	core concepts in	present
	events and for	introductory	arguments with
	random	probability, the	mathematical
	variables, and to	Law of Large	precision.
	summarize	Numbers and the	The exam
	distributional	Central Limit	requires students
	information with	Theorem.	to communicate
	moments (and,	Probability	with a strong
	conditional	theory also	emphasis on
	moments).	underpins	mathematical
	Examples will	statistical and	rigour.
	include the	econometrical	ingour.
	choice of an	inference, which	
	insurance	is studied in	
	contract or the	subsequent	
	portfolio	modules. By	
	allocation for an	working on	
	investment, and	probability, will	
	others.	then be able to	
	Exams may	characterize and	
	include a	interpret	
	question	properties of the	
	dedicated to	stastical/econom	
	illustrating how	etric estimates in	
	probability	terms of their	
	theory is used to	distributional	
	understand	assumptions.	
	Economics or	Core concepts in	
	Finance.	probability	
	i mance.	theory are	
		assessed though	
		the exam.	
		the Cadill.	

Stage 1	ECO00012C Statistics 1	Progress towards PLO	I	Using the material covered in Probability 1, this module introduces statistical inference on population parameter values in statistical models which may be implied by economic models.	Students are expected to be able to apply appropriate statistical models of sample mean and sample proportions. The final lecture is devoted to students practicing statistical analysis using publicly available empirical data in business and other areas.		This module provides introductory statistical tools of comparison, difference in means and difference in proportions, important in the empirical evaluation of policies.	One area of emphasis of this module is the thorough presentation of statistical inferential results, so that the presenter can defend his/her results from potential criticism.
		By working on (and if applicable, Assessed through)	(covariance, correlation coefficient, simple linear regressions). Assessed through	Point estimators, Confidence Intervals, Classical hypothesis testing, Maximum likelihood estimation. Assessed through exam questions testing understanding of these	Sampling distributions of the sample mean and sample proportions with different information regarding the population. Applying the statistical methods to real world data together with the instructors. Assessed through exam questions testing understanding of these.		Point estimation, interval estimation and hypothesis testing of difference in means and difference in proportions. Assessed through exam questions testing understanding of this.	Applications of interval estimation and hypothesis testing. Assessed through exam questions testing understanding of these.

tage 1	ECO00017C	Progress towards	Introductory	Introductory	Introductory	Introductory	Introductory	Introductory
	Economic Data	PLO	familiarity with a	familiarity with	familiarity with a	familiarity with a	familiarity with a	familiarity with
	Analysis 1		range of online	functionality of	range of data,	range of data,	range of data,	range of data, it
			datasets,	(principally) Excel	and its analysis,	and its	and its	interpretation
			including	in analysing data,	as used in the	interpretation, as	interpretation, as	and presentatio
			microeconomic,	e.g. in computing	research	relevant to the	relevant to the	skills that are
			macroeconomic,	descriptive	literature, and	recognition of	evaluation of	essential for the
			financial and	statistics,	therefore	economic	policy (e.g. the	communication
			historical. Ability	although not for	essential to being	episodes and	redistributive	of empirical
			to extract and	statistical testing	able to engage	phenomena of	effect of	economic
			manipulate (e.g.	as such.	with it.	various types.	taxation).	analysis.
			via Excel) such					
			data.					
		By working on	computer-based	computer-based	computer-based	computer-based	computer-based	computer-based
		(and if applicable,	exercises in	exercises in	exercises in	exercises in	exercises in	exercises in
		Assessed	practical	practical	practical	practical	practical	practical
		through)	sessions,	sessions,	sessions,	sessions,	sessions,	sessions,
			supported by	supported by	supported by	supported by	supported by	supported by
			lectures,	lectures,	lectures,		lectures, collating	1
			extracting and	analysing and	manipulating		and interpreting	interpreting and
			manipulating	interpreting data.	, ,	such data.	such data.	presenting such
			such data.	Assessed through		Assessed through	1	data.
			Assessed through		data.	those same	those same	Assessed through
			those same	exercises,	Assessed through	1 '	exercises,	those same
			exercises,	followed by a	those same	followed by a	followed by a	exercises,
			followed by a	written exam.	exercises,	written exam.	written exam.	followed by a
			written exam.		followed by a			written exam.
					written exam.			
				1	I	l	I	

Stage 2	ECO00001I	Progress towards	Students develop	Students study		Students develop	Students study	Students learn
	Microeconomics 2	PLO	their	fundamental		their	the fundamental	the economic
			understanding,	models of		understanding,	models of	intuition
			building on	consumer and		building on	economic	underlying the
			Microeconomics	producer		Microeconomics	behaviour that	results obtained
			1, of core	behaviour, game		1, of some core	can be used to	from formal
			theoretical	theory and		themes in	analyse the	economic
			concepts and	imperfect		microeconomics	effects of	models.
			principles of	competition, and		research.	government	
			microeconomics,	general			policies.	
			and their	equilibrium				
			application	theory. Extensive				
			mainly to	use is made of				
			economic	the mathematical				
			situations.	techniques				
				taught in the first				
				year.				
		By working on	Problem sets,	Problem sets,		Problem sets,	Problem sets,	Problem sets,
		(and if applicable,	supported by	supported by		supported by	supported by	supported by
		Assessed	lectures and	lectures and		lectures and	lectures and	lectures and
		through)	seminars.	seminars.		seminars.	seminars.	seminars.
			Assessed through	Assessed through		Assessed through	Assessed through	Assessed throu
			exam.	exam.		exam.	exam.	exam.

Stage 2	ECO000021	Progress towards	Students will	Students will	Although	Students will	Theories of	Students will	Students will be
	Macroeconomics 2	PLO	learn about more	master and	students will not	understand and	economic growth	deepen their	required to
			sophisticated	critically evaluate	carry out their	evaluate the	will be analysed	knowledge of the	provide extended
			macroeconomic	more advanced	own econometric	main ideas of the	in the context of	mechanisms	written
			concepts such as	types of	exercises in	important	understanding	through which	expositions in
			rational	theoretical	Macroeconomics	schools of	observed	both demand-	which they
			expectations and	macroeconomic	2, they will	macroeconomic	historical growth	side and supply-	achieve an
			their relevance	model, including	become familiar	thought and the	performance	side	appropriate
			for debates such	models involving	with examples of	contributions of	within and across	macroeconomic	balance of verbal
			as whether, and	uncertainty,	0 1	some classic	countries. Recent	l' '	arguments,
			how,	optimisation and	work in	papers in the	episodes in	and will	mathematical
			policymakers can	dynamics.	macroeconomics		macroeconomic	appreciate the	derivations and
			systematically		and their	literature.	history will be	relative merits of	diagrammatic
			affect real		strengths and		used to illustrate	different policy	explanations.
			macroeconomic		weaknesses as		the analysis of	regimes (such as	Their expositions
			variables like		tests of the		macroeconomic	independent	will also
			GDP.		theories covered		policy questions,	central banks).	demonstrate the
					in the module,		such as the		ability to select
					such as work on		decision to grant		the material
					aggregate		independence to		most relevant to
					consumption.		the Bank of		the specific
							England in 1997.		question asked
									and to apply it to
									that question.

F		1		1	1		T	
E	By working on	Reading a variety	Writing formative					
	(and if applicable,	of carefully	essays as if for					
1	Assessed	selected	selected	selected	selected	selected	selected	readers who are
t	through)	recommended	recommended	recommended	recommended	recommended	recommended	not already fully
		textbook	textbook	textbook	textbook	textbook	textbook	cognizant with
		references and	the subject, such					
		journal articles,	as fellow					
		not following a	economics					
		single textbook.	students from					
		Taking notes	the year below.					
		which summarise	Assessed through					
		and synthesise	writing essays in					
		the ideas in a	the summer-term					
		student's own	exam.					
		way, not relying						
		purely on	purely on	purely on	I		purely on	
		reproducing	reproducing	reproducing	reproducing	reproducing	reproducing	
		detailed slides						
		prepared by the						
		lecturer. Writing						
		formative essays.	formative essays.	formative essays.	formative essays	formative essays	formative essays	
		Answering short	Answering short	Answering short	which give the	which give the	which give the	
		technical	technical	technical	student's own	student's own	student's own	
		questions in	questions in	questions in	considered view,	considered view,	considered view,	
		online tests on	online tests on	online tests on	not just	not just	not just	
		the VLE and in	the VLE and in	the VLE and in	mechanically	mechanically	mechanically	
		preparation for	preparation for	preparation for	reporting the	reporting the	reporting the	
		seminars.	seminars.	seminars.	views of the	views of the	views of the	
		Assessed through	Assessed through	Assessed through	original authors.	original authors.	original authors.	
		writing essays	writing essays	writing essays	Answering short	Assessed through	Answering short	
		and short	and short	and short	technical	writing essays	technical	
		technical	technical	technical	questions in	and short	questions in	
		answers in the	answers in the	answers in the	online tests on	answers in the	online tests on	
		summer-term	summer-term	summer-term	the VLE and in	summer-term	the VLE and in	
		exam.	exam.	exam.	preparation for	exam.	preparation for	
					seminars.		seminars.	
					Assessed through		Assessed through	
					writing essays		writing essays	
					and short		and short	
					technical		technical	
					answers in the		answers in the	
					summer-term		summer-term	
					exam.		exam.	
					· .		<u> </u>	

Stage 2	ECO00003I	Progress towards	By manipulating	By the	Through reading	By focussing on
	Econometrics 2	PLO	and assessing the	application of	of both the	the
			'quality' of the	linear regression	recommended	interpretation of
			data provided as	model	texts and own	the econometric
			part of the	techniques to	literature	output students
			applied	real world data	searches	are able to
			econometrics	sets students will	required for the	explain in words
			project.	be able to assess	formative applied	and in relation to
				and comment on	econometrics	economic theory
				the underlying	project students	what their
				economic theory	are engaged	estimation
				and implied	directly with	results actually
				economic	research texts	mean.
				relationships.	(journal, reports	
				·	and books) in an	
					active learning	
					manner.	

By working on	Part of the	Formative	Reading the	Formative
(and if applicable,	applied	exercises and a	recommended	exercises and a
Assessed	econometrics	summative	texts and	summative
through)	project is to	project where	undertaking	project where
	comment on	data supplied	literature	estimated
	'data issues' with	through by the	searches results	models need to
	the applied data	module allows	in a deeper	be motivated,
	set provided for	application of key	understanding of	explained and
	the project. This	econometric	how to 'use'	justified in
	section of the	techniques and	existing research	relation to the
	project requires	post-estimation	literature to	underlying
	the student to	diagnostic	inform applied	economic theory
	actively engage	testing.	econometrics	and the post-
	with the quality	Assessed through	work and also to	estimation
	of the data	a closed exam	create a much	diagnostic
	provided and to	and a structured	deeper	testing. The
	critique it along a	applied	understanding of	interpretation
	number of	econometrics	the materials as	(verbal and
	dimensions such	project.	ideas and models	written) allows
	as sample		need to be drawn	key concepts to
	representation,		from the original	be explained in
	measurement		text and then	terms that are
	error etc. Further		applied to the	fundamentally
	students can		project that has	accessible to
	manipulate the		been set.	both economists
	supplied data to		Assessed through	and non-
	construct		a structured	economists alike.
	additional		applied	Assessed through
	variables for		econometrics	a closed exam
	themselves.		project.	and a structured
	Assessed through			applied
	a structured			econometrics
	applied			project.
	econometrics			[
	project.			

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Stage 2	ECO00024I	Progress towards	Application of	Some	Use of key data	Students will	To recognise	Policy choices	Students will be
	Economic Growth and	PLO	economic	understanding of	series used in	understand and	themes of	and how they	required to
	Development: A 20th		definitions,	the nature and	economic history	evaluate the	continuity and	differed between	provide extended
	century European		principles and	scope of models	and economics,	main ideas of the	change over time	different	written
	perspective		establish	in economic	such as the	important	and space for	European	expositions in
			potential	history, including	Maddison data	schools of	given	countries	which they
			explanations for	an awareness of	base, Eurostat,	economic history	phenomenon.	(including their	achieve an
			economic growth	the assumptions	Office of National	and the	Examples would	effectiveness)	appropriate
			and development	(and their	Statistics etc	contributions of	be stages of	form part of the	balance of verbal
			in the	plausibility) in		some classic	economic growth	discussion of	arguments and
			international	such models.		papers in the	and the	most of the	diagrammatic
			economy.			economic history	complexity of	topics covered in	explanations.
						literature	moving from	the module.	Their expositions
							planned		will also
							economies to		demonstrate the
							market		ability to select
							economies in		the material
							Eastern Europe		most relevant to
							after 1989.		the specific
									question asked
									and to apply it to
									this question.
									<u> </u>

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		By working on		Formative	Discussion of this	Reading a variety		Discussion of	Preparing group
		(and if applicable,	above in lectures	exercises,	material in	of carefully		strategies of	work as if for
		Assessed	and then	supported	lectures using the	selected		governments in	readers who are
		through)	presentations by	principally by	web sites, and			student work and	
			students of	lectures and	then choice by	1		in discussion	cognizant with
			specific examples	· '	students of	1	•	during the	the subject, such
				develop the	relevant data in	,		seminars	as fellow
			findings in	construction and	their		•	_	economics
			seminars	solution of a	presentations –	1 - 0		questions in	students from
			Assessed through	"	with discussion	_	Assessed through	unseen written	the year below
			unseen written	models	of reliability etc	writing essays in	questions in	examination.	Assessed through
			examination in		of such	the summer-term			writing essays in
			which students	exam questions	information	"	examination.		the summer-term
			expected to	designed to test	Assessed through	the afore-			exam
			introduce,	the	unseen written	mentioned			
			recognise,		examination.	selected			
			differentiate	construction,	Relevance and	literature			
			between, use	application and	reliability of data				
			and discuss such	historical	part of criteria				
			concepts and		1				
			principles.	models.	unseen written				
					examination.				
Stage 2	ECO00027I	Progress towards	Knowledge of	Further to		Further to	Indirect progress,	Indirect progress,	Indirect progress,
_	Mathematics 2	PLO	some decision	Mathematics 1, a		Mathematics 1, a		in providing	in providing
	Widthelliatios 2		situations that	developed		developed		necessary	necessary
			can be analysed	understanding of		'	•	mathematical	mathematical
			using	the nature and				techniques for a	techniques for a
			optimisation	possibilities of		1	•	range of	range of
			algorithms.	mathematical			•	subsequent	subsequent
				models, and of				Economics	Economics
				the principal		· ·		modules.	modules.
				mathematical		essential to being			
				techniques used		able to engage			
				in modelling.		with it.			

