



Teaching Guide				
Identifying Data				2022/23
Subject (*)	Economic Policy	Code	611G02016	
Study programme	Grao en Administración e Dirección de Empresas			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	2nd four-month period	Second	Obligatory	6
Language	SpanishGalicianEnglish			
Teaching method	Face-to-face			
Prerequisites				
Department	Economía			
Coordinador	Seijas Diaz, Amparo Dolores	E-mail	amparo.seijas@udc.es	
Lecturers	Casal Rodríguez, Bruno Iglesias Gomez, Guillermo Nuñez Gamallo, Ramon Jose Seijas Diaz, Amparo Dolores	E-mail	bruno.casal@udc.es guillermo.iglesias@udc.es ramon.nunez.gamallo@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	
Code	Study programme competences
A1	Manage an enterprise or small organization, understanding their competitive and institutional position and identifying their strengths and weaknesses
A2	Integrate in any functional area of micro-firms or SMEs and perform fluently any management task commissioned
A3	Evaluate and foreseeing, from relevant data, the development of a company.
A4	Elaborate advisory reports on specific situations of companies and markets
A5	Write projects about specific functional areas (e.g. management, marketing, financial) of the company
A6	Identify the relevant sources of economic information and to interpret the content.
A7	Understand economic institutions as a result and application of theoretical or formal representations which explain the evolution of the economy.
A8	Derive, based on from basic information, relevant data unrecognizable by non-professionals.
A9	Use frequently the information and communication technology (ICT) throughout their professional activity.
A10	Read and communicate in a professional environment at a basic level in more than one language, particularly in English
A11	To analyze the problems of the firm based on management technical tools and professional criteria
A12	Communicate fluently in their environment and work by teams
B1	CB1-The students must demonstrate knowledge and understanding in a field of study that part of the basis of general secondary education, although it is supported by advanced textbooks, and also includes some aspects that imply knowledge of the forefront of their field of study
B2	CB2 - The students can apply their knowledge to their work or vocation in a professional way and have competences typically demonstrated by means of the elaboration and defense of arguments and solving problems within their area of work
B3	CB3- The students have the ability to gather and interpret relevant data (usually within their field of study) to issue evaluations that include reflection on relevant social, scientific or ethical
B4	CB4-Communicate information, ideas, problems and solutions to an audience both skilled and unskilled
B5	CB5-Develop skills needed to undertake further studies learning with a high degree of autonomy
B6	CG1-Perform duties of management, advice and evaluation in business organizations



B7	CG2-Know how to use the concepts and techniques used in the various functional areas of the company and understand the relationships between them and with the overall objectives of the organization
B8	CG3- Know how to make decisions, and, in general, assume leadership roles.
B9	CG4-Learn to identify and anticipate opportunities, allocate resources, organize information, select and motivate people, make decisions under conditions of - uncertainty, achieve the proposed objectives and evaluate results
B10	CG5-Respect the fundamental and equal rights for men and women, promoting respect of human rights and the principles of equal opportunities, non-discrimination and universal accessibility for people with disabilities.
C1	Express correctly, both orally and in writing, in the official languages of the autonomous region
C4	To be trained for the exercise of citizenship open, educated, critical, committed, democratic, capable of analyzing reality and diagnose problems, formulate and implement knowledge-based solutions oriented to the common good
C5	Understand the importance of entrepreneurial culture and know the means and resources available to entrepreneurs
C6	Assess critically the knowledge, technology and information available to solve the problems and take valuable decisions
C7	Assume as professionals and citizens the importance of learning throughout life.
C8	Assess the importance of research, innovation and technological development in the economic and cultural progress of society.

Learning outcomes			
Learning outcomes	Study programme competences		
To develop intellectual attitudes, such as: creativity, intuition and analytical capacity, of logical and critical reflection		B1 B2 B3 B4 B5 B6 B7 B8 B9 B10	C4 C5 C6 C7 C8
To achieve a group of instruments in order to analyse economic facts in changing contexts	A6 A8 A9 A10 A11 A12	B1 B2 B3 B4 B5 B6 B7 B8 B9 B10	C1
To understand the utility of the subject in order to analyse potential economic situations affecting bussiness decisions	A2 A5 A6 A7 A8 A9	B1 B2 B3 B4 B5 B6 B7 B8 B9 B10	



