

1. BASIC INFORMATION

Course	Macroeconomics
Degree program	Bachelor's Degree in Business Analytics
School	Social Sciences and Communication
Year	1st
ECTS	6
Credit type	Core
Language(s)	Spanish
Delivery mode	On campus
Semester	Second semester
Academic year	2024-25
Coordinating professor	Pedro Ortega

2. PRESENTATION

The purpose of the Macroeconomics subject area is to study a country's economy in an aggregated way. Macroeconomic variables such as Gross Domestic Product, inflation, unemployment, public accounts and the external sector are important for understanding the environment of organisations and countries. Students will develop the necessary tools to understand and analyse an economy's situation and evolution

3. COMPETENCIES AND LEARNING OUTCOMES

Basic skills (CB, by its acronym in Spanish):

- CB3 - Students have the ability to gather and interpret relevant data, usually within their study area, to form opinions which include reflecting on relevant social, scientific or ethical matters.

Cross-curricular skills (CT, by the acronym in Spanish):

- CT9 - Global mindset: Be able to show interest and understanding of other social norms and cultures, recognising one's own predispositions and working effectively in a global community.

Specific skills (CE, by the acronym in Spanish):

- CE01 - Ability to know and understand the concept of business and entrepreneur and their role in a market economy.
- CE04 - Ability to analyse and evaluate the company's competitive environment and markets and to integrate this analysis into new challenges.
- CE10 - Ability to analyse, integrate and evaluate information from the economic environment, which is necessary for decision-making.

- CE13 - Ability to understand and analyse consumer behaviour: to evaluate and predict behaviours and trends in different audiences in which consumers are classified in relation to a particular product or service, both geographically and culturally or in terms of population segments.
- CE29 - Ability to ask the right questions in relation to the expected knowledge objective, so that they can be translated into the appropriate queries that must then be formulated on the data storage system.

Learning outcomes (RA, by the acronym in Spanish):

- RA1: Monitoring and forecasting of the main macroeconomic variables.
- RA2: Understanding of the key concepts related to economics.
- RA3: Analysis of a country's economic environment.

The following table shows how the skills developed in the subject area relate to the intended learning outcomes:

Competencies	Learning outcomes
CB3, CT9 CE4, CE10	RA1: Following the forecast of the main macroeconomic variables.
CB3, CT9 CE1, CE4, CE10	RA2: Understanding of the key concepts related to economics.
CB3, CT9 CE1, CE4, CE10, CB13	RA3: Analyse a country's economic environment

4. CONTENT

- Measuring economic activity. Basic variables and indicators.
- Inflation. Prices and the related problems.
- Employment and the labour market.
- Public Sector.
- External Sector.

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methods are as follows:

- Lectures
- Case studies
- Collaborative learning
- Problem-based learning
- Workshop-based learning

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Learning activity	Number of hours
Tutorials	10
Lectures	14
Asynchronous lectures	6
Case studies	20
Problem-solving	20
Oral presentations	15
Writing reports and papers	20
Independent working	36
Workshops and/or laboratory work	5
Knowledge tests	4
TOTAL	150 h

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Assessment system	Weight
On-campus knowledge test	40%
Oral presentations Written reports	35%
Case study/problem scenario	20%
Performance observation	5%

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

7.1. First exam period

To pass the subject area in the ordinary exam period you must obtain a grade higher than or equal to 5.0 out of 10.0 in the final grade (weighted average) for the subject area.

In any case, it is necessary that you obtain a grade higher than or equal to 4.0 in the final exam, so that it can be averaged with the rest of the tasks.

7.2. Second exam period

To pass the subject area in the ordinary exam period you must obtain a grade higher than or equal to 5.0 out of 10.0 in the final grade (weighted average) for the subject area.

In any case, it is necessary that you obtain a grade higher than or equal to 4.0 in the final exam, so that it can be averaged with the rest of the tasks.

Tasks not passed in the ordinary exam period, or those not delivered, must now be delivered after having received the relevant corrections to them by the teacher.

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Activity 1: Individual task	Week 4
Activity 2: Individual task	Week 7
Activity 3: Individual task	Week 11
Activity 4: Group work	Weeks 3, 13 and 14
Activity 5: Knowledge test	Week 15

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

9. BIBLIOGRAPHY

The recommended bibliography is indicated below:

- Cuadrado Roura, R. (2019). Política económica: elaboración, objetivos e instrumentos (6.ª edición). Madrid: McGraw-Hill.
- Dornbusch, R.; Fisher, S. y Startz, R. (2004). Macroeconomía (9.ª edición). Madrid: McGraw-Hill.
- Fernández Díaz, J. A.; Parejo Gámir, L. y Rodríguez Sáiz (2006). Política Económica. Madrid: McGraw-Hill.
- Krugman, P. y Wells, R. (2013). Macroeconomics (3.ª edición). Nueva York: Worth Publishers.
- Mankiw, G. (2017). Principios de Economía. S.A. Ediciones Paraninfo.
- Mochón, F. (2009). Economía: Teoría y Política (6.ª edición). Madrid: McGraw-Hill.
- Ruesga, S. M. (Director), La Sierra, J. M., Pérez Ortiz, L. Y Da Silva, J. Economía del Trabajo y Política Laboral, 2ª ed. Pirámide, 2014, Madrid

- Viñas, A. I.; Pérez, L. y Sánchez, A. (2016) Análisis del entorno económico internacional (2.ª edición). Madrid: Garceta Grupo Editorial.

10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

orientacioneducativa@universidadeuropea.es

11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.