



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Contemporary Policy Analysis				
Module Code	UMED3H-15-M	Level	M	Version	1
Owning Faculty	FBL	Field	Economics		
Contributes towards	MSc Applied Economics MSc Global Trade				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites			Co- requisites		
Excluded Combinations			Module Entry requirements		
Valid From	1 September 2011		Valid to		

<b>CAP Approval Date</b>	QMAC
--------------------------	------

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>• Comment critically on current issues and debates in economic policy (component A, component B)</li> <li>• Understand the key conflicts in economic policy making between competing demands, such as the economic, political, and ethical, on decision making (component A, component B)</li> <li>• Evaluate the framework for economic policy decision-making (component A, component B)</li> <li>• Apply techniques of data analysis and evaluation in considering the economic policy making (component B)</li> </ul> <p>In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following:</p> <ul style="list-style-type: none"> <li>• Team-working</li> <li>• Research skills and design</li> <li>• Independent learning</li> <li>• Debating</li> </ul>
Syllabus Outline	The syllabus may well be different each year, depending on the pace at which economic policy issues change. However, the following are at present likely issues for discussion:

	<ul style="list-style-type: none"> <li>• Complexity and economic policy</li> <li>• Behavioural economics and policy</li> <li>• Immigration policy</li> <li>• Public policy and welfare state reform</li> <li>• Capital account management and associated policy</li> <li>• Financial regulation: micro and macroprudential aspects</li> </ul>
Contact Hours	<p>12 x 2 hours per week</p> <p>Scheduled contact is supplemented by independent learning structured around reading and questions set in advance. In addition, students are encouraged to attend seminars organised by the Faculties of Business and Law and Health and Applied Sciences.</p> <p>In addition, contact time may also take a synchronous virtual form rather than face-to-face, through the use of email, email discussion groups, virtual learning environments (VLEs) and other technology-aided means. It can also take place in a work-based setting.</p>
Teaching and Learning Methods	<p>Teaching and learning strategy will be affected by student numbers but will involve a combination of lectures, lectorials, seminars and private study. Lectures will be used sparingly, to convey core material. Lectorials act as more interactive fora in which students make contributions. Seminars will be a forum in which students will be expected to discuss the scheduled topic, usually with reference to the directed relevant journal article(s) or case studies on the topic. Seminar activities may include non-assessed presentations of topics on which students would be asked to debate. Seminars will sometimes make use of electronic resources, including secondary data sources and computer packages where applicable. Seminars will give an opportunity for students to work in groups and to debate the issues arising from the case studies. Students will be expected to engage in private study to obtain, read and analyse prescribed reading and to develop independent learning skills in seeking out relevant material from electronic and non-electronic sources. Students will be directed towards the University Library online Study Skills resources for the development of skills appropriate to the level and style of the module. Students will be directed on how the resources on this site should be used to develop the skills that will underpin their studies in the module handbook and/or via Blackboard.</p>
Reading Strategy	<p>All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of journals (both print and electronic) and a wide variety of resources available through web sites and information gateways. There are a variety of electronic sources available. The University's Library website pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities to develop their information retrieval and evaluation skills in order to identify appropriate resources effectively.</p> <p>This module is supported by the virtual learning environment Blackboard, where students will be able to find all necessary module documentation, to include guidance on essential and further reading within the module outline. Direct links to information resources and digitised materials will also be provided from within Blackboard.</p> <p>Any essential reading will be indicated clearly, along with the method for accessing it, for instance, students may be expected to purchase a set text or be referred to texts that are available electronically. At the moment there is no one set text but there a variety of up to date sources which have been purchased by the library and held on short loan. Where possible electronic versions will be made available via Blackboard. The reading list will be made available in the module handbook which will be accessible via Blackboard and through any other vehicles deemed appropriate by the module/programme leaders.</p>

	If further reading is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, for instance, through use of bibliographical databases. Essential reading and additional reading will be distinguished.
Indicative Reading List	<p>There is no core text for this module. Given the nature of the module, the reading will be updated annually and made available via the module handbook or on Blackboard. It is essential that students read widely. In addition, they should follow sources on specific topics, as specified in the seminar programme and assignment briefing. As postgraduate students, they are expected to be able to identify further sources appropriate to their study. Students should mainly consult refereed journal articles. As this is a policy-focused module, students will be expected to read policy documents.</p> <p>There is no indicative reading list, however, these texts may prove useful as general background reading:</p> <p><b>Books:</b>  Glimcher, P, Camerer, C., Poldrack, R. and E, Fehr (eds), <i>Neuroeconomics: decision-making and the brain</i>, Elsevier, 2009  Hein, E. and A. Truger, <i>Money, distribution and economic policy: alternatives to orthodox macroeconomics</i>, Edward Elgar, 2007.</p> <p><b>Journals (all available electronically):</b>  Oxford Review of Economic Policy  Economic Policy  Bank of England Quarterly Bulletin  American Economic Review  Journal of Economic Behaviour and Organisation  Bank for International Settlements Quarterly Review</p> <p><b>Policy documents:</b>  <i>Mindspace: influencing behaviour through public policy</i>, London: Institute for Government  International Monetary Fund Working Paper Series</p>

<b>Part 3: Assessment</b>	
Assessment Strategy	The assessment strategy for the module is mixed. Each component has an equal weighting. The examination is the final assessment: it is an assessment which tests students' ability to write on material covered in the module as well as to demonstrate their ability to understand and manipulate key concepts. The criteria for assessment are communication, understanding and the ability to answer directly a question set. The coursework is one in which the students would be invited individually to research and propose solutions to a policy problem chosen by the student. It would be assessed early enough to provide feedback to students before the exam. The coursework is designed to assess students' abilities to apply core concepts in the module to a real-world problem. Seminar activities may include non-assessed presentations of topics on which students would be asked to debate and could receive feedback.

Identify final assessment component and element	<b>Component A</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>50%</b>	<b>50%</b>

<b>First Sit</b>	
<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
1. Exam – 2 hours	100%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
1. Policy Analysis – 3000 words	100%

<b>Resit (further attendance at taught classes is not required)</b>	
<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
1. Exam – 2 hours	100%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
1. Policy Analysis – 3000 words	100%
<p>If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>	