To achieve a group of instruments in order to analyse economic facts in changing contexts	A1	B1
	A3	B2
	A4	B3
	A6	B4
		B5
		B6
		B7
		B8
		B9
		B10

Contents	
Topic	Sub-topic
Lesson I. Theoretical foundations of economic policy: Economic policy and government	1.1. Introduction: Economic policy as a field of analysis 1.2. Economic systems and reasons for the intervention in the economy 1.3. The role of the States in the economy and Public-Sector failures. 1.4. Interdependence between politics and economy
Lesson II. The elaboration process of economic policy	2.1. Introduction 2.2 The scheme goals-tools 2.3. Phases and agents in the elaboration process of economic policy 2.4. Problems and restrictions in the elaboration process of economic policy
Lesson III. The objectives of economic policy (I)	3.1. Introduction 3.2. Full employment 3.3. Price stability 3.4. External equilibrium
Lesson IV. The objectives of economic policy (II)	4.1. Introduction 4.2. Economic growth 4.3. Income distribution 3.4. Quality of life and environment conservation
Lesson V. Cyclical economic policy	5.1. Introduction 5.2. Economic cycle and the cyclical policy 5.3. Monetary policy: foundations and instruments 5.4. Fiscal policy: foundations and instruments 5.5 The mix policy

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Guest lecture / keynote speech	A2 A3 A7 B1 B10	17	51	68
Workshop	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12 B1 B2 B3 B4 B5 B6 B7 B8 B9 C1 C4 C5 C6 C8	21	21	42
Document analysis	A2 A3 A7 B1	5	10	15
Workbook	A2 A3 A4 A5 B8 B9 C4 C7	3	6	9
Mixed objective/subjective test	B1 B2 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
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.
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.
Mixed objective/subjective test	At the end of the course there will be a written test that will combine short answer or multiple answer questions with some broad questions. This exam model is intended to assess the knowledge acquired by the student throughout the course, as well as the reasoning capacity, creativity and critical spirit of the student.

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	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12 B1 B2 B3 B4 B5 B6 B7 B8 B9 C1 C4 C5 C6 C8	Activities carried out throughout the course. Within this section, participation in classes and practical activities developed and presented by the student during the course are considered.	40
Mixed objective/subjective test	B1 B2 B3	Assessment in a final exam. It consists of taking a written exam where all the content developed during the course is evaluated.	60

Assessment comments



Grade of non-attendance: For

those students who take part in evaluation activities whose value is less than 20% of the final grade, independent of the mark they had achieved.

Second opportunity: Date and timetable for the second opportunity is published in the official academic schedule (see Faculty's webpage). The exam will consist of two parts:

General part: the 60% of the grade is related to the general contents of the subject.

The mark obtained in this part will be added to the continuous assessment mark obtained during the term.

Specific part: this part is included in the exam in order to give the opportunity to retake the 100% of the continuous assessment grade (multiple choice questionnaires and other evaluable activities). This part will consist on some essay questions, exercises and/or case studies. This part is included to assess the acquisition of the minimum competences that are required to pass the continuous assessment during the term. The maximum mark that can be achieved in this part is 40%.

Important note: For those students who decide to answer the specific part, the lecturers understand that they are resigning to the continuous assessment mark obtained during the term.

Forward

call: 100% of the mark in the final exam.

Part-time students and class

attendance exemption: With the exception of the dates

approved by the Faculty Assembly (final exams), a specifically-scheduled evaluation will be established at the beginning of the academic year, according to their personal commitment.

Final assessment

conditions: Phones, Smart Watches or any other smart /

wearable technology will not be allowed into the exams. Check with your lecturer and confirm which devices are permitted.

Student identification: In accordance with

current rules, students must place their student card on the desk for proctors to view.

@font-face

{font-family:"Cambria Math";

panose-1:2 4 5 3 5 4 6 3 2 4;

mso-font-charset:0;

mso-generic-font-family:roman;

mso-font-pitch:variable;

mso-font-signature:-536870145 1107305727 0 0 415 0;}@font-face

{font-family:Calibri;

panose-1:2 15 5 2 2 2 4 3 2 4;

mso-font-charset:0;

mso-generic-font-family:swiss;

mso-font-pitch:variable;

mso-font-signature:-536859905 -1073697537 9 0 511 0;}@font-face

{font-family:Verdana;

panose-1:2 11 6 4 3 5 4 4 2 4;

mso-font-charset:0;

mso-generic-font-family:swiss;