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		By working on	Formative	Formative		Formative	Formative	Formative	Formative
		(and if applicable,	exercises,	exercises,		exercises,	exercises,	exercises,	exercises,
		Assessed	supported by	supported by		supported by		supported by	supported by
		through)	lectures,	lectures,		lectures,	lectures,	lectures,	lectures,
			practicals and	practicals and		practicals and	practicals and	practicals and	practicals and
			seminars,	seminars, that		seminars, that	seminars, that	seminars, that	seminars, that
			developing and	further develop		develop those	develop those	develop those	develop those
			applying relevant	techniques such		mathematical	mathematical	mathematical	mathematical
			solution	as constrained		techniques and	techniques	techniques	techniques
			techniques to	optimisation and		apply them to a	Assessed through		Assessed through
			problems such as	matrix algebra		range of models	exam questions	exam questions	exam questions
			matching and	Assessed through		and problems	designed to test	designed to test	designed to test
			portfolio	exam questions		Assessed through	understanding of		understanding of
			selection	designed to test		exam questions	those techniques.	those techniques.	those techniques.
			Assessed through	understanding of		designed to test			
			exam questions	these techniques.		understanding of			
			designed to test			those techniques.			
			understanding of						
			these techniques						
			and applications.						
Stage 2	ECO00004I	Progress towards	Introduction to	Introduction to		An introductory	Introductory		Introductory
	Financial Economics	PLO	basic theoretical	the nature and		familiarity with	ability to apply		ability to perform
	and Capital Markets		concepts and	scope of models		some important	general financial		financial analysis
			principles of	in finance (e.g.		themes in	principles to		and to
			finance	CAPM), and to		financial research	episodes in		communicate
			(in particular	the assumptions		(such as asset	financial markets		results and/or
			time value of	(e.g. with regard		pricing and	(e.g. 2008		decision.
			money,	to the structure		capital structure)	financial crisis		
			investment	of financial		although with no	and 2011		
			decision making,	markets)		direct	sovereign debt		
			financial decision	commonly made		engagement as	crisis).		
			making, capital	in such models.		such with the			
			markets and risk			research			
			management)			literature.			
			and to the						
			environment in						
			which financial						
			decisions are						
			made.						
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			and to the environment in which financial decisions are			literature.			

By working on	Formative	Formative		Formative	Formative	Formative
(and if applicable,	exercises	exercises		exercises	exercises	exercises
Assessed	(supported by	(supported by		(supported by	(supported by	(supported by
through)	lectures,	lectures,		lectures,	lectures,	lectures,
	seminars and	seminars and		seminars and	seminars and	seminars and
	online tests) that	online tests) that		online tests) that	online tests) that	online tests) that
	develop	require critically		develop the	develop the	require to
	these concepts	using relevant		analysis of	understanding of	effectively
	and principles,	models		models in which	financial	communicate
	and apply them	Assessed through		these themes are	principles.	financial analysis
	to relevant	questions on the		represented	Assessed through	and decisions.
	hypothetical	summer term		Assessed through	questions on the	Assessed through
	situations	exam designed to		questions on the	summer term	questions on the
	Assessed through	test the		summer term	exam designed to	summer term
	questions on the	understanding of		exam designed to	test the	exam designed to
	summer term	relevant models		test the	understanding of	test the ability to
	exam based on	and to critically		understanding of	relevant models	effectively
	case studies and	evaluate them.		relevant models	and to apply	communicate
	designed to test			and to critically	them to case	financial analysis
	the			evaluate them.	studies.	and decisions.
	understanding of					
	these concepts					
	and principles					
	and how to apply					
	them.					

ECO00006I	Progress towards	Application of	Discussion of	Use of data from	Discussion of	Discussion of	To recognise	Policy choices	Clarity of analysi
Development	PLO	economic	merits and	key NGOs, as, for	robustness given	such issues in	themes of	and effectiveness	in the area of
Economics		definitions,	disadvantages of	example, IMF,	in academic	lectures;	continuity and	form part of the	Development
		principles and	formal models to	GCR, ILO, WHO,	literature and	reference to	changes over	discussion of	Economics
		establish	each of above	OECD and World	NGO reports of	work conducted	time and over	most of the	
		potential	concepts in	Bank and from	models and	by NGOs and	space for given	topics covered in	
		explanations for	lectures.	national	econometric	published in the	phenomenon.	the module as in	
		differential		governments	results as	academic	Examples would	the topics on	
		economic growth		Example here is	indicated in PLO3	literature in	be stages of	institutions and	
		and development		the reliability of	– example here	lectures, key	growth ideas,	corruption.	
		in the		data used in the	would be	findings of	rural/urban		
		international		Global	forecasts on	academic	migration, and		
		economy today.		Competitiveness	implications of	literature in	the effectiveness		
		Examples include		Report.	climate change	lectures. Example	of aid over the		
		standard growth			according to	here would be	second half of		
		theory and those			different criteria.	the many tenets	the twentieth		
		ideas more				of the geography	century.		
		specific to				hypothesis and			
		development as				the debate			
		in Big Push ideas.				between this			
						explanation and			
						that of			
						institutions.			
						Another would			
						be the			
						effectiveness of			
						micro finance.			

		By working on	Discussion of the	Discussion of the	Discussion of this	Introduction to	Discussion of	Discussion of	Discussion of	Clarity of analysis
		(and if applicable,	above in lectures	above in	material in	this in the lecture	above in student	such issues in	strategies of	is a key
		Assessed	and then	presentations by	lectures using the	and then	presentations	lectures. This is	governments and	requirement of
		through)	presentations by	students of	web sites during	discussion of	and in open	followed by	NGOs in lectures,	formative and
			students of	specific examples	the lecture, and	above in student	discussion in	student	in student work	summative work.
			specific examples	and discussion of	then choice by	presentations	seminars.	presentations	and in discussion	
			and discussion of	findings in	students of	and wider	Assessed first	and discussion of	during seminars.	
			findings in	seminars	relevant data in	discussion in	through	key issue in	Assessed first	
			seminars	Assessed through	their	seminars.	formative essays	tutorials.	through	
			Assessed through	formative esssys	presentations –	Assessed first	and then unseen	Assessed first	formative essays	
			formative essays	plus unseen	with discussion	through	written	through	and then by	
			and then unseen	written	of reliability etc.	formative essays	examination.	formative essays	questions in	
			written	examination in	of such	and then unseen	Awareness of	and then by	unseen written	
			examination in	which students	information	written	robustness of	questions in	examination.	
			which students	expected to use	Assessed first	examination.	findings expected	unseen written		
			expected to	insights but	through	Awareness of		examination.		
			introduce,	recognise		robustness of	exam.			
			recognise,	potential	and then by	findings expected				
			differentiate	weaknesses in	unseen written	in unseen written				
			between, use	formal models.	examination.	exam				
			and discuss such		Relevance and					
			concepts and		reliability of data					
			principles.		part of criteria for marks in					
					unseen written					
					examination.					
					examination.					
Stage 2	ECO00008I	Progress towards	Students will		Students will be				Students will be	
	Introduction to	PLO	develop an		able to use data				able to use	
	Accountancy		understanding of		to draw up basic				accounting	
			the uses of		company				information for	
			company		accounting				financial analysis,	
			accounts to		statements				planning and	
			different issues.		(balance sheet				management.	
					statement,					
					income					
					statement and					
					statement of					
					cash flows).					
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		By working on	Formative		Formative			Formative	
		(and if applicable,	exercises,		exercises,			exercises,	
		Assessed	supported		supported			supported	
		through)	principally by		principally by			principally by	
			lectures and		lectures and			lectures and	
			seminars, that		seminars, that			seminars, that	
			develop the		develop the			develop the	
			analysis of		analysis of			understanding of	
			models in which		models in which			these concepts	
			these themes are		these themes are			and their	
			represented		represented			application	
			Assessed through		Assessed through			Assessed through	
			exam questions		exam questions			exam questions	
			designed to test		designed to test			designed to test	
			understanding of		understanding of			understanding of	
			such models.		accounting			these concepts	
					statements			and their	
								application.	
Stage 2	ECO00012I	Progress towards	Some	Students will		The students will	Some of the		Since
Stage 2	ECO00012I Dynamic Modelling for		Some understanding of			The students will understand the	Some of the applications refer		Since mathematics is
Stage 2						1			
Stage 2	Dynamic Modelling for		understanding of the main concepts of the	learn solution		understand the importance of dynamic	applications refer		mathematics is
Stage 2	Dynamic Modelling for		understanding of the main concepts of the	learn solution methods as well		understand the importance of dynamic modelling in	applications refer to historical		mathematics is the main
Stage 2	Dynamic Modelling for		understanding of the main concepts of the theory of (scalar) ordinary	learn solution methods as well as a geometrical		understand the importance of dynamic	applications refer to historical events and the		mathematics is the main language used in the module, the students will be
Stage 2	Dynamic Modelling for		understanding of the main concepts of the theory of (scalar)	learn solution methods as well as a geometrical approach to solve/deal with ordinary		understand the importance of dynamic modelling in	applications refer to historical events and the mechanism which can explain		mathematics is the main language used in the module, the students will be able to explain
Stage 2	Dynamic Modelling for		understanding of the main concepts of the theory of (scalar) ordinary differential equation.	learn solution methods as well as a geometrical approach to solve/deal with ordinary differential		understand the importance of dynamic modelling in modern	applications refer to historical events and the mechanism which can explain their appearance. For example the		mathematics is the main language used in the module, the students will be able to explain not only to
Stage 2	Dynamic Modelling for		understanding of the main concepts of the theory of (scalar) ordinary differential equation. Applications of	learn solution methods as well as a geometrical approach to solve/deal with ordinary differential equations. Both		understand the importance of dynamic modelling in modern	applications refer to historical events and the mechanism which can explain their appearance. For example the decline of the		mathematics is the main language used in the module, the students will be able to explain not only to economists but
Stage 2	Dynamic Modelling for		understanding of the main concepts of the theory of (scalar) ordinary differential equation. Applications of these concepts to	learn solution methods as well as a geometrical approach to solve/deal with ordinary differential equations. Both the approaches		understand the importance of dynamic modelling in modern	applications refer to historical events and the mechanism which can explain their appearance. For example the decline of the price of cotton in		mathematics is the main language used in the module, the students will be able to explain not only to economists but also to people
Stage 2	Dynamic Modelling for		understanding of the main concepts of the theory of (scalar) ordinary differential equation. Applications of these concepts to economic and	learn solution methods as well as a geometrical approach to solve/deal with ordinary differential equations. Both the approaches will be crucial to		understand the importance of dynamic modelling in modern	applications refer to historical events and the mechanism which can explain their appearance. For example the decline of the price of cotton in the last decades		mathematics is the main language used in the module, the students will be able to explain not only to economists but also to people trained in
Stage 2	Dynamic Modelling for		understanding of the main concepts of the theory of (scalar) ordinary differential equation. Applications of these concepts to economic and financial issues.	learn solution methods as well as a geometrical approach to solve/deal with ordinary differential equations. Both the approaches will be crucial to understand the		understand the importance of dynamic modelling in modern	applications refer to historical events and the mechanism which can explain their appearance. For example the decline of the price of cotton in		mathematics is the main language used in the module, the students will be able to explain not only to economists but also to people trained in mathematics the
Stage 2	Dynamic Modelling for		understanding of the main concepts of the theory of (scalar) ordinary differential equation. Applications of these concepts to economic and financial issues.	learn solution methods as well as a geometrical approach to solve/deal with ordinary differential equations. Both the approaches will be crucial to understand the dynamics of the		understand the importance of dynamic modelling in modern	applications refer to historical events and the mechanism which can explain their appearance. For example the decline of the price of cotton in the last decades		mathematics is the main language used in the module, the students will be able to explain not only to economists but also to people trained in mathematics the economic and
Stage 2	Dynamic Modelling for		understanding of the main concepts of the theory of (scalar) ordinary differential equation. Applications of these concepts to economic and financial issues.	learn solution methods as well as a geometrical approach to solve/deal with ordinary differential equations. Both the approaches will be crucial to understand the dynamics of the economic and		understand the importance of dynamic modelling in modern	applications refer to historical events and the mechanism which can explain their appearance. For example the decline of the price of cotton in the last decades		mathematics is the main language used in the module, the students will be able to explain not only to economists but also to people trained in mathematics the economic and financial
Stage 2	Dynamic Modelling for		understanding of the main concepts of the theory of (scalar) ordinary differential equation. Applications of these concepts to economic and financial issues.	learn solution methods as well as a geometrical approach to solve/deal with ordinary differential equations. Both the approaches will be crucial to understand the dynamics of the economic and financial models		understand the importance of dynamic modelling in modern	applications refer to historical events and the mechanism which can explain their appearance. For example the decline of the price of cotton in the last decades		mathematics is the main language used in the module, the students will be able to explain not only to economists but also to people trained in mathematics the economic and
Stage 2	Dynamic Modelling for		understanding of the main concepts of the theory of (scalar) ordinary differential equation. Applications of these concepts to economic and financial issues.	learn solution methods as well as a geometrical approach to solve/deal with ordinary differential equations. Both the approaches will be crucial to understand the dynamics of the economic and financial models presented during		understand the importance of dynamic modelling in modern	applications refer to historical events and the mechanism which can explain their appearance. For example the decline of the price of cotton in the last decades		mathematics is the main language used in the module, the students will be able to explain not only to economists but also to people trained in mathematics the economic and financial
Stage 2	Dynamic Modelling for		understanding of the main concepts of the theory of (scalar) ordinary differential equation. Applications of these concepts to economic and financial issues.	learn solution methods as well as a geometrical approach to solve/deal with ordinary differential equations. Both the approaches will be crucial to understand the dynamics of the economic and financial models presented during the lectures and		understand the importance of dynamic modelling in modern	applications refer to historical events and the mechanism which can explain their appearance. For example the decline of the price of cotton in the last decades		mathematics is the main language used in the module, the students will be able to explain not only to economists but also to people trained in mathematics the economic and financial
Stage 2	Dynamic Modelling for		understanding of the main concepts of the theory of (scalar) ordinary differential equation. Applications of these concepts to economic and financial issues.	learn solution methods as well as a geometrical approach to solve/deal with ordinary differential equations. Both the approaches will be crucial to understand the dynamics of the economic and financial models presented during		understand the importance of dynamic modelling in modern	applications refer to historical events and the mechanism which can explain their appearance. For example the decline of the price of cotton in the last decades		mathematics is the main language used in the module, the students will be able to explain not only to economists but also to people trained in mathematics the economic and financial

