



| Teaching Guide | | | | |
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| Identifying Data | | | 2017/18 | |
| Subject (*) | Economic Policy | Code | 611G01013 | |
| Study programme | Grao en Economía | | | |
| Descriptors | | | | |
| Cycle | Period | Year | Type | Credits |
| Graduate | 1st four-month period | Second | Obligatoria | 6 |
| Language | SpanishEnglish | | | |
| Teaching method | Face-to-face | | | |
| Prerequisites | | | | |
| Department | Economía | | | |
| Coordinador | Seijas Diaz, Amparo Dolores | E-mail | amparo.seijas@udc.es | |
| Lecturers | Castellanos Garcia, Pablo Seijas Diaz, Amparo Dolores | E-mail | pablo.castellanos@udc.es amparo.seijas@udc.es | |
| Web | | | | |
| General description | The main objective of this subject is to familiarize to the student with the main aspects of the decision-making processes of the authorities as regards economic policy. For this, we deal with the basic concepts and explanatory principles of the economic policy processes. In particular the main objectives and instruments of economic politics are analysed. As a result of the development of the theoretical and practical aspects of the course, the student should be able to identify and interpret the role of public decisions in the economic facts. | | | |

| Study programme competences | |
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| Code | Study programme competences |
| A1 | CE1- Contribuír á boa xestión da asignación de recursos tanto no ámbito privado como no público. |
| A2 | CE2-Identificar e anticipar problemas económicos relevantes en relación coa asignación de recursos en xeral, tanto no ámbito privado como no público. |
| A3 | CE3-Aportar racionalidade á análise e á descripción de calquera aspecto da realidade económica. |
| A4 | CE4-Avaliar consecuencias e distintas alternativas de acción e seleccionar as mellores, dados os obxectivos. |
| A5 | CE5-Emitir informes de asesoramento sobre situación concretas da economía (internacional, nacional ou rexional) ou de sectores da mesma. |
| A6 | CE6-Redactar proxectos de xestión económica a nivel internacional, nacional ou rexional. Integrarse na xestión empresarial. |
| A7 | CE7-Identificar as fontes de información económica relevante e o seu contido. |
| A8 | CE8-Entender as institucións económicas como resultado e aplicación de representacións teóricas ou formais acerca de cómo funciona a economía. |
| A9 | CE9-Derivar dos datos información relevante imposible de recoñecer por non profesionais. |
| A10 | CE10-Usar habitualmente a tecnoloxía da información e as comunicación en todo a seu desempeño profesional. |
| A11 | CE11Leer e comunicarse no ámbito profesional en máis dun idioma, en especial en inglés. |
| A12 | CE12-Aplicar á análise dos problemas criterios profesionais baseados no manexo de instrumentos técnicos. |
| A13 | CE13-Comunicarse con fluidez no seu contorno e traballar en equipo. |
| B1 | CB1 - Que os estudantes demostren posuir e comprender coñecementos nun área de estudo que parte da base da educación secundaria xeral, e que soe encontrar nun nivel que, aínda que se apoia en libros de texto avanzados, inclúe tamén algúns aspectos que implican coñecementos procedentes da vangarda do seu campo de estudo. |
| B2 | CB2 - Que os estudantes saiban aplicar os seus coñecementos ó seu traballo ou vocación dun xeito profesional e posúan as competencias que se demostran por medio da elaboración e defensa de argumentos e a resolución de problemas dentro da su entorna de traballo. |
| B3 | CB3 - Que os estudantes teñan a capacidade de reunir e interpretar datos relevantes (normalmente dentro da su área de estudo) para emitir xuízos que inclúan unha reflexión sobre temas relevantes de índole social, científica ou ética |
| B4 | CB4 - Que os estudantes poidan transmitir información, ideas, problemas e solucións a un público tanto especializado como non especializado |



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| B5 | CB5 - Que os estudantes desenvolvesen aquelas habilidades de aprendizaxe necesarias para emprender estudos posteriores cun alto grao de autonomía |
| B6 | CG1- Que os estudantes formados se convertan en profesionais capaces de analizar, reflexionar e intervir sobre os diferentes elementos que constitúen un sistema económico |
| B7 | CG2 - Que os estudantes coñezan o funcionamento e as consecuencias dos sistemas económicos, as distintas alternativas de asignación de recursos, acumulación de riqueza e distribución da renda e estean en condicións de contribuír ao seu bo funcionamento e mellora |
| B8 | CG3 -Que os estudantes sexan capaces de identificar e anticipar os problemas económicos relevantes, identificar alternativas de resolución, seleccionar as máis axeitadas e avaliar os resultados aos que conduce. |
| B9 | CG4 -Que os estudantes respecten os dereitos fundamentais e de igualdade de oportunidades, non discriminación e accesibilidade universal das persoas con minusvalidez. |
| C1 | CT1-Expresarse correctamente, tanto de forma oral coma escrita, nas linguas oficiais da comunidade autónoma. |
| C2 | Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro. |
| C3 | Utilizar as ferramentas básicas das tecnoloxías da información e as comunicacións (TIC) necesarias para o exercicio da súa profesión e para a aprendizaxe ao longo da súa vida. |
| C4 | CT2-Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común. |
| C5 | CT3-Entender a importancia da cultura emprendedora e coñecer os medios ao alcance das persoas emprendedoras. |
| C6 | CT4-Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse. |
| C7 | CT5-Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida. |
| C8 | CT6-Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade. |

| Learning outcomes | | | |
|---|-----------------------------|----|----|
| Learning outcomes | Study programme competences | | |
| To know the explanatory principles of the main processes of economic policy | A2 | B1 | |
| | A3 | B2 | |
| | A5 | B3 | |
| | A6 | B4 | |
| | A7 | B5 | |
| | A8 | B6 | |
| | | B7 | |
| | | B8 | |
| | | B9 | |
| To analyze and understand the impact of policymakers' decisions on the economic reality | A1 | B1 | C4 |
| | A2 | B2 | |
| | A3 | B3 | |
| | A4 | B4 | |
| | A5 | B5 | |
| | A6 | B6 | |
| | A7 | B7 | |
| | A8 | B8 | |
| | A9 | | |
| | A10 | | |
| | A11 | | |
| | A12 | | |
| | A13 | | |