mso-font-pitch:variable;



mso-font-signature:-1593833729 1073750107 16 0 415 0;}@font-face
{font-family:Times;
panose-1:0 0 5 0 0 0 0 2 0 0;
mso-font-alt:Times;
mso-font-charset:0;
mso-generic-font-family:auto;
mso-font-pitch:variable;
mso-font-signature:-536870145 1342185562 0 0 415 0;}p.MsoNormal, li.MsoNormal, div.MsoNormal
{mso-style-unhide:no;
mso-style-qformat:yes;
mso-style-parent:"";
margin:0cm;
mso-pagination:widow-orphan;
font-size:12.0pt;
font-family:"Calibri",sans-serif;
mso-ascii-font-family:Calibri;
mso-ascii-theme-font:minor-latin;
mso-fareast-font-family:"Times New Roman";
mso-fareast-theme-font:minor-fareast;
mso-hansi-font-family:Calibri;
mso-hansi-theme-font:minor-latin;
mso-bidi-font-family:"Times New Roman";
mso-bidi-theme-font:minor-bidi;
mso-ansi-language:EN-US;
mso-fareast-language:ES;}p
{mso-style-noshow:yes;
mso-style-priority:99;
mso-margin-top-alt:auto;
margin-right:0cm;
mso-margin-bottom-alt:auto;
margin-left:0cm;
mso-pagination:widow-orphan;
font-size:10.0pt;
font-family:Times;
mso-fareast-font-family:"Times New Roman";
mso-fareast-theme-font:minor-fareast;
mso-bidi-font-family:"Times New Roman";
mso-ansi-language:EN-US;
mso-fareast-language:ES;}p.xmsonormal, li.xmsonormal, div.xmsonormal
{mso-style-name:x_msonormal;
mso-style-noshow:yes;
mso-style-priority:99;
mso-style-unhide:no;
mso-margin-top-alt:auto;
margin-right:0cm;
mso-margin-bottom-alt:auto;
margin-left:0cm;
mso-pagination:widow-orphan;
font-size:12.0pt;
font-family:"Calibri",sans-serif;



```
mso-ascii-font-family:Calibri;  
mso-ascii-theme-font:minor-latin;  
mso-fareast-font-family:"Times New Roman";  
mso-fareast-theme-font:minor-fareast;  
mso-hansi-font-family:Calibri;  
mso-hansi-theme-font:minor-latin;  
mso-bidi-font-family:"Times New Roman";  
mso-bidi-theme-font:minor-bidi;  
mso-ansi-language:EN-US;  
mso-fareast-language:ES;}.MsoChpDefault  
{mso-style-type:export-only;  
mso-default-props:yes;  
font-size:10.0pt;  
mso-ansi-font-size:10.0pt;  
mso-bidi-font-size:10.0pt;  
mso-fareast-language:ES;}div.WordSection1  
{page:WordSection1;}
```



Sources of information

Basic	<ul style="list-style-type: none">- CUADRADO ROURA, J. R. (dir.) (2010). Política Económica. Madrid:McGraw-Hill- ARIAS, X.C. (1996). La formación de la política económica. Madrid: Civitas.- FERNÁNDEZ DÍAZ, A.; J. A. PAREJO GÁMIR y L. RODRÍGUEZ SÁIZ (2011). Política Económica. Madrid: McGraw-Hill- GÁMIR, L. (coord) (2008). Política Económica de España. Madrid: Alianza Editorial- JORDÁN GALDUF, J.M. y A. GARCIA RECHE (coords) (1995). Política Económica. Objetivos, instrumentos, sectores y territorio. Valencia: Tirant lo Blanc- MANKIW, N. G. (2004). Principios de economía. Madrid:McGraw-Hill.- PAREJO GÁMIR, J. A.; A. CALVO BERNARDINO y J. PAUL GUTIÉRREZ (1995). La política económica de reformas estructurales. Madrid: Centro de Estudios Ramón Areces- PETITBÒ, A. (2000). ¿La defensa de la competencia en el ámbito del sector servicios?. Información Comercial Española, nº 787, págs. 153-185.- Aranda, E.;Pérez, S.;Sánchez, A (2018). Política Económica y Entorno Empresarial. Madrid:Pearson- García Reche, A.; Sánchez Andrés, A. (2016). Políticas económicas estructurales y de competitividad. Valencia: Tirant Lo Blanch
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.