		By working on (and if applicable, Assessed through)	Formative exercises based on the theory and application done during the lectures. Assessed through exam questions designed to assess not only the theoretical knowledge but also the ability of the students to apply the theory to relevant	Problems suggested by the lecturer during the lectures and tutorials. Also working on the formative exercises proposed in 4 problem sets. The problem sets will be marked and feedback to the student will be provided. Assessed through		economic	The dynamic models built up together with the student in class.		Applications of the theory to economic and financial issues. The problem sets will be marked and feedback to the student will be provided. Assessed through Spring term exam.
Stage 2	ECO00015I Economics of Population	Progress towards PLO	economic and financial situations. The module demonstrates how economic	Spring term exam. Formal economic models are used to analyse all of		A wide range of relevant academic		Various policy questions are raised and	The module is essay-based and promotes clear
	- Opulation		concepts and principles can be applied to various demographic issues, such as population growth, fertility, mortality, migration and population ageing.	the demographic issues covered in the module.		research is discussed within the module, and students are encouraged to adopt a critical and comparative approach.		evaluated during the module, in areas such as	exposition of the subject matter, backed by appropriate use of economic theory and evidence.

		By working on (and if applicable, Assessed through)	Formative essay work, supported by lectures and seminars, that addresses these demographic issues from an economic perspective. Assessed by essays.	Formative essay work, supported by lectures and seminars, that gives opportunities for students to make use of formal economic models. Assessed by essays.		Formative essay work, supported by lectures and seminars, that requires students to read the academic literature and demonstrate their knowledge of it. Assessed by essays.		Assessed by essays.	Formative essay work, supported by lectures and seminars, that helps students to practice and improve their explanatory skills. Assessed by essays.
Stage 2	ECO00009I Cost-Benefit Analysis	Progress towards PLO	how the theoretical and	Students will be introduced to a range of formal models used to explain cost benefit analysis. The main objective is to present CBA as a method of analysis and to establish clear links to the rigorous evaluation of events in the economy.	Students will be introduced to a range of secondary data sources — students will become aware of the pros and cons of various types of data used in CBA, and how to use this data in the design of empirical strategies for making casual inference in economics.	encouraged to analyse critically academic and professional research across a selection of topics in CBA.	(such as global warming) and learn how to apply the concepts and	s for relevant policy derivable	Student will be encouraged to generate holistic arguments: combining theory, a critical approach to empirical evidence, and an awareness of the costs and benefits of alterative policy regimes.

			1	1		1			
		Students will	Integrated						
(a	and if applicable,	read a variety of	lectures and						
A	ssessed	carefully selected	classroom						
th	hrough)	recommended	discussion and						
		readings,	critical analysis of						
		including a core	important						
		of recommended	relevant research						
		core text	papers.	papers.	papers.	papers.	papers.	papers.	papers. With a
		material and a	Assessed through	particular					
		limited range of	formative	formative	formative	formative	formative	formative	emphasis on
		selected journal	seminar	seminar	seminar	seminar	seminar	seminar	their seminar
		articles. In	solutions; class	presentations.					
		lectures students	room discussion;	Assessed through					
		will take be	and unseen	formative					
		presented with	written	written	written	written	written	written	seminar
		(and expected to	examination.	examination.	examination.	examination.	examination.	examination.	solutions; class
		append via their							room discussion;
		additional							and unseen
		readings) course							written
		notes							examination.
		summarising and							
		synthesising the							
		ideas presented							
		in the lectures.							
		Students will							
		participate in							
		seminars							
		organised within							
		the module in							
		which they will							
		develop their							
		understanding of							
		how economic							
		principles and							
		methods can be							
		usefully applied							
		to CBA.							
		Assessed through							
		formative							
		seminar							
		solutions; class							
		room discussion;							
		and unseen							
		written							
		examination.							

Stage 2	ECO00019I	Progress towards	Students are	Students'	Improving	
	Econometric Theory 1	PLO	required to	appreciation of	understanding of	
			derive results	the techniques	key terms used in	
			using formal	widely used in	the empirical	
			mathematical	estimating	economics	
			reasoning and	models and	literature.	
			terminology.	testing		
				hypotheses is		
				enriched by		
				being taught to		
				derive the		
				underlying		
				results for		
				themselves.		

		<u> </u>		
В	By working on	the formal	some of the key	definitions and
	and if applicable,	arguments	results in	applications of
A	Assessed	behind key	mathematical	key concepts
ti	hrough)	results in	statistics such as	such as
		mathematical	the central limit	consistency, bias,
		statistics using	theorem, the law	efficiency and
		probability	of large numbers,	asymptotic
		theory, limits,	the properties of	normality.
		calculus and	the maximum	Covered in
		linear algebra.	likelihood	lectures and
		Undertaken	estimator and	tested through
		during lectures	associated tests,	questioning in
		and reinforced	forecasting	seminars.
		through self-	jointly	Assessed through
		study and	distributed	the student's
		consideration of	variables and the	ability, under
		problem sets.	derivation of	examination
		Assessed through	important testing	conditions, to
		the student's	distributions.	define and to
		ability, under	Undertaken	explain key
		examination	during lectures	concepts.
		conditions, to	and reinforced	
		produce a clear,	through self-	
		formal argument	study and	
		underpinning a	consideration of	
		result, in which	problem sets.	
		assumptions and	Assessed through	
		contributory	the student's	
		lemmas are	ability, under	
		stated clearly,	examination	
		and to apply	conditions, to	
			derive key results	
		new situations.	themselves and	
			to apply them in	
			context.	

Stage 2	ECO00016I	Progress towards	Application of	Awareness of	Use of data from	Understanding of	Awareness of	Recognising	Policy choices	Clarity of analysis
	Making Poverty	PLO	economic	merits and	key NGOs, as, for	the robustness	work conducted	themes of	and effectiveness	in the study of
	History		definitions and	disadvantages of	example, ILO,	econometric	by NGOs, and key	continuity and	form part of the	poverty, in both
			concepts of	formal models to	WHO, OECD and	results in this	findings of	changes over	discussion of	its qualitative
			poverty, income	the various issues	World Bank.	field.	academic	time and over	most of the	and quantitave
			inequality, child	covered in the			literature in this	space for given	topics covered in	aspects.
			labour, fertility,	module			field.	phenomenon.	the module. An	
			life cycle of					One example	example here	
			poverty,					would be the	would be pro	
			morbidity and					long history of	poor policy	
			mortality, to our					child labour – as	strategies – as in	
			understanding of						for example	
			the multi-						China. Another	
			dimensional					UK and how the	would be the	
			nature and					determinants of	approach	
			explanations for					, ,		
			prevailing						labour by the ILO	
			poverty in the					develop.	which includes	
			developing world						the use of	
			today.						children in	
									dangerous work.	

By working on	Discussion of the	Discussion of the	Discussion of this	Discussion of	Discussion of	Discussion of	Discussion of	Clarity of
(and if applicable,	above in lectures	above in	material in	above in student	above in student	such issues in	strategies of	is a key
Assessed	and then	presentations by	lectures and then	presentations	presentations	lectures. This is	governments and	requirer
through)	presentations by	students of	choice by	Assessed first	and in open	followed by	NGOs in lectures,	
	students of	specific examples	students of	through	discussion in	student	in student work	summat
	specific examples	and discussion of		formative essays	seminars.	presentations	and in discussion	
	and discussion of	findings in	their	and then unseen	Assessed first	and discussion of	during seminars.	
	findings in	seminars	presentations –	written	through	key issue in	Assessed first	
	seminars	Assessed through	with discussion	examination.		tutorials.	through	
	Assessed through	unseen written	of reliability etc	Awareness of	and then unseen	Assessed first	formative essays	
		examination in	of such	robustness of	written	through	and then by	
	and then unseen	which students	information	findings expected	examination.	formative essays	questions in	
	written	expected to use	Assessed first	in unseen written		and then by	unseen written	
	examination in	insights but	through	exam		guestions in	examination.	
	which students	recognise	formative essays			unseen written		
	expected to	potential	and then by			examination		
	introduce,	weaknesses in	unseen written					
	recognise,	formal models	examination.					
	differentiate		Relevance and					
	between, use		reliability of data					
	and discuss such		part of criteria					
	concepts and		for marks in					
	principles.		unseen written					
			examination.					

Stage 2 ECO00017I Commodity	.0	economic markets that need special analysis because of uncertainty, time lags, and inflexibilities. These are real world markets in agricultural, metal and fuel commodities, with associated	Familiarity with algebraic and analytical models of individual behaviour, the analytical steps involved in formulating such equations and then jointly solving them for mutually consistent economic outcomes.	Measuring instability of quantity and price in these markets is an issue. One lecture is devoted to analysing data issues and problems with this eg time frequency, seasonality, level of commodity aggregation, predictable instability.	Familiarity with some econometric case studies in the field.	There is an expectation that students will have read some of the academic research in the area in the VLE reading list.	Some particular events are studied.	Various government stabilisation schemes for commodities are studied.	Clarity of analysis in the study of commodity markets, including in the interpretion and discussion of of formal models
	By working on (and if applicable Assessed through)	, lecture and exercise material, with small-group exercise work and essay presentations. Assessed through	The small group exercise work requires application of these skills Assessed through exam with exercise and essay questions.	All students write a short essay on what types of samples display what instability and unpredictability Assessed through exam with exercise and essay questions.	The reading and some lecture material cover econometric empirical applications in case studies of Granger causality between spot and futures markets, multiple regression and simulation methods to determine uncertainty sources. Assessed through exam with exercise and essay questions.	with their reading.	,	Given the supposed instability of these markets, policy initiatives such as buffer staok schemes, weather insurance schemes have been used by governments. The lectures cover this and students solve exercises and make presentations in small groups on topics like this. Assessed through exam with exercise and essay questions.	Small group essay/discussion topics usually involve student presentations and discussion. Assessed through the essay questions in the exam.

Stage 2	ECO00021I Econometric Theory 2	Progress towards PLO	Students are required to derive results using formal mathematical reasoning and terminology.	Students undertake some examples with real data and discuss situation where real data is unlikely to meet the assumptions of classical linear regression model.	Students' appreciation of the techniques widely used in estimating models, testing hypotheses and testing specifications is enriched by being taught to derive the	Students gain a stronger grasp of the way econometric models and estimators are expressed in the literature.		
				model.	derive the underlying results for themselves.			