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| To have capacity of logical and critical thinking to apply the knowledge acquired in the analysis of economic policy problems and of their possible solutions in changing contexts | A1 | B1 | C1 |
| | A2 | B2 | C2 |
| | A3 | B3 | C3 |
| | A4 | B4 | C4 |
| | A5 | B5 | C5 |
| | A6 | B6 | C6 |
| | A7 | B7 | C7 |
| | A8 | B8 | C8 |
| | A9 | B9 | |
| | A10 | | |
| | A11 | | |
| | A12 | | |
| | A13 | | |

| Contents | |
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| Topic | Sub-topic |
| Part I. Theoretical foundations of Economic Policy | 1.1. Introduction 1.2. Economic Policy as analysis field 1.3. Reasons and limitations of government's intervention in the economy 1.4. Economic functions of public authorities |
| Part II. The process of elaboration of the Economic Policy | 2.1. Introduction 2.2. The aims-means scheme 2.3. Active agents in the process of elaboration of Economic Policy 2.4. Stages and problems of the elaboration process of Economic Policy |
| Part III. Models and Economic Policy | 3.1. Introduction 3.2. The decision-making models. 3.3. The models of interdependence between politics and economics 3.4. Other problems and restrictions of the economic policy |
| Part IV. Stabilization Economic Policy versus Structural Economic Policy | 4.1. Introduction 4.2. The economic cycle and the stabilization policy 4.3. The monetary policy 4.4. The fiscal policy |
| Part V. Objectives and instruments of Economic Policy | 5.1. Introduction 5.2. Full employment 5.3. Price stability 5.4. Economic growth 5.5. Income redistribution |

| Planning | | | | |
|--------------------------------|---|----------------------|-------------------------------|-------------|
| Methodologies / tests | Competencies | Ordinary class hours | Student's personal work hours | Total hours |
| Document analysis | A2 A3 A7 B1 | 5 | 10 | 15 |
| Workbook | A2 A3 A4 A5 B8 B9 C7 C4 | 3 | 6 | 9 |
| Guest lecture / keynote speech | A1 A2 A3 A4 A8 | 17 | 51 | 68 |
| Workshop | A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12 A13 B2 B1 B3 B4 B5 B6 B7 B8 B9 C1 C2 C3 C4 C5 C6 C8 | 21 | 21 | 42 |



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| Objective test | B2 B1 B3 | 2 | 12 | 14 |
| Personalized attention | | 2 | 0 | 2 |

(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

| Methodologies | |
|--------------------------------|--|
| Methodologies | Description |
| Document analysis | Different documental resources will be used to contribute to reach the objectives of this subject. They will help both to secure theoretical knowledge and to carry out the workshop activities. |
| Workbook | In each part of the program the professors may provide the students some document(s) that could help them to deepen in the theoretical contents of the subject. This documentation may also be used as support material for the rest of methodologies of more practical nature. |
| Guest lecture / keynote speech | The main aspects of the subject are explained. |
| Workshop | Different activities that require the active participation of students will be carried out. The students' analysis and reasoning capacity will be valued, deepening in the contents characteristic of the subject. As for the student's specific work, questions of short answer will be posed to value both the learning grade and the synthesis capacity; furthermore, there will be questions of wide answer related with aspects of the subject usually with reference to a text, a graph, a piece of news, etc. and where appropriate, there could also be multiple-choice questions. |
| Objective test | At the end of the course a written exam will be carried out. It seeks to get a global objective valuation of the knowledge acquired by each student throughout the course and his/her reasoning capacity. |

| Personalized attention | |
|------------------------|--|
| Methodologies | Description |
| Workshop | To optimize the use of this methodology the individual learning needs of each student will be taken into account. For those students with part-time dedication recognition an individual plan will be settled down for the continuous evaluation during the first days of the course. |

| Assessment | | | |
|----------------|---|---|---------------|
| Methodologies | Competencies | Description | Qualification |
| Workshop | A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12 A13 B2 B1 B3 B4 B5 B6 B7 B8 B9 C1 C2 C3 C4 C5 C6 C8 | Activities carried out throughout the course | 40 |
| Objective test | B2 B1 B3 | Final exam of the subject that will be carried out in the dates approved officially by the Economics and Business Faculty | 60 |

| Assessment comments |
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Qualification

as ?Non-presented?:

In accordance with the general criterion applied in the subjects of the University Degrees of the Economics and Business Faculty, when any student had carried out activities that allow to obtain two points at least, the final qualification of non-presented will never be applicable, but rather that qualification will be the result of the sum of the different parts that are valued in the subject (in this case the questionnaires of the interactive classes and the final exam).

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Final qualification:

To pass the subject, it will be necessary to have done at least the 20% of the tests of continuous evaluation ("workshop"). The evaluation of the second opportunity (July) will be carried out with the same criteria that the evaluation of the first opportunity. Those students who have opted to the evaluation of the early opportunity will be treated with the same criteria applied for the July opportunity, i. e., 60% final exam and 40% continuous evaluation.

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Conditions for doing of the final exam and the evaluation activities:

The professors in charge of each group will communicate the students the material required for the realization of both the different activities of continuous evaluation and the final exam.

Sources of information

| | |
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| Basic | |
| Complementary | |

Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

Other comments



(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.