

## Introduction to Economic and Social Analysis

Section A: Headline Information	
<b>Module title</b>	Introduction to Economic and Social Analysis
<b>Module NFQ level (only if an NFQ level can be demonstrated)</b>	8
<b>Module number/reference</b>	TBC
<b>Module Co-ordinator</b>	To be confirmed.
<b>Parent programme(s)</b>	Higher Certificate in Social, Political and Community Studies; BA in Social, Political and Community Studies; BA (Honours) in Social, Political and Community Studies.
<b>Stage of parent programme</b>	Stage 2
<b>Semester (semester1/semester2 if applicable)</b>	Semester 1
<b>Module credit units(FET/HET/ECTS)</b>	ECTS
<b>Module credit number of units</b>	5 ECTS
<b>List the teaching and learning modes</b>	Lectures and tutorials, web facilitated learning and discussion board.
<b>Entry requirements (statement of knowledge, skill and competence)</b>	For entry onto Stage 2, successful completion of the preceding stage of the programme or equivalent is required in accordance with College regulations.
<b>Pre-requisite module titles</b>	N/A
<b>Co-requisite module titles</b>	N/A
<b>Is this a capstone module? (Yes or No)</b>	No
<b>Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)</b>	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in the relevant discipline or a closely cognate area. Where experiential learning is at the core of the module the co-ordinator must have appropriate experience in the required skill and practice area.
<b>Maximum number of learners per module</b>	25
<b>Duration of the module</b>	1 Semester: 12 weeks
<b>Average (over the duration of the module) of the contact hours per week (see * below)</b>	2 hour lecture per week
<b>Module-specific physical resources and support required per centre (or instance of the module)</b>	Lecture Hall. Round Tables. Internet Access. Web Research Facilities.
Analysis of required learning effort	
<b>*Effort while in contact with staff</b>	

Classroom and demon-strations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1:5						101			125 hours
<b>Allocation of marks (within the module)</b>										
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total		
<b>Percentage contribution</b>				30%			70%	<b>100%</b>		

<b>Section B: Module Descriptor</b>	
<b>Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs</b>	An awareness and understanding of the principles of economics provides a valuable foundation for the study of politics, society and community. The module contributes to the overall programme learning outcomes 1 and 3 in particular.
<b>Module Aims and Objectives</b>	This module aims to introduce learners to the key economic concepts. The module will also explore the potential impact of specific economic policies on social development. It will provide a comprehensive introduction to the theory and practice of local and regional development in post Celtic Tiger Ireland in an international context.
<b>Minimum Module Learning Outcomes</b>	On successful completion of this module, learners should be able to: <ol style="list-style-type: none"> <li>1. Define a range of economic concepts. (MIPLO 1)</li> <li>2. Assess the nature of contemporary economic policy in Ireland. (MIPLO 3)</li> <li>3. Critically analyse the impact of economic policies on social development. (MIPLO 3)</li> </ol>

	4. Discuss policies and strategies for local and regional development post Celtic Tiger Ireland. (MILPO 3)
<b>Information Provided to Learners about the Module</b>	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p>
<b>Module Content, Organisation and Structure</b>	<p><b>Macro &amp; Micro Economic Concepts</b>  Market Forces, Supply and Demand, competitiveness and consumer choice  Monetary system, Inflation, interest rates, debt and deflation  Labour market economics</p> <p><b>Contemporary Economic Policies – the Irish context</b>  Contemporary Economic Policy in Ireland  Debt and Structural Adjustment Policies – IMF, European Central Bank relationship with Ireland.  Brexit effect on Ireland</p> <p><b>Economics and Social Development</b>  Economics of the public sector  Social Expenditure and Income distribution  Economics and Social Exclusion in Ireland</p> <p><b>Local and regional development policy/practice in Ireland</b>  Area Based Approaches -Pobal, LEADER, LCDC, PPNs  Role of Local Authorities in local development  National Development Plan</p>
<b>Module Teaching and Learning Strategy</b>	Lectures, Group discussion, Field trips, Group exercises, Case studies.
<b>Work-Based Learning and Practice-Placement</b>	N/A
<b>E-Learning</b>	The virtual learning environment (Moodle) will be the platform to disseminate module material to learners.
<b>Specifications for Module Staffing Requirements</b>	<p>One lecturer.</p> <p>Staff – learner ratio is typical of a workshop format, 1-25.</p>

<b>Module Summative and Formative Assessment Strategy</b>	<p>This module will be assessed by examination (70%) and continuous assessment (30%). Both assessments will be primarily summative in nature, however there will be formative elements incorporated into the approach to continuous assessment, based on the informal discussion of readings allocated to the class group.</p>
<b>Sample Assessment Materials</b>	<p>Reading Comprehension/Discussion (30%): Learners will be required to individually review separate articles and discuss in class. This assessment will be based on learner comprehension and ability to engage in peer led discussion.</p> <p>Examination: 2 hours, 2 questions, 70%: Sample Exam questions:</p> <ol style="list-style-type: none"> <li>1. The function of the market is central to current economic systems. Discuss, using examples throughout to illustrate you answer.</li> <li>2. Economic inequality is the definitive issue of our time. Discuss this statement, using relevant examples to illustrate you answer.</li> </ol>
<b>Reading Lists and Other Information Resources</b>	<p><b>Essential Reading:</b> Hutton, W. and Giddens, A. (Eds.) (2001). <i>On The Edge. Living with Global Capitalism</i>. London: Vintage.</p> <p>Bartley, B. and Kitchin, R. (2007). <i>Understanding Contemporary Ireland</i>. London: Pluto Press.</p> <p>Lipsey, R.G. and Chrystal, K.A. (2007). <i>Principles of Economics</i>, (11<sup>th</sup> edition). Oxford: Oxford University Press.</p> <p>Smith, N. J. A. (2005). <i>Showcasing Globalisation? The Political Economy of the Irish Republic</i>. Manchester: Manchester University Press.</p> <p>Turley, G., Maloney, M. and O'Toole, F. (2011) <i>Principles of Economics, Dublin: Gill and Macmillan</i>.</p> <p><b>Other Reading:</b></p> <p><a href="http://www.worldbank.org/en/topic/communitydrivendevelopment/brief/cdd-economic-social-analysis">http://www.worldbank.org/en/topic/communitydrivendevelopment/brief/cdd-economic-social-analysis</a></p> <p><a href="https://ideas.repec.org/p/pram/prapa/75900.html">https://ideas.repec.org/p/pram/prapa/75900.html</a> - Migration - Economic and Social Analysis</p> <p>Economic analysis - European Central Bank <a href="https://www.ecb.europa.eu/mopo/strategy/ecana/html/index.en.htm">https://www.ecb.europa.eu/mopo/strategy/ecana/html/index.en.htm</a></p>
<b>Module Physical Resource Requirements</b>	<p>Lecture hall equipped with internet, projector, round tables and speakers.</p>