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By working on		the formal	common reasons	the key results of	applications of		l
(and if applicable	,	arguments	why data fails to	the classical	key concepts		ĺ
Assessed		behind key	meet the basic	linear regression	such as		ĺ
through)		results in	assumptions; the	model such as	consistency, bias,		ĺ
		econometrics	contexts in which	the derivation	efficiency and		ĺ
		using, calculus	that arises and	and properties of	asymptotic		ĺ
		and linear	the implications	the ordinary least	normality to		ĺ
		algebra.	for estimators	squares and	econometrics,		ĺ
		Undertaken	and tests.	maximum	encountered		ĺ
		during lectures	Assessed through	likelihood	previously;		ĺ
		and reinforced	the student's	estimators and	gaining		ĺ
		through self-	ability, under	associated	familiarity with		ĺ
		study and	examination	testing	the expression of		ĺ
		consideration of	conditions, to	procedures.	econometrics		ĺ
		problem sets.	convey the	Undertaken	using linear		ĺ
		Assessed through	limitations of an	during lectures	algebra. Covered		ĺ
		the student's	econometric	and reinforced	in lectures and		ĺ
		ability, under	technique in a	through self-	tested through		ĺ
		examination	given situation.	study and	questioning in		l
		conditions, to		consideration of	seminars.		ĺ
		produce a clear,		problem sets.	Assessed through		l
		formal argument		Assessed through	the student's		l
		underpinning a		the student's	ability, under		ĺ
		result, in which		ability, under	examination		l
		assumptions and		examination	conditions, to		l
		contributory		conditions, to	define and to		ĺ
		lemmas are		derive key results	explain key		ĺ
		stated clearly,		themselves and	concepts and to		l
		and to apply		to apply them in	express models		l
		those results to		context.	in matrix form.		ĺ
		new situations.					l
							ĺ
							ĺ
							ĺ
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tage 3	ECO00001H	Progress towards	Students study		Students study	Students learn
	Microeconomics 3	PLO	fundamental		the fundamental	the economic
			models of		models of	intuition
			general		economic	underlying the
			equilibrium		behaviour that	results obtained
			theory, social		can be used to	from formal
			choice, game		analyse the	economic
			theory, decision		effects of	models.
			making under		government	
			uncertainty, and		policies.	
			asymmetric			
			information. The			
			module builds			
			upon the			
			material covered			
			in			
			Microeconomics			
			2			
		By working on	Problem sets,		Problem sets,	Problem sets
		(and if applicable,	supported by		supported by	supported by
		Assessed	lectures and		lectures and	lectures and
		through)	seminars.		seminars.	seminars.
			Assessed through		Assessed through	Assessed thro
			exam.		exam.	exam.

Stage 3	ECO00002H	Progress towards	Students learn to	Students are		Many	Lectures refer to	The ultimate goal	Students learn
	Macroeconomics 3	PLO	think about	introduced to a		fundamental	significant	of all the models	
			macroeconomics,	more formal		models are	current and past	studied is to gain	economic theory.
			including policy,	approach to		developed in	economic events	an insight into	This allows them
			in terms of agent	macroeconomics		appropriate	to motivate the	policyeven if	to communicate
			heterogeneity,	and use		detailSolow,	theory.	only to know	primarily with
			equilibrium, and	mathematical		Ramsey,		precisely when	trained
			Pareto	language from		Diamond,		intervention is	economists.
			optimality.	the very		Shapiro-Stiglitz,		purely for	
				beginning.		Search, Stiglitz-		distributional	
				There is an		Weiss, Kiyotaki-		reasons.	
				emphasis on		Moore, and			
				developing a		Bernanke-			
				critical sense		Gertler.			
				regarding the					
				usefulness of					
				each model					
				that models by					
				their very nature					
				are abstractions					
				and not reality					
				but that fact in					
				itself does not					
				determine					
				whether they are					
				good or bad.					

By working on	models with	formal		taking adequate	analysis of fully	the exercises on
(and if applicable,	microeconomic	mathematical		notes in lectures,	specified general	nine problem
Assessed	foundations.	models of (i)		then preparing	equilibrium or	sets which are
through)	Assessed through	general		their own notes	game theoretic	solved
	the variety of	equilibrium with		and using those	models.	completely in
	questions on the	production and		notes to work on	Assessed through	practical classes
	summer term	(ii) game		the problem sets.	the summer term	and complete
	exam on which	theoretical		Learning is	exam which	solutions to
	there is no	models of credit		supported by	requires problem	which are posted
	choice.	and labour		notes/slides that	solving (including	on the VLE.
		markets, all		are distributed	proofs) and some	Assessed through
		developed in		and assigned	short essays.	the summer term
		lectures,		reading including		exam which
		notes/slides that		the Stiglitz and		requires students
		are distributed,		Weiss paper.		to communicate
		and assigned		Assessed through		with an emphasis
		reading. The		the summer term		on mathematics,
		exercises on nine		exam which		including the use
		problem sets,		requires problem		of diagrams, and
		solved		solving (including		verbal
		completely in		proofs) and some		explanations.
		practical classes,		short essays.		
		help students to				
		master the				
		formal approach				
		by the end of				
		their revision				
		period, often by				
		making good use				
		of office hours.				
		Assessed through				
		the summer term				
		exam which tests				
		students ability				
		to solve				
		problems				
		(including proofs)				
		on all of the				
		formal methods				
		developed as				
		there is no choice				
		on it.				

Stage 3	ЕСО00003Н	Progress towards	Application of	Students should	Students should	Students should	Students should	On completing	Clarity of analysis
	Applied Economics	PLO	economic	be able to	become familiar	be able to	be familiar with	the module	in the topics
			principles and	identify which	with the various	analyse critically	recent	students should	covered.
			frameworks to	economic	types of data	academic and	contemporary	be able to make	
			understand	theories are	used to test	professional	episodes	recommendation	
			important socio	relevant for an	economic	research in a	confronting	s for policy	
			economic	analysis of the	theories, and	selection of	policymakers,	derivable from	
			phenomena,	defined problem,	how to use this	topics including	such as the 2008	theory and	
			such as	to identify what	data in the	macroeconomic	global financial	empirical	
			intergenerational	is the most	design of	stabilization	crisis and the	evidence.	
			mobility,	reliable form of	empirical	policy, labour	Eurozone debt		
			migration and	evidence against	strategies for	economics and	crisis, and should		
			labour market	which theories	making causal	human capital	be able to		
			outcomes, and	can be tested	inference in	theories, with the	analyse these		
			the returns to	and form	economics.	objective of	episodes using		
			education.	informed views		forming informed	theory and		
			Students should	on which theory		views on which	empirical		
			be able to	does the weight		theory does the	evidence.		
			identify which	of available		weight of			
			economic	evidence		available			
			theories are	support?		evidence			
			relevant for an			support?			
			analysis of the						
			defined problem,						
			to identify what						
			is the most						
			reliable form of						
			evidence against						
			which theories						
			can be tested						
			and form						
			informed views						
			on which theory						
			does the weight						
			of available						
			evidence						
			support?						

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		By working on	Integrated	Integrated	Integrated	Integrated	Integrated	Integrated	Classroom
		(and if applicable,	lectures and	lectures and	lectures and	lectures and	lectures and	lectures and	discussion and
		Assessed	classroom	classroom	classroom	classroom	classroom	classroom	critical analysis of
		through)	discussion and	discussion and	discussion and	discussion and	discussion and	discussion and	important
			critical analysis of	critical analysis of	critical analysis of	critical analysis of	critical analysis of	critical analysis of	relevant research
			important	important	important	important	important	important	papers.
			relevant research	relevant research	relevant research	relevant research	relevant research	relevant research	Assessed through
			papers.	papers.	papers.	papers.	papers.	papers.	formative essays
			Assessed through	Assessed through	Assessed through	Assessed through	Assessed through	Assessed through	and unseen
			formative essays	formative essays	formative essays	formative essays	formative essays	formative essays	written
			and unseen	and unseen	and unseen	and unseen	and unseen	and unseen	examination.
			written	written	written	written	written	written	
			examination.	examination.	examination.	examination.	examination.	examination.	
					1	1		l	l l
Stag	e 3 ECO00004H	Progress towards	The module	Formal economic	Although without	A wide range of		Various policy	The module is
Stag	ECO00004H Social Policy	Progress towards PLO	The module demonstrates	Formal economic models are used	Although without using real data,	A wide range of relevant		questions are	The module is essay-based and
Stag					_	, ,			
Stag			demonstrates	models are used	using real data,	relevant		questions are	essay-based and
Stag			demonstrates how economic concepts and	models are used to analyse all of	using real data, students develop	relevant academic		questions are raised and	essay-based and promotes clear
Stag			demonstrates how economic concepts and	models are used to analyse all of the social policy	using real data, students develop an understanding	relevant academic research is		questions are raised and evaluated during	essay-based and promotes clear exposition of the
Stag			demonstrates how economic concepts and principles can be	models are used to analyse all of the social policy issues covered in	using real data, students develop an understanding of appropriate	relevant academic research is discussed within		questions are raised and evaluated during the module, in	essay-based and promotes clear exposition of the subject matter,
Stag			demonstrates how economic concepts and principles can be applied to	models are used to analyse all of the social policy issues covered in	using real data, students develop an understanding of appropriate empirical	relevant academic research is discussed within the module, and		questions are raised and evaluated during the module, in areas such as	essay-based and promotes clear exposition of the subject matter, backed by
Stag			demonstrates how economic concepts and principles can be applied to various issues in	models are used to analyse all of the social policy issues covered in	using real data, students develop an understanding of appropriate empirical measures	relevant academic research is discussed within the module, and students are		questions are raised and evaluated during the module, in areas such as income	essay-based and promotes clear exposition of the subject matter, backed by appropriate use
Stag			demonstrates how economic concepts and principles can be applied to various issues in social policy,	models are used to analyse all of the social policy issues covered in	using real data, students develop an understanding of appropriate empirical measures relevant to social	relevant academic research is discussed within the module, and students are encouraged to		questions are raised and evaluated during the module, in areas such as income maintenance,	essay-based and promotes clear exposition of the subject matter, backed by appropriate use of economic
Stag			demonstrates how economic concepts and principles can be applied to various issues in social policy, such as income	models are used to analyse all of the social policy issues covered in	using real data, students develop an understanding of appropriate empirical measures relevant to social policy, such as of	relevant academic research is discussed within the module, and students are encouraged to adopt a critical		questions are raised and evaluated during the module, in areas such as income maintenance, retirement	essay-based and promotes clear exposition of the subject matter, backed by appropriate use of economic theory and
Stag			demonstrates how economic concepts and principles can be applied to various issues in social policy, such as income maintenance,	models are used to analyse all of the social policy issues covered in	using real data, students develop an understanding of appropriate empirical measures relevant to social policy, such as of poverty,	relevant academic research is discussed within the module, and students are encouraged to adopt a critical and comparative		questions are raised and evaluated during the module, in areas such as income maintenance, retirement pensions,	essay-based and promotes clear exposition of the subject matter, backed by appropriate use of economic theory and
Stag			demonstrates how economic concepts and principles can be applied to various issues in social policy, such as income maintenance, retirement	models are used to analyse all of the social policy issues covered in	using real data, students develop an understanding of appropriate empirical measures relevant to social policy, such as of poverty, inequality and	relevant academic research is discussed within the module, and students are encouraged to adopt a critical and comparative		questions are raised and evaluated during the module, in areas such as income maintenance, retirement pensions, education and	essay-based and promotes clear exposition of the subject matter, backed by appropriate use of economic theory and
Stag			demonstrates how economic concepts and principles can be applied to various issues in social policy, such as income maintenance, retirement pensions,	models are used to analyse all of the social policy issues covered in	using real data, students develop an understanding of appropriate empirical measures relevant to social policy, such as of poverty, inequality and	relevant academic research is discussed within the module, and students are encouraged to adopt a critical and comparative		questions are raised and evaluated during the module, in areas such as income maintenance, retirement pensions, education and	essay-based and promotes clear exposition of the subject matter, backed by appropriate use of economic theory and
Stag			demonstrates how economic concepts and principles can be applied to various issues in social policy, such as income maintenance, retirement pensions, education,	models are used to analyse all of the social policy issues covered in	using real data, students develop an understanding of appropriate empirical measures relevant to social policy, such as of poverty, inequality and	relevant academic research is discussed within the module, and students are encouraged to adopt a critical and comparative		questions are raised and evaluated during the module, in areas such as income maintenance, retirement pensions, education and	essay-based and promotes clear exposition of the subject matter, backed by appropriate use of economic theory and

		By working on (and if applicable, Assessed through)	Formative essay work, supported by lectures and seminars, that addresses these social policy issues from an economic perspective. Assessed through essay questions in the summerterm exam.	Formative essay work, supported by lectures and seminars, that gives opportunities for students to make use of formal economic models. Assessed through essay questions in the summerterm exam.	Formative essay work, supported by lectures and seminars, that reflects an understanding of such empirical measures. Assessed through essay questions in the summerterm exam.		Formative essay work, supported by lectures and seminars, that requires students to read the academic literature and demonstrate their knowledge of it. Assessed through essay questions in the summerterm exam.		l' ' '	Formative essay work, supported by lectures and seminars, that helps students to practice and improve their explanatory skills. Assessed through essay questions in the summerterm exam.
Stage 3	ECO00005H Labour Economics	Progress towards PLO	Students will develop an understanding of how the theoretical and applied toolkit of the modern economist (including microand macroeconomic analysis, as well as econometrics) can be used to analyse labour market outcomes, such as unemployment, wage inequality, trade unionism and labour demand.	Students will be introduced to a range of formal models used to explain labour market phenomena. The main objective is to present labour economics as a method of analysis and to establish clear links to events in the economy.	Students will be introduced to a range of secondary data sources – students will become aware of the pros and cons of various types of data used to explore theories, and how to use this data in the design of empirical strategies for making casual inference in economics.	Students will be introduced to a range of statistical and econometrics techniques used to evaluate theories, and how to use related evidence in the design of relevant implied policy.	Students will be encouraged to analyse critically academic and professional research across a selection of topics in labour economics.	Students will become familiar with the history of the UK and (to a lesser extent) international labour market outcomes and learn how to apply the concepts and framework learned in class to interpret important recent developments in the economy, such as the gender pay gap, decline in trade unionism, increased wage inequality and unemployment in the context of the recent global financial crisis.	On completing the module students should be able to make recommendation s for relevant labour market policy derivable from theory and empirical evidence.	Student will be encouraged to generate holistic arguments: combining theory, a critical approach to empirical evidence, and an awareness of the costs and benefits of alterative policy regimes.

