

TEACHING GUIDE

MACROECONOMICS

GRADO EN ADMINISTRACIÓN Y DIRECCIÓN DE EMPRESAS (INGLÉS)

ACADEMIC YEAR 2026-27

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I.-Subject Identification

Type	OBLIGATORIA
Teaching period	2 course, 2Q semester
Nº of credits	4.5
Language in wich the subject is taught	English

II.-Presentation

INTRODUCTION

The subject of Macroeconomics is part of the second year of the Degree in Business Administration and Management. With Macroeconomics, economists intend to answer questions that affect all people and each one from the different countries of the world. Questions such as: Why are there rich countries and poor countries?; Why are we richer than in the past?; Why does unemployment occur? What causes inflation?; Why does economic activity increase in some periods and decrease in others? How do the economic policy decisions of one economy affect others? etc. In this sense, Macroeconomics can be interpreted as the study of the behavior of the economy as a whole. Therefore, this discipline focuses on the aggregate behavior of the different economic agents, agents that can be grouped into consumers, firms, and government.

Macroeconomics, like microeconomics, relies on models when dealing with the different questions raised. These models, greatly simplifying, can focus on the study of the long or the short term. In the long-run economic growth studies the productive capacity of the countries and, therefore, the increase in the standard of living of citizens. The short-term, on the other hand, focuses on the study of what is called the economic cycle, that is, the continuous rises (expansions) and falls (recessions) of the aggregate economic activity. In this sense, some reasons to study Macroeconomics can be highlighted. One of them is that macroeconomics is a discipline that interests us all insofar as it directly affects our lives. Another, which is applicable to any other branch of knowledge, consists of the need of people, and above all those who have certain levels of training, to have a general culture that allows them to understand the information that appears in the different media.

III.-Learning outcomes

CI01. Ability to analyse and synthesise: analysis, synthesis, evaluation and decision-making based on relevant information records on the company's position and potential growth.
 CI03. Spoken and written native language skills: understanding and ability to correctly communicate in different scenarios in Spanish. Ability to make oneself understood by superiors and subordinates in a clear and concise manner and draft advisory reports and (global or functional area) business management projects
 CI07. Ability to solve problems
 CP01. Ability to work in an interdisciplinary team.
 CP04. Critical reasoning skills.
 CS01. Ability to study independently.
 CS06. High standards of quality.
 CPR01. Practical application of knowledge.
 CE06. Knowledge concerning socio-economic environment in which enterprises operate, most notably Economy
 CP02. Ability of application of the theoretical, methodological knowledge and of the technologies acquired in the process of formation
 CP09 . Ability to identify key indicators and economic aggregates and their impact on business decisions
 CP10 . Ability to interpret national and international economic context surrounding the company



- Key for degrees not adapted to RD 822/21: **CB** - basic competences, **CG** - generic competences, **CE** - specific competences, **CT** - transversal competences.
- Key for degrees adapted to RD 822/21: **CON** - knowledge, **COM** - competences, **HAB** - skills.

IV.-Contents

IV.A.-Syllabus

I.- Introduction	Chapter 1. Macroeconomics approach
	Chapter 2. Macromagnitudes: Measurement and structure of an economy
II.- Long run macroeconomics	Chapter 3. Production and employment. Productivity
	Chapter 4. Consumption, saving and investment
	Chapter 5. Economic growth
	Chapter 6. Money and prices
III.- Macroeconomics in the short-run	Chapter 7. IS-LM model
IV Macroeconomics for an open economy	Chapter 8. The balance of payments. Saving and investment in an open economy.

IV.B.-Training activities

Type	Title
Lectures	Preparation of the contents of the subject
Theoretical sessions	Theoretical and practical lessons
Academic tutorials	Face to face tutorials
Group work	Individual or group activities
Test and/or exams	Evaluation tests in class
Resolution of exercises, problems, case studies	Theoretical and practical lessons



V.-Student workload	
Theoretical sessions	21
Resolution of exercises, problems, case studies, etc.	20
Practical sessions in experimental, technological and clinical laboratories, fieldwork, etc.	0
Tests and/or exams	4
Academic tutorials	36
Related activities: conferences, seminars, etc.	0
Preparation of theoretical sessions and self-study	18
Preparation of practical tasks, exercises, case studies, projects, etc.	18
Preparation for tests and/or exams	18
Total student workload	135

VI.-Methodology and academic programme		
Type	Period	Content
Theoretical sessions	Week 8 to Week 8	Exercises Topic 5 On-Site Learning Activity
Practical sessions	Week 9 to Week 9	Topic 6 On-Site Learning Activity
Theoretical sessions	Week 10 to Week 10	Exercises Topic 6 On-Site Learning Activity
Practical sessions	Week 11 to Week 11	Topic 7 On-Site Learning Activity
Theoretical sessions	Week 12 to Week 12	Exercises Topic 7 On-Site Learning Activity
Theoretical sessions	Week 13 to Week 13	Topic 8 On-Site Learning Activity
Practical sessions	Week 14 to Week 14	Exercises Topic 8 On-Site Learning Activity
Tests and/or exams	Week 15 to Week 15	Review and Second Partial test On-Site Learning Activity
Practical sessions	Week 5 to Week 5	Topic 4 On-Site Learning Activity
Theoretical sessions	Week 6 to Week 6	Exercises Topic 4 On-Site Learning Activity



Practical sessions	Week 7 to Week 7	First Partial Test Topic 5 On-Site Learning Activity
Practical sessions	Week 3 to Week 3	Topic 3 On-Site Learning Activity
Theoretical sessions	Week 4 to Week 4	Exercises Topic 3 On-Site Learning Activity
Theoretical sessions	Week 1 to Week 1	Topics 1-2 On-Site Learning Activity
Theoretical sessions	Week 2 to Week 2	Exercises Topic 2 On-Site Learning Activity



VII.-Assessment methods

The general assessment method is continuous as established in the *Regulation for the Assessment of Learning Outcomes* of Rey Juan Carlos University.