By working on	Students will	Integrated	Integrated	Integrated	Integrated	Integrated	Integrated	Integrated
	read a variety of	lectures and	lectures and					
Assessed	carefully selected	classroom	classroom	classroom	classroom	classroom	classroom	classroom
through)	recommended	discussion and	discussion and					
	readings,	critical analysis of	critical analysis					
	including a core	important	important	important	important	important	important	important
	of recommended	relevant research	relevant resear					
	core text	papers.	papers.	papers.	papers.	papers.	papers.	papers. With a
	material and a	Assessed through	particular					
	range of selected	formative	formative	formative	formative	formative	formative	emphasis on
	journal articles.	seminar	seminar	seminar	seminar	seminar	seminar	their seminar
	In lectures	presentations	presentations	presentations	presentations	presentations	presentations	presentations.
	students will take	and reports; class	Assessed throu					
	be presented	room discussion;	formative					
	with (and	and unseen	seminar					
	expected to	written	written	written	written	written	written	presentations
	append via their	examination.	examination.	examination.	examination.	examination.	examination.	and reports; cl
	additional							room discussion
	readings) course							and unseen
	notes							written
	summarising and							examination.
	synthesising the							
	ideas presented							
	in the lectures.							
	Students will							
	present at, as							
	well as							
	participate in,							
	seminars							
	organised within							
	the module in							
	which they will							
	develop their							
	understanding of							
	how economic							
	principles and							
	methods can be							
	usefully applied							
	in understanding							
	political decision-							
	making and							
	_							
	outcomes.							
	Assessed through							
	formative							
	seminar							
	presentations							
	and reports; class							
	room discussion;							
	and unseen							
	written							
	examination.							1

Stage 3	ЕСО00006Н	Progress towards	Critical	Formal modelling	Interpretation	Interpretation of	An	An	The ability to
	Health Economics	PLO	application of	of health	and critical	relevant	understanding of	understanding of	clearly explain
			economic	decision-making	evaluation of	econometric	the principal	theoretical and	theoretical
			concepts and	and provision	health data	models and	methods and	empirical issues	principles and
			principles to	mechanisms.		analysis based on	themes in the	in the evaluation	empirical findings
			issues in health			health data	Health	of health policy	in Health
			and health care				Economics		Economics at this
							research		level.
							literature		
		By working on	Reading and						
		(and if applicable,	discussion of key						
		Assessed	references, and						
		through)	writing formative						
			essays,						
			supported by						
			lectures and						
			seminars	seminars		seminars	seminars	seminars	seminars
			1	Assessed through	1	1	Assessed through	Assessed through	Assessed through
			exam questions						
			testing this	testing this		testing this	testing this	testing this	testing this
				aspect of the	1 '	aspect of the	aspect of the	aspect of the	aspect of the
			module						

Stage 3	ECO00007H	Progress towards	The module adds	Students are	Slightly simplified	Students are	Students learn
	Mathematical	PLO	to and refines the	introduced to	versions of many	introduced to	the formal
	Economics		general training	formal	fundamental	mathematical	language of
			provided over	mathematical	models are	analysis of	economic theory
			the previous two	models and tools	developed in	policies in the	through
			years. Students	of Game Theory:	appropriate	areas of	lectures,
			learn to think	i.e., the theory of	detail. Some of	industrial	assigned
			about questions	generalized	the seminar	competition,	readings, and
			in several areas	interactive	problems are	international	working on the
			of social	optimization.	also simplified	trade, design of	problem sets,
			problems—policy	There is a	versions of	institutions etc	thereby
			for international	marked increase	results from	within a game	permitting
			trade, industrial	in the level of	research papers.	theoretic	them to
			competition,	abstraction.	And at least one	framework.	communicate
			collective action,	There is also	original research		primarily with
			design of rules	emphasis on	paper (on		trained economic
			etc in terms of	developing a	proving the		theorists.
			formal models	critical sense	Gibbard-		
			mainly using	regarding the	Satterthwaite		
			Game Theory.	usefulness of the	Theorem) is		
				modelsthat	assigned.		
				models by their			
				very nature are			
				abstractions and			
				not reality.			

By working on	Progress is	The lecture		Readings are	Progress is	Lectures,	
(and if applicable,		material takes an		assigned. Six	-	assigned	
Assessed		abstract formal		problem sets are		readings, and	
through)	, ,	approach from		distributed and	assigned reading,	•	
	lecture slides	the very		solved in seminar		problem sets.	
	that are	beginning. The		classes, often in	that are	The summer	
	distributed and	assigned readings		interactive	distributed and	term exam	
	homework	also help		manners to	homework	requires students	
	assignments.	students get used		stimulate student	assignments.	to communicate	
	Assessed	to the abstract		engagement.	Assessed	with a strong	
	indirectly	mathematical		Assessed through	indirectly	emphasis	
	through the	language.		the summer term	through the	on mathematical	
	variety of	Working on the		examwhich	variety of	rigour.	
	questions in the	problems for		requires problem	questions in the		
	summer term	seminar classes		solving.	summer term		
	exam.	also allow the			exam.		
		students to					
		master the					
		abstract					
		approach by the					
		end of their					
		revision period.					
		The summer					
		term exam test					
		students on all					
		these aspects.					

Stage 3	ECO00008H	Progress towards	Learning and	Students will	Whilst this skill is	Students will be	Students will	On completion of
	Industrial Economics	PLO	understanding	study	not essential for	introduced to	study various	this module,
			fundamental	fundamental	this module,	newest	models of	students should
			concepts of	models of non-	students will be	developments in	imperfect market	have enough
			imperfectly	cooperative	able to develop	the field of	structure and	knowledge to
			competitive	behaviour	an understanding	Industrial	performances	explain various
			markets and	amongst firms,	of empirical	Economics, they	that will prove to	concepts, ideas,
			strategic	and further	Industrial	will also be	be fundamental	and measures
			behaviour	advanced and	Economics by	taught about	in evaluating and	used in Industrial
			exhibited by	recent topics	reading various	`old' ideas that	analysing	Economics; they
			players in such	such as spatial	case studies and	provide the	Government's	will have
			markets;	competition,	analysing some	building blocks	policies.	deepened their
			understanding	mergers, vertical	empirical facts.	for today's		knowledge of
			how functioning	relations and		Industrial		functioning of
			of such markets	networks.		Economics. This		imperfectly
			differ from the	Students build		will equip them		competitive
			perfect or "ideal"	their knowledge		with the ability to		markets and
			world thereby	based on		understand the		issues arising in
			understanding	materials		similarities and		such markets
			the causes of	covered in		differences		through the
			market failures	Microeconomics		between		rigorous
			and the sources	2 and Game		different schools		mathematical
			of market power	Theory.		of thoughts.		and game-
			and rent					theoretic models
			extractions.					taught in the
								module. They wil
								have developed
								enough
								economic
								intuition to apply
								theory to real-life
								examples.

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By working on	Reading and	Reading and	Reading of	Reading and	Reading and	Assessed
(and if applicable,	understanding	understanding	various case	understanding	understanding	informally
Assessed	selected chapters	selected chapters	studies and	selected chapters	selected chapters	through the
through)	from textbooks	from textbooks	empirical facts (e.	from textbooks	from textbooks	feedback
	and references	and references	g. by exploring	and references	and references	provided on
	and just not	and just not	recent merger	and just not	and just not	submitted
	relying on lecture	relying on lecture	cases and	relying on lecture	relying on lecture	assignments and
	notes. Students	notes. By	reasons behind	notes. By		formally through
	will be required	working on	such behaviour)	working on	working on	answering
	to work on their	problem sets		problem sets	problem sets	(mainly) technical
	own in order to	supported by		supported by	supported by	questions
	enhance their	lectures and		lectures and	lectures and	requiring
	understanding of	seminars. Taking		seminars. Taking	seminars. Taking	independent
	the materials	notes that		notes that	notes that	thinking, during
	taught that	summarise and		summarise and	summarise and	the summer term
	cannot happen	explain ideas in		explain ideas in	explain ideas in	exam.
	solely by relying	students' own		students' own	students' own	
	on lecture notes.	way and not just		way and not just	way and not just	
	Taking notes that	relying on		relying on	relying on	
	summarise and	lectures notes		lectures notes	lectures notes	
	explain ideas in	and `model'		and `model'	and `model'	
	students' own	answers to		answers to	answers to	
	way and not just	seminar		seminar	seminar	
	relying on	problems.		problems.	problems.	
	lectures notes	Assessed		Assessed	Assessed	
	and `model'	informally		informally	informally	
	answers to	through the		through the	through the	
	seminar	feedback		feedback	feedback	
	problems.	provided on		provided on	provided on	
	Assessed	submitted		submitted	submitted	
	informally	assignments and		assignments and	assignments and	
	through the	formally through		formally through	formally through	
	feedback	answering		answering	answering	
	provided on	(mainly) technical		(mainly) technical	(mainly) technical	
	submitted	questions		questions	questions	
	assignments and	requiring		requiring	requiring	
	formally through	independent		independent	independent	
	answering	thinking, during		thinking, during	thinking, during	
	(mainly) technical	the summer term		the summer term	the summer term	
	questions	exam.		exam.	exam.	
	requiring					
	independent					
	thinking, during					
	the summer term					
	exam.					

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Stage 3	ЕСО00009Н	Progress towards	1 ''	Students should		Students should	Students should	On completing	Clarity of analysis
	International	PLO	economic	be able to apply		be able to	be familiar with	the module	in the topics
	Economics		principles and	formal models to		analyse critically	the history of the		covered.
			frameworks to	explain		academic and	international	be able to make	
			understand the	international		professional	monetary system	recommendation	
			causes and	trade and the		research in a	and learn how to	s for policy	
			consequences of	gains from trade,		selection of	apply the	derivable from	
			international	trade policy and		topics including	concepts and	theory and	
			trade, the	business cycle		the political	framework	empirical	
			pattern of trade	fluctuations in		economy of	learned in class	evidence about	
			between nations,	the global		trade,	to interpret the	trade and	
			and how	economy. The		macroeconomic	most important	industrial policy	
			international	main objective is		stabilization	recent	in the global	
			transactions	to present		policy, and the	developments in	economy, the	
			affect the	international		I	the world	choice of	
			domestic	economics as a		of different	economy, such as		
			economy and the	method of		exchange rate	the acceleration	regimes and the	
			conduct of	analysis and to		regimes and the	of globalization,	implication of	
			national	establish clear		implication of	the recent global	this choice for	
			economic policies	links to events in		this choice for	financial crisis	the economy, the	
			at full	the global		the economy?		common features	
			employment and	economy.			crisis.	of financial and	
			over the business					currency crises as	
			cycle.					well as policy	
								measures to	
								avoid them.	
		December 2	lata anata d	Lata anata d		Lata anata d	lata anata d	laka sasta d	Lata anata d
		By working on	Integrated	Integrated		Integrated	Integrated	Integrated	Integrated
		(and if applicable,		lectures and		lectures and	lectures and	lectures and	lectures and
		Assessed	classroom	classroom		classroom	classroom	classroom	classroom
		through)	discussion,	discussion and		discussion,	discussion,	discussion,	discussion,
			solving in groups	critical analysis of		solving in groups	solving in groups	solving in groups	solving in groups
			formative	important		formative	formative	formative	formative
			problem sets.	relevant research		problem sets.	problem sets.	problem sets.	problem sets.
			Assessed through	papers.				Assessed through	Assessed through
			formative	Assessed through		formative	formative	formative	formative
			problem sets and	formative		problem sets and	problem sets and	problem sets and	problem sets and
			unseen written	problem sets and		unseen written	unseen written	unseen written	unseen written
			examination.	unseen written		examination.	examination.	examination.	examination.
				examination.					

Stage 3	ECO00010H	Progress towards	Students learn to	Students are		Many	Lectures refer to	The ultimate goal	Students learn
0.000	Monetary Economics	PLO	think about	introduced to an		fundamental	significant	of all the models	
			money, as well as			models are	current and past	studied is to gain	
			monetary and	approach to		developed in		an insight into	economic theory.
			fiscal policy, in	economics and		appropriate	to motivate the	policyeven if	This allows them
			terms agent	use abstract		detailArrow-	theory.	only to know	to communicate
			heterogeneity,	mathematical		Debreu,		precisely when	primarily with
			equilibrium, and	language from		Sequence		intervention is	trained economic
			Pareto	the very		Economies,		purely for	theorists.
			optimality.	beginning.		Grandmont-		distributional	
				There is an		Younes, Bewley,		reasons.	
				emphasis on		Overlapping			
				developing a		Generations,			
				critical sense		Lucas Money			
				regarding the		Neutrality,			
				usefulness of		Diamond			
				each model		Delegated			
				that models by		Monitoring, and			
				their very nature		Diamond and			
				are abstractions		Dybvig.			
				and not reality					
				but that fact in					
				itself does not					
				determine					
				whether they are					
				good or bad.					

	orking on models with	formal		taking adequate	monetary and	the exercises on
	if applicable, microeconomic	mathematical		notes in lectures,		eight problem
Assess		models of (i)		then preparing	analysis within a	sets which are
through		general		their own notes	fully specified	solved
	the variety of	equilibrium with		and using those	general	completely in
	questions on the	money and (ii)		notes to work on	equilibrium or	practical classes
	summer term	game theoretical		the problem sets.	game theoretic	and complete
	exam on which	models of		Learning is	framework.	solutions to
	there is no	liquidity, and on		supported by	Assessed through	which are posted
	choice.	some nonlinear		notes/slides that	the summer term	
		programming, all		are distributed	exam which	Assessed through
		developed in		and assigned	requires problem	the summer term
		lectures,		reading including	solving (including	exam which
		notes/slides that		the Diamond and	proofs) and some	requires students
		are distributed,		Dybvig paper.	short essays.	to communicate
		and assigned		Assessed through		with a strong
		reading. The		the summer term		emphasis on
		exercises on		exam which		mathematical
		eight problem		requires problem		rigour. There are
		sets, solved		solving (including		a few short essay
		completely in		proofs) and some		questions as well.
		practical classes,		short essays.		
		help students to				
		master the				
		abstract				
		approach by the				
		end of their				
		revision period,				
		often by making				
		good use of				
		office hours.				
		Assessed through				
		the summer term				
		exam which tests				
		students ability				
		to solve				
		problems				
		(including proofs)				
		on all of the				
		formal methods				
		developed as				
		there is no choice				
		on it.				

Ctors 2	ECO00011H	Drogross toward-	The module	Formal theories		A wido roman of	Various nalis:	The module is
Stage 3		Progress towards				A wide range of	Various policy	
	Alternative	PLO	investigates how	and models		academic	questions are	essay-based and
	Perspectives in		various economic	1		research from	raised and	promotes clear
	Economics		concepts and	different schools		different schools	_	exposition of the
			principles have	of economic		of economic	the module, in	subject matter,
			been developed	thought are used		thought is		backed by
			by different	to analyse all of		discussed within	work	appropriate use
			schools of	the economic		the module, and	organisation,	of economic
			economic	issues covered in		students are	employment	theory and
			thought,	the module.		encouraged to	' ''	evidence.
			including			adopt a critical	inflation,	
			institutionalism,			and comparative	monetary policy,	
			Marxian			approach.	and economic	
			economics, Post				growth.	
			Keynesianism					
			and Austrian					
			economics.					
		By working on	Formative essay	Formative essay		Formative essay	Formative essay	Formative essay
		(and if applicable,	work, supported	work, supported		work, supported	work, supported	work, supported
		Assessed	by lectures and	by lectures and		by lectures and	by lectures and	by lectures and
		through)	seminars, that	seminars, that		seminars, that	seminars, that	seminars, that
		,	discusses the	gives		requires students	permits	helps students to
			contrasting	opportunities for		to read the	discussion and	practice and
			treatment of	students to make		academic	evaluation of	improve their
			economic issues	use of various		literature and	policy questions.	explanatory
			by different	economic		demonstrate	Assessed through	skills.
			schools of	theories and		their knowledge	essay questions	Assessed through
			economic	models.		of it.	in the summer-	essay questions
			thought.	Assessed through		Assessed through	term exam.	in the summer-
			"	essay questions		essay questions		term exam.
			essay questions	in the summer-		in the summer-		
			in the summer-	term exam.		term exam.		
			term exam.					

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Stage 3	ECO00012H	Progress towards	1	Some	Some	Some	Some	Some	Analysis of a	Analysis of
	Principles of Corporate	PLO	how corporations	understanding of	understanding of	understanding of		understanding of	business model	capital budgeting
	Finance and Derivative		operate, the	asset and	how financial	how financial	asset pricing	the impact on	of corporations,	decisions,
	Securities		economic	derivatives	time series data	time series data	models used in	asset return data	firm value	investment
			rationale for	models. Models	can be	can be	"	of the various	maximization,	project
			1	of pricing bonds	characterized	characterized	literature and the		the role of taxes	profitability and
			1	and equity.	mathematically.	statistically.	ability to	and the	and financial	risk
			process		We focus in		compare and	capability to	leverage	
					particular on		analyse them.	recognise the		
					S&P500 returns			relevant		
					and on option			statistical		
					prices on			properties.		
					S&P500.					
		By working on	Formative	Formative	Formative	Formative	Formative	Formative	Formative	Formative
		(and if applicable,	exercises and	exercises and	exercises and	exercises and	exercises and	exercises and	exercises and	exercises and
		Assessed	asset pricing	asset pricing	asset pricing	asset pricing	asset pricing	asset pricing	asset pricing	asset pricing
		through)	simulations	simulations	simulations	simulations	simulations	simulations	simulations	simulations
			accompanied by	accompanied by	accompanied by	accompanied by	accompanied by	accompanied by	accompanied by	accompanied by
			lectures,	lectures,	lectures,	lectures,	lectures,	lectures,	lectures,	lectures,
			seminars and	seminars and	seminars and	seminars and	seminars and	seminars and	seminars and	seminars and
			practical	practical	practical	practical	practical	practical	practical	practical
			examples.	examples.	examples.	examples.	examples.	examples.	examples.	examples.
			Assessed through	Assessed through	Assessed through	Assessed through	Assessed through	Assessed through	Assessed through	Assessed through
			exam exercises	exam exercises	exam exercises	exam exercises	exam exercises	exam exercises	exam exercises	exam exercises
			and questions	and questions	and questions	and questions	and questions	and questions	and questions	and questions
			targeted to	targeted to	targeted to	targeted to	targeted to	targeted to	targeted to	targeted to
			testing the	testing the	testing the	testing the	testing the	testing the	testing the	testing the
			1 ''	''	1	application of the	''		1	application of the
			pricing	pricing	pricing	pricing	pricing	pricing	pricing	pricing
			techniques.	techniques.	techniques.	techniques.	techniques.	techniques.	techniques.	techniques.

Stage 3	ECO00013H	Progress towards	This module uses	Students use a		The basic models	The ultimate goal		The students
	Structure and	PLO	economic	series of		are studied in	of all the models	apply these	need to
	Regulation of Financial		principles	increasingly		detailnotably	studied is to gain	models, their	understand and
	Markets		developed in	challenging		the King-Roell	an insight into	institutional	explain both the
			pervious modules	mathematical		capital market	market failure,	knowledge and	institutional
			to understand	models of capital,		model, the	the appropriate	their judgement	background and
			the causes and	insurance and		Rothschild and	regulatory	to specific issues	theoretical
			consequences of	banking markets		Stiglitz insurance	response and to	raised by the	models and their
			financial market	to analyse these		model, the	recognise that	global financial	limitations in
			failure and the	markets. There is		Diamond	financial markets	crisis. They need	order to
			way these can be	an emphasis on		Delegated	can find ways of	to research the	contribute to
			mitigated by	developing a		Monitoring, and	working around	institutional	group
			regulation. It	critical sense		Diamond and	regulatory	background,	presentations on
			applies the	regarding the		Dybvig models.	constraints. The	identify the	current issues in
			theory of	usefulness of			causes and	appropriate	this area .
			asymmetric	each model			consequences of	model and show	
			information to	that models by			recent global	how it can be	
			financial	their very nature			financial crisis is	applied, taking	
			institutions,	are			the focus of	account of any	
			relating the	simplifications of			attention here.	unrealistic	
			analysis to	reality and				features.	
			current	require the use					
			developments,	of judgement in					
			with particular	their selection					
			reference to the	and use.					
			British financial						
			system. It also						
			applies theories						
			of agency						
			capture and						
			moral hazard to						
			the regulator.						

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By working on	Integrated	Integrated		The students use	Integrated	The students	The students
(and if applicable,	lectures and	lectures and		the material	lectures and	organise	organise
Assessed	classroom	classroom		provided in the	classroom	themselves into	themselves into
through)	discussion, the	discussion of		lectures and their	discussion of	groups that lead	groups that lead
	latter working in	relevant		directed reading	recent episodes	the discussion of	the discussion of
	groups on	academic journal		to solve	and current	topics in the	topics in the
	formative	articles. Students		numerical	issues.	Spring term	Spring term
	problem sets and	learn to identify		problems based	The second	seminars,	seminars,
	policy issues.	the appropriate		on these models	examination	choosing from a	choosing from a
	Assessed through	economic model		in Autumn term	question has an	list of topics that	list of topics that
	formative	show how it can		seminars.	essay format,	is circulated in	is circulated in
	problem sets,	be applied, taking		The first	and is designed	advance. The	advance. The
	presentations	account of any		examination	to test the	seminar tutor	seminar tutor
	and unseen	unrealistic		question (which	student's general	gives written	gives written
	written	features.		is unseen,	understanding of	feedback on both	feedback on both
	examination.	Assessed through		compulsory and	the problems of	content and	content and
		formative		carries 25% of	financial failure	presentation.	presentation.
		problem sets,		the total mark), is	and regulation. It	The students	
		presentations		based on one of	is compulsory	chose two out of	
		and unseen		these models.	and carries 25%	five optional	
		written			of the total mark.	questions in	
		examination.				Section B of the	
						examination,	
						which include	
						model-based	
						policy questions	
						related to the	
						Spring term	
						seminars.	

Stage 3	ECO00014H Applied Econometrics	Progress towards PLO		The students are taught a number of different models, their properties are analysed and discussed based on logical and mathematical reasoning, together with their scope and usage (including any advantages and disadvantages). Their use is also demonstrated through empirical applications.	Teaching the students how to understand the important features and properties of economic data, for example whether the data is stationary/nonstationary, whether it exhibits trends; how to model the data given these characteristics; and how to perform the necessary operations to organise and manipulate the	The main purpose of this module is to equip students with good practical skills needed to apply econometric techniques (estimation and testing) and interpret the econometric results	required econometrics skills to understand more of the econometric evidence published in academic journals and	to formulate economic	By providing the necessary tools to be able to formulate economic and financial policy questions into testable hypotheses	By providing the tools to analyse the data and estimate the appropriate models and training them to interpret the results and communicate them in a technical and non-technical manner.
		By working on (and if applicable, Assessed through)	Testing for long run relationships between variables (i.e. cointegration), formulation of error correction models Assessed through two projects and a closed exam.	Presenting and analysing stationary dynamic ARMA models, error correction models, binary choice models and panel data models Assessed through two projects and a closed exam.	Testing for stationarity/non-stationarity by means of unit roots Assessed through two projects and a closed exam.	The use of state- of-the-art statistical software for the analysis of stationary ARMA models and forecasting; non- stationary models; binary choice models; panel data models Assessed through two projects and a closed exam.	the results from various models including time series, binary choice models and panel data	binary choice models and panel data models, tests of	in the context of time series, binary choice and panel data models; testing	Estimation of time series; cross section and panel data models and interpretation of the results Assessed through two projects and a closed exam.

Stage 3	ECO00015H	Progress towards	By applying a	Teaching	Improving	
	Econometric Methods	PLO	number of	students what	understanding of	
	for Research		different	type of	key terms,	
			econometric	econometric	concepts and	
			models and	specification and	arguments used	
			methods,	type of	in the applied	
			students will be	estimation and or	and some (basic)	
			able to show that	test statistics is	theoretical	
			many economic	required for	econometrics.	
			phenomena can	different type of		
			be represented,	data		
			characterised			
			and hence better			
			understood in			
			terms of these			
			models.			

		<u> </u>	1	<u> </u>	
		Key results in	Establishing the	definitions and	
	'' '	mathematical	statistical	applications of	
		statistics,	properties of	estimators and	
th	nrough)	probability	different	test statistics and	
		theory and	estimators and	their asymptotic	
		econometric		properties	
		theory, as	using law of large	through specific	
		explained during	numbers, central	problem sets and	
		lectures and	limit theorems	exercises	
		reinforced	and other key	Assessed through	
		through self-	ideas based on	the student's	
		study and	asymptotic	ability, under	
		consideration of	theory.	examination	
		problem sets.	Explained during	conditions, to	
		Assessed through	lectures and	define and to	
		the student's	reinforced	explain key	
		ability, under	through self-	concepts	
		examination	study and		
		conditions, to	consideration of		
		apply these	problem sets.		
		results to new	Assessed through		
		problems.	the student's		
			ability, under		
			examination		
			conditions, to		
			derive key results		
			properties of		
			new econometric		
			models.		