All the assessment systems established in the degree report must be employed, except for those that have a minimum weight of 0%, which can be used by professors in the academic years they consider relevant. Each assessment system may be applied through one or more assessment activities, consistent with the system. No assessment activity can exceed individually 60% of the overall grade for the subject.

The sum of non re-evaluable activities cannot exceed 40% of the overall grade for the subject and, in general, should not have an established minimum grade (except for practical activities in which, strictly speaking, the conditions of the ordinary call cannot be reproduced in the extraordinary call).

Those students who do not manage to pass the subject in the ordinary call, or do not attend this first call, may attend the extraordinary call only for failed re-evaluable assessment activities.

The distribution and characteristics of the assessment activities are described below.

VII.A.-Description and weight of the assessment activities

Evaluation system	Evaluation activity	Weight	Reassessable in extraordinary call	Minimum grade	Contents	Date
E.S. 1- Evaluation of individual or group work	Individual or group work evaluation	10%	No (cumulative)	No	Individual or group work related to the subject syllabus	Throughout the course (delivery on paper and/or through Virtual Classroom)
E.S. 3- In-person Theoretical-practical evaluation tests	Theoretical-practical written test	60%	Reassessable (individually following the same format as in ordinary)	5/10	Full syllabus	Official date On site examination
E.S. 4- Evaluation of problems and practical cases	Solving individual or group problems in the classroom (between 1-3)	30%	No (cumulative)	No	Individual or group exercises related to the course content	Throughout the course (delivery on paper and/or through Virtual Classroom)

The in-person theoretical-practical evaluation test and the resolution of problems and practical cases, referring to the ES3 and ES4 evaluation systems, will be conducted in the classroom.

Practical in-class activities aim to assess student progress on a regular basis, encouraging active participation, which cannot be applied effectively in a reassessment.

The final distribution and details of the characteristics of the evaluation tests will be communicated in the first weeks of the academic year.

The practical activities in class are intended to regularly assess student progress, promoting active participation, which cannot be effectively applied in a re-evaluation. Students who complete the activities related to the evaluation systems SE1 and SE4 during the academic year and do not pass the in-person theoretical-practical evaluation test in the regular session will have their grades for these activities preserved for the extraordinary call.

Calculation of the global grade:

- The final grade or global grade is calculated as the weighted average of the grades of the evaluation activities, once the minimum grade of the written theoretical-practical test has been passed (minimum grade of 5).
- To pass the course, the overall grade must be 5 or higher, as long as a minimum grade of 5 has been achieved in the face-to-face theoretical-practical written test (ES3).
- Students who do not exceed 5 in the Theoretical-practical written test (ES3) will have the final grade obtained in said test.

Extraordinary call

In an extraordinary call, only the ES3 evaluation activity (theoretical-practical written test) can be reassessed if the minimum score has not been reached (or if the student did not attend it).

The reassessment of the ES3 evaluation activity (theoretical-practical written test) will be conducted on the official date indicated for the extraordinary examination session.

To pass the course, the overall score must be 5 or higher, once the minimum score of 5 in the theoretical-practical written test has been achieved. In other words, the grades obtained in the non-reassessable evaluation activities will be reweighted in the extraordinary examination session following the same criteria as the continuous evaluation in the regular session.

In the event that a grade of 5 is not achieved in the SE3 evaluation test, the one obtained in said test will be assigned as the final grade.

Advance call:

Given the characteristics of the subject and the advanced call, the evaluation of the student who requests it will be carried out through an in-person theoretical-practical test that includes all the content of the subject.

VII.B. Assessment of students with academic exemption from class attendance

Having Academic Exemption from Class Attendance (DAAC) does not imply that students are automatically exempt from participating in the continuous assessment activities or in the training activities of compulsory attendance as established in the teaching guide. Once the exemption has been granted, students must contact the subject's teaching staff, who will propose the adaptations he/she may consider relevant, as long as they guarantee the acquisition and adequate assessment of the learning goals established. Students must maintain adequate communication with the teaching staff so that they may provide information on the dates for training and assessment activities, if these are not established in the programme and available for students at the time of achieving the exemption.

Subject with possibility of academic exemption: Yes.

VII.C. Review of assessment activities

In accordance with the Regulation for the Assessment of Learning Outcomes of Rey Juan Carlos University.

VII.D.-Students with a disability or special educational needs

In order to guarantee equal opportunities, non-discrimination, universal accessibility and academic success, students with disabilities or especial education needs may request curricular adaptations to follow their studies. These adaptations will be provided by the Unit of Attention to People with Disabilities of Rey Juan Carlos University, in accordance with the regulation which regulates the service for the Attention of People with Disabilities at the University. This Unit will issue a report for curricular adaptations, so that students with disabilities or special education needs must contact the service (at e-mail discapacidad.programa@urjc.es) in order to provide relevant information for different educational alternatives.

VII.E.-Academic behaviour, academic integrity and honesty

Rey Juan Carlos University is fully committed to the highest standards of academic integrity and honesty, so studying at the