Stage 3	ECO00018H	Progress towards	Application of	some	use of key data	students will	to recognise	Policy choices	students will be
Stage 3	Bubbles, Panics and	PLO PLO	economic		1 ' 1		themes of	and their	required to
	Crashes	1 20	definitions,	the nature and	economic history	evaluate the	continuity and	effectiveness	provide extended
	Crusines		principles and	scope of models	and economics,		change over time	form part of the	written
			establish	in economic	such as the		and space for	discussion of	expositions in
			potential			· ·	given	most of the	which they
			explanations for	an awareness of	base,		١٠	1	achieve an
			the economic	the assumptions	International	and the	Examples would	the module	appropriate
			phenomena of	(and their	Financial		be similarities	the module	balance of verbal
			bubbles, panics	plausibility) in	Statistics etc.		and differences		arguments and
			and crashes	such models	Statistics etc.		of past and		diagrammatic
			and crashes	Jacii illoacis		literature on	current financial		explanations.
						financial crises	crises.		Their expositions
						(both historical	C113C3.		will also
						and theoretical)			demonstrate the
						and theoretical,			ability to select
									the material
									most relevant to
									the specific
									question asked
									and to apply it to
									this question.
									4

By working on		formative	Discussion of this	٠, ١		discussion of	writing formative	
		exercises,	material in	, ,		strategies of	essays as if for	
Assessed	and then	supported	lectures using the			governments	readers who are	
through)	presentations by	principally by	web sites during	recommended	followed by	(including the	not already fully	
	students of	lectures and	the lecture, and	textbook	student	different players	cognizant with	
	specific examples	seminars, that	then choice by	references and	presentations	on the national	the subject, such	
	and discussion of	develop the	students of	journal articles,	and discussion of	level) in student	as fellow	
	findings in	construction and	relevant data in	not following a	key issues in	work and in	economics	
	seminars	solution of a	their	single textbook	tutorials.	discussion during	students from	
	Assessed through	range of relevant	presentations –	Assessed through	Assessed first	the seminars	the year below	
	formative essays	models	with discussion	writing essays in	through	Assessed first	Assessed through	
	and then unseen	Assessed through	of reliability etc	the summer-term	formative essays	through	writing essays in	
	written	exam questions	of such	exam drawing on	and then by	formative essays	the summer-term	
	examination in	designed to test	information	this literature	questions in	and then by	exam	
	which students	the	Assessed first		unseen written	questions in		
	expected to	understanding of	through		examination.	unseen written		
	introduce,	construction,	formative essays			examination.		
	recognise,	application and	and then by					
	differentiate	historical	unseen written					
	between, use	relevance of such	examination.					
	and discuss such	models	Relevance and					
	concepts and		reliability of data					
	principles.		part of criteria					
			for marks in					
			unseen written					
			examination.					
							i	

Stage 3	ECO00019H	Progress towards	Application of	Understanding of	Use of data from	Discussion of	Discussion of	To recognise	Policy choices	Clarity of analysis
Stage 5	International	PLO	economic	the merits and	key NGOs, as, for	robustness given	such issues in	themes of	and effectiveness	. , , ,
	Economic Growth and		definitions,	disadvantages of	example, IMF,	in academic	lectures;	continuity and	form part of the	covered.
	Development		principles and	formal models to	ILO, WHO, OECD	literature and	reference to	changes over	discussion of	
			establish	each of above	1 '	NGO reports of	work conducted	time and over	most of the	
			potential	concepts in	and from	models and	by NGOs and	space for given	topics covered in	
			explanations for	lectures. Example	national	econometric	published in the	phenomenon.	the module. The	
			economic growth	here is the	governments	results as	academic	Examples would	role of the state a	
			and development	comparison of	Example here is	indicated in PLO3	literature in	be stages of	crucial element	
			in the	different	the 'reliability' of		lectures, key	growth ideas,	in understanding	
			international	economic models	Chinese		findings of	rural/urban	growth in India,	
			economy.	to explain	economic data.		academic	migration, the	China, South	
			Examples include	performance in	Another is the		literature in	complexity of the	America, and	
			how and why	Sub Saharan	robustness of the		lectures. Example	move from	Eastern Europe.	
			Rostow and GCR	Africa –	data compiled in		here is the	planned to		
			stages of growth	discussion in	the Global		pro/anti	market		
			theory help	lecture of which	Competitiveness		Washington	economies in		
			explain the	models best	Report.		consensus	eastern Europe		
			'miracle' of	explain that			debate in	after 1990 and		
			Chinese	performance and			relation to South	the legacy of		
			economic	which variables			America and the	colonialism in		
			growth, how and	are significant –			contrasting	Africa.		
			why Lewis and	and crucially why			'explanation' of			
			Todaro models of	some variables			populism. A			
			push and pull in	are not			second is the			
			relation to rural	significant.			debate between			
			agriculture to				'geography' and			
			urban industry				'institutions' as			
			help explain the				explanations of			
			paradox of India'				performance in			
			s growth				sub-Saharan			
			performance and how and why				Africa.			
			differential							
			application of the							
			Washington							
			consensus helps							
			explain							
			differential							
			performance							
			amongst							
			countries in Latin							
			America.							
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By working on	Discussion of the	Discussion of the	Discussion of this	Introduction to	Discussion of	Discussion of	Discussion of
(and if applicable,	above in lectures	above in	material in	this in the lecture	above in student	such issues in	strategies of
Assessed	and then	presentations by	lectures using the	and then	presentations	lectures. This is	governments and
through)	presentations by	students of	web sites during	discussion of	and in open	followed by	NGOs in lectures,
	students of	specific examples	the lecture, and	above in student	discussion in	student	in student work
	specific examples	and discussion of	then choice by	presentations	seminars.	presentations	and in discussion
	and discussion of		students of	and wider	Assessed first	and discussion of	during seminars.
	findings in	seminars	relevant data in	discussion in	through	key issue in	Assessed first
	seminars	Assessed through	their	seminars.	formative essays	tutorials.	through
	Assessed through	formative essays	presentations –	Assessed first	and then unseen	Assessed first	formative essays
	formative essays	plus unseen	with discussion	through	written	through	and then by
	and then unseen	written	of reliability etc	formative essays	examination.	formative essays	questions in
	written	examination in	of such	and then unseen	Awareness of	and then by	unseen written
	examination in	which students	information	written	robustness of	questions in	examination.
	which students	expected to use	Assessed first	examination.	findings expected	unseen written	
	expected to	insights but	through	Awareness of	in unseen written	examination	
	introduce,	recognise	1	robustness of	exam		
	recognise,	potential	and then by	findings expected			
	differentiate	weaknesses in	unseen written	in unseen written			
	between, use	formal models.	examination.	exam			
	and discuss such		Relevance and				
	concepts and		reliability of data				
	principles.		part of criteria				
	ļ. ·		for marks in				
			unseen written				
			examination.				

Stage 3	ECO00027H	Progress towards	Students will	Students are	Students will	Students will	Students will	Important	Students	Students will
	Political Economics	PLO	develop an	introduced to a	develop an	learn to identify	understand and	historical	consider how	improve their
			understanding of	variety of formal	understanding of	the most	evaluate the	episodes shaping	political	written
			how the	political	how political and	appropriate	main ideas of the	the development	economic	expositions and
			quantitative	economics	economic data	econometric	important	of political	concerns	presentation
			toolkit of the	models including	may be used to	techniques to	schools of	institutions in	influence	skills of
			modern	the Median Voter	test theories for	address	political	developed and	decisions	arguments
			economist	Theorem and the	example	recurrent	economics and	developing	regarding	involving
			(including both	economics of	concerned with	challenges in	the contributions	countries will be	economic and	mathematical
			micro- and	constitutions	redistribution	empirically	of some classic	used to illustrate	fiscal policies and	derivations and
			macroeconomic	based on Persson	and corruption.	testing the	papers in the	the analysis of	their outcomes	diagrammatic
			analysis, as well	and Tabellini		predictions of	literature.	political	under different	elements. Their
			as econometrics)	(2000). Emphasis		political		economic	institutional	expositions will
			may be used to	will be on		economics		questions.	environments,	also demonstrate
			analyse political	developing a		models using			such as the	the ability to
			decisions and	critical sense		micro- and			existence of	select the
			outcomes, such	regarding the		macrodata.			democracy and	material most
			as the income	usefulness of					how votes are	relevant to the
			redistribution,	each model –					aggregated	specific question
			economic	that models by						asked and to
			efficiency, public	their very nature						apply it to that
			debt, and	are abstractions						question.
			corruption across	and not reality						
			different political	but that fact in						
			and electoral	itself does not						
			institutions.	determine						
				whether they are						
				good or bad. A						
				critical						
				understanding of						
				the scope of such						
				models will be						
				developed						
				through exposure						
				to empirical						
				literature testing						
				some of the						
				hypotheses						
				generated in the						
				literature						

	By working on	Students will	Part of the	Many of the key	In lectures and	Students will be	Students will be	Students will be	Formative essays
		read a variety of	lectures and	readings in the	practicals		reading a variety	reading a variety	in preparation for
	Assessed	carefully selected		module reading	students consider	, ,	of carefully	of carefully	the summative
	through)	recommended	l '	list contains	a variety of	· ·	selected journal	selected journal	assessment, and
	5 48,	readings,	,	empirical work,	applications of		articles, using	,	30-minute
		predominantly	· ·	describing how	state-of-art	textbook and	important	and evaluating	seminar
		consisting of		data is compiled	statistical and		historical	economic and	presentations to
		journal articles.		and analysed	econometric	·	episodes to	financial policies	other students
		In lectures	notes that are	•	techniques to		discuss relevant	under different	introducing them
		students will take		of testing	test hypotheses		political	institutional	to recent political
		notes	the assigned	particular	relating to	-	economic	environments.	economic
		summarising and	reading help	political-	political	the student's	questions.		academic papers.
		synthesise the		economic	economics		•	the essay	Assessed through
		ideas presented		theories.	issues.	view, not just	essay questions	questions in the	essay questions
		in the lectures.	mathematical	Practical lectures	Assessed through	mechanically	in the summer	summer term	in the summer
		Following up		will cover the	the essay	reporting the	term exam, in	exam.	term exam.
		lectures with		example of how	questions in the		which discussion	CAUIII.	Com Cam.
		appropriate	l · · · · ·	data are located	summer term		of historical and		
		reading. Writing	to master the	and used to test	exam, some of	"	contemporary		
		formative essays.	abstract	theories of fiscal	which will		examples is		
		Students will also		policy under	directly ask	in the summer	explicitly		
		present at, as		different	students to	term exam.	rewarded in		
		well as		constitutional	identify empirical	terin exam.	particular		
		participate in,	Students will	arrangements.	strategies to test		instances.		
		seminars	demonstrate	arrangements.	particular		ilistalices.		
		organised within	their knowledge		hypotheses.				
		the module in	of the formal		Пуропісаса.				
		which they will	reasoning used						
		develop their	by economists to						
		understanding of	analyse political						
		how economic	processes in						
		principles and	summative						
		methods can be	essays in the final						
		usefully applied	exam.						
		in understanding	exaiii.						
		political decision-							
		making and							
		outcomes							
		Students will							
		demonstrate							
		their capacity to							
		apply economic							
		concepts and							
		principles to							
		political decision-							
		making and							
		outcomes in							
		summative							
		essays in the final							
		exam.							
		Levaili.	l		I	l	1	l	1

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Stage 3	ECO00028H Experimental Economics	Progress towards PLO	Subjecting economic principles to experimental testing gives an important perspective on those principles, and on their empirical application and plausibility.	The discipline of devising an experimental test of a model gives an important perspective on the nature and scope of economic models.	understanding of	An understanding of the principal methods and themes in the rapidly growing experimental research literature		of experimental design and methods, including in a manner that is intelligible to non-economists.
		By working on (and if applicable, Assessed through)	Reading and reviewing a selection of relevant literature, and a (group) project designing a hypothetical novel experiment. Supported by lectures, seminars and workshops. Assessed through the submitted project, presenting the designed experiment, while also demonstrating a broader understanding of the experimental perspective on economic principles.	the submitted project, presenting the designed experiment, while also demonstrating a broader	Reading and reviewing a selection of relevant literature, and a (group) project designing a hypothetical novel experiment. Supported by lectures, seminars and workshops. Assessed through the submitted project, presenting the designed experiment, while also demonstrating a broader understanding of the nature, strengths and weaknesses of experimental data.	Reading and reviewing a selection of relevant literature, and a (group) project designing a hypothetical novel experiment. Supported by lectures, seminars and workshops. Assessed through the submitted project, presenting the designed experiment, while also demonstrating a broader understanding of the methods and themes of experimental research		Reading and reviewing a selection of relevant literature, and a (group) project designing a hypothetical novel experiment. Supported by lectures, seminars and workshops. Assessed through the submitted project, presenting the designed experiment, while also demonstrating clarity of explanation, including a synopsis assessed specifically for its intelligibility to non-economists.

Store 2	ECO00029H	Progress towards	Students	Students develop	Ctudents	Economotric	assess impact of	communication
Stage 3								
	Financial and Time	PLO	continue to be	their	consolidate their	characterisation	monetary policy	with a strong
	Series Econometrics		exposed to using	understanding of	competence with	of key financial	decisions on key	emphasis on
			models (e.g.,	the nature of	current statistical	events	macro interest	mathematical
			CAPM).	financial time-	techniques, and		rates.	rigour, while
				series data	are introduced to			linking statistical
					new techniques,			findings to
					designed to			economic
					optimally cater			interpretation.
					for time series			
					data, which is the			
					typical format of			
					financial data.			

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By working on	Students will be	Students will be	Computer based		Studying the time		By studying
(and if applicable,	invited to	presented with	techniques for		series properties	· · ·	simple proofs in
Assessed	critically evaluate	real data in a vast	analysis data and		of stock market	term structures	detail, students
through)	models using	range of	models and for			of interest rates.	will learn how to
	rigorous	applications: they	financial		Assessed through	Assessed through	present
	statistical	will be invited to	forecasting are		exam questions	exam questions	arguments with
	techniques.	interpret these	introduced and		designed to test	designed to test	mathematical
	Assessed through	data in the light	applied		understanding of	understanding of	precision.
	exam questions	of economic	throughout.		this.	this.	Students will also
	designed to test	theory, and	Topics will				be presented
	understanding of	provide sensible	include: the				with real data in
	this.	description.	theoretical and				a vast range of
			empirical				applications: they
			investigation of				will be invited to
			market returns;				interpret these
			the use of (G)				data in the light
			ARCH models for				of economic
			the evaluation of				theory, and
			the Value at Risk				provide sensible
			of a portfolio; the				description.
			evaluation of the				The exam
			information				requires students
			content in the				to communicate
			term structure of				with a strong
			interest rates for				emphasis on
			the purpose of				mathematical
			forecasting				rigour, but also
			future short term				to link the
			rates; Capital				statistical
			Asset Pricing				findings to a
			Model (CAPM).				economic
			Assessed through				interpretation.
			exam questions				
			designed to test				
			understanding of				
			this.				

Stage 3	ECO00030H	Progress towards	the identification	where	locating,	using techniques	where	where	where	clarity in written
	Economics	PLO	and application	appropriate to	compiling and	appropriate to	appropriate to	appropriate to	appropriate to	and verbal
	Dissertation		of relevant	the specific	presenting	the data under	the specific	the specific	the specific	exposition of the
			concepts and	empirical	relevant data for	consideration,	empirical	empirical	empirical	student's own
			principles for the	question/issue	a specific	statistically	question/issue	question/issue	question/issue	research,
			analysis of a	under	empirical	analysing that	under	under	under	including as to
			specific empirical	consideration,	question/issue	data, including in	consideration,	consideration,	consideration,	non-economists
			question/issue	understanding		testing relevant	drawing on	placing it a	analysing and	
				and applying the		theoretical	relevant	context of	evaluating	
				relevant		hypotheses	published	relevant	relevant policies.	
				modelling			theoretical and	economic		
				techniques			empirical	episodes or		
							research	phenomena		

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By working on		researching and	researching and	researching and	researching and	researching and	researching and	researching and
		preparing a piece	preparing a piece	preparing a piece	preparing a piece	preparing a piece	preparing a piece	preparing a piece
Assessed	of independent	of independent		of independent	of independent	of independent	of independent	of independent
through)	work, applying	work, applying	work, applying	work, applying	work, applying	work, applying	work, applying	work, applying
	the theoretical	the theoretical	the theoretical	the theoretical	the theoretical	the theoretical	the theoretical	the theoretical
	concepts and	concepts and	concepts and	concepts and	concepts and	concepts and	concepts and	concepts and
	empirical	empirical	empirical	empirical	empirical	empirical	empirical	empirical
	techniques	techniques	techniques	techniques	techniques	techniques	techniques	techniques
	acquired	acquired	acquired	acquired	acquired	acquired	acquired	acquired
	elsewhere in the	elsewhere in the	elsewhere in the	elsewhere in the	elsewhere in the	elsewhere in the	elsewhere in the	elsewhere in the
	programme,	programme,	programme,	programme,	programme,	programme,	programme,	programme,
	under	under	under	under	under	under	under	under
	supervision and	supervision and	supervision and	supervision and	supervision and	supervision and	supervision and	supervision and
	supported by	supported by	supported by	supported by	supported by	supported by	supported by	supported by
	classes and	classes and	classes and	classes and	classes and	classes and	classes and	classes and
	workshops,	workshops,	workshops,	workshops,	workshops,	workshops,	workshops,	workshops,
	assessed through	assessed through	assessed through	assessed through	assessed through	assessed through	assessed through	assessed through
	(i) a written	(i) a written	(i) a written	(i) a written	(i) a written	(i) a written	(i) a written	(i) a written
	progress report,	progress report,	progress report,	progress report,	progress report,	progress report,	progress report,	progress report,
	(ii) workshop	(ii) workshop	(ii) workshop	(ii) workshop	(ii) workshop	(ii) workshop	(ii) workshop	(ii) workshop
	presentation, (iii)	presentation, (iii)	presentation, (iii)			presentation, (iii)	presentation, (iii)	presentation, (iii)
	final submitted	final submitted	final submitted	final submitted	final submitted	final submitted	final submitted	final submitted
	dissertation.	dissertation.	dissertation.	dissertation.	dissertation.	dissertation.	dissertation.	dissertation, to
								include a
								summary report
								as for non-
								economists.
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Overview of modules by stage

Notes:

- [1] The credit level is an indication of the module's relative intellectual demand, complexity and depth of learning and of learner autonomy (Level 4/Certificate, Level 5/Intermediate, Level 6/Honours, Level 7/Masters)
- [2] The credit value gives the notional workload for the module, where 1 credit corresponds to a notional workload of 10 hours (including contact hours, private study and assessment)
- [3] Special assessment rules (requiring University Teaching Committee approval); P/F the module marked on a pass/ fail basis (NB pass/ fail modules cannot be compensated); NC the module cannot be compensated; NR there is no reassessment opportunity for this module. It must be passed at the first attempt
- [4] Independent Study Modules (ISMs) are assessed by a dissertation or substantial project report. They cannot be compensated (NC) and are subject to reassessment rules which differ from 'taught modules'. Integrated Masters programmes may designate a project in the final stage as an ISM which is then subject to the assessment rules as set out in the postgraduate programmes section of the Guide to Assessment.

Core & option module table (add additional rows as required)

Stage (e.g. Stage 1, Stage 2)	Core/ Option	New/ substantially revised module – Yes/ No	Module title	Module code	Credit level[1]	Credit value[2]	Prerequisite:s, Corequisite:s, Prohibited combinations (name of modules(s))	Assessment rules [3],[4]	Timing of module (eg. AuT – Autumn, SpT – Spring, SuT – Summer Term, Year long)	Format, contribution to module mark and timing of summative assessment(eg. essay, 50%, AuT wk10, exam and 50%, SpT wk1)
Stage 1	Core	No	Microeconomics 1	ECO00013C	4	30			Year Long	exam SuT 100%
Stage 1	Core	No	Macroeconomics 1	ECO00014C	4	30			Year Long	exam SuT 100%
Stage 1	Core	No	Historical Perspectives on Economic Growth	ECO00018C	4	20			Year Long	exam SuT 100%
Stage 1	Core	No	Mathematics 1	ECO00016C	4	10			AuT	exam SpT 100%
Stage 1	Core	No	Probability 1	ECO00011C	4	10			AuT	exam SpT 100%
Stage 1	Core	No	Statistics 1	ECO00012C	4	10	Prerequisite: Probability 1		SpT	exam SuT 100%
Stage 1	Core	No	Economic Data Analysis 1	ECO00017C	4	10	Prerequisite: Probability 1 Corequisite: Statistics 1		SpT	computer-based practical exercises SpT wks7-9 50%; exam SuT 50%
Stage 2	Core	No	Microeconomics 2	ECO00001I	5	20	Prerequisite: Microeconomics 1		Year Long	exam SuT 100%
Stage 2	Core	No	Macroeconomics 2	ECO00002I	5	20	Prerequisite: Macroeconomics 1		Year Long	essay SpT wk 3 25%; exam SuT 75%
Stage 2	Core	No	Econometrics 2	ECO00003I	5	20	Prerequisites: Probability 1, Statistics 1		Year Long	project SuT wk1 30%; exam SuT 70%
Stage 2	Core	No	Economic Growth and Development	ECO00024I	5	20	Prerequisite: Historical Perspectives on Economic Growth		Year Long	exam SuT 100%
Stage 2	Core	No	Mathematics 2	ECO00027I	5	10	Prerequisite: Mathematics 1		Year Long	exam SuT 100%

Stage 2	Option	No	Financial Economics and Capital Markets	ECO00004I	5	20	Prohibited in combination with: Development Economics	Year Long	exam SuT 100%
Stage 2	Option	No	Development Economics	ECO00006I	5	20	Prohibited in combination with: Financial Economics and Capital Markets	Year Long	exam SuT 100%
Stage 2	Option	No	Introduction to Accountancy	ECO00008I	5	10	Prohibited in combination with: Dynamic Modelling for Economists, Economics of Population	AuT	exam SpT 100%
Stage 2	Option	No	Dynamic Modelling for Economists	ECO00012I	5	10	Prohibited in combination with: Introduction to Accountancy, Economics of Population	AuT	exam SpT 100%
Stage 2	Option	No	Economics of Population	ECO00015I	5	10	Prohibited in combination with: Introduction to Accountancy, Dynamic Modelling for Economists	AuT	essays SpT wk5 100%
Stage 2	Option	No	Cost-Benefit Analysis	ECO00009I	5	10	Prohibited in combination with: Econometric Theory 1	AuT	exam SpT 100%
Stage 2	Option	No	Econometric Theory 1	ECO00019I	5	10	Corequisite: Econometrics 2 Prohibited in combination with: Cost-Benefit Analysis	AuT	exam SpT 100%
Stage 2	Option	No	Making Poverty History	ECO00016I	5	10	Prohibited in combination with: Commodity Markets, Econometric Theory 2	SpT	exam SuT 100%
Stage 2	Option	No	Commodity Markets	ECO00017I	5	10	Prohibited in combination with: Making Poverty History, Econometric Theory 2	SpT	choice of project SuT wk7 or exam SuT 100%

Stage 2	Option	No	Econometric Theory 2	ECO00021I	5	10	Corequisite: Econometrics 2 Prohibited in combination with: Making Poverty History, Commodity Markets	SpT	exam SuT 100%
Stage 3	Option	No	Microeconomics 3	ECO00001H	6	20	Prerequisite: Microeconomics 2 or Economics 2 Micro Prohibited in combination with: Alternative Perspectives in Economics	Year Long	exam SuT 100%
Stage 3	Option	No	Macroeconomics 3	ECO00002H	6		Prerequisite: Macroeconomics 2 or Economics 2 Macro Prohibited in combination with: Applied Economics	Year Long	exam SuT 100%
Stage 3	Option	No	Applied Economics	ECO00003H	6	20	Prohibited in combination with: Macroeconomics 3	Year Long	exam SuT 100%
Stage 3	Option	No	Economics of Social Policy	ECO00004H	6	20	Prohibited in combination with: Principles of Corporate Finance and Derivative Securities, International Economic Growth and Development, Experimental Economics	Year Long	exam SuT 100%
Stage 3	Option	No	Labour Economics	ECO00005H	6	20	Prohibited in combination with: Structure and Regulation of Financial Markets, Political Economics	Year Long	exam SuT 100%

Stage 3	Option	No	Health Economics	ECO00006H	6	20	Prohibited in combination with: Bubbles, Panics and Crashes, Financial and Time Series Econometrics	Year Long	exam SuT 100%
Stage 3	Option	No	Mathematical Economics	ECO00007H	6	20	Prerequisites: Microeconomics 2 or Economics 2 Micro, Macroeconomics 2 or Economics 2 Macro Prohibited in combination with: International Economics, Applied Econometrics	Year Long	exam SuT 100%
Stage 3	Option	No	Industrial Economics	ECO00008H	6	20	Prohibited in combination with: Monetary Economics, Econometric Methods for Research	Year Long	exam SuT 100%
Stage 3	Option	No	International Economics	ECO00009H	6	20	Prohibited in combination with: Mathematical Economics, Applied Econometrics	Year Long	exam SuT 100%
Stage 3	Option	No	Monetary Economics	ECO00010H	6	20	Prohibited in combination with: Industrial Economics, Econometric Methods for Research	Year Long	exam SuT 100%
Stage 3	Option	No	Alternative Perspectives in Economics	ECO00011H	6	20	Prohibited in combination with: Microeconomics 3	Year Long	exam SuT 100%
Stage 3	Option	No	Principles of Corporate Finance and Derivative Securities	ECO00012H	6	20	Prerequisite: Financial Economics and Capital Markets Prohibited in combination with: Economics of Social Policy, International Economic Growth and Development, Experimental Economics	Year Long	exam SuT 100%

Stage 3	Option	No	Structure and Regulation of Financial Markets	ECO00013H	6	20	Prerequisite: Financial Economics and Capital Markets Prohibited in combination with: Labour Economics, Political Economics	Year Long	exam SuT 100%
Stage 3	Option	No	Applied Econometrics	ECO00014H	6	20	Prerequisite: Econometrics 2 Prohibited in combination with: Mathematical Economics, International Economics	Year Long	project AuT wk10 15%; project SpT wk10 15%; exam SuT 70%
Stage 3	Option	No	Econometric Methods for Research	ECO00015H	6		Prerequisite: Econometric Theory 1 Prohibited in combination with: Industrial Economics, Monetary Economics	Year Long	exam SuT 100%
Stage 3	Option	No	Bubbles, Panics and Crashes	ECO00018H	6	20	Prohibited in combination with: Health Economics, Financial and Time Series Econometrics	Year Long	exam SuT 100%
Stage 3	Option	No	International Economic Growth and Development	ECO00019H	6	20	Prohibited in combination with: Economics of Social Policy, Principles of Corporate Finance and Derivative Securities, Experimental Economics	Year Long	exam SuT 100%
Stage 3	Option	No	Political Economics	ECO00027H	6	20	Prohibited in combination with: Labour Economics, Structure and Regulation of Financial Markets	Year Long	exam SuT 100%

Stage 3	Option	No	Experimental Economics	ECO00028H	6	20	Prohibited in combination with: Economics of Social Policy, Principles of Corporate Finance and Derivative Securities, International Economic Growth and Development	Year Long	choice of group project SuT wk5 or exam SuT 100%
Stage 3	Option	No	Financial and Time Series Econometrics	ECO00029H	6	20	Prerequisite: Econometric Theory 1 Prohibited in combination with: Health Economics, Bubbles, Panics and Crashes	Year Long	exam SuT 100%
Stage 3	Option	Yes	Economics Dissertation	ECO00030H	6	20	Prerequisite: Microeconomics 2, Macroeconomics 2, Econometrics 2	Year Long	progress report AuT wk10 10%; presentation Spr wk10 15%; final report SuT wk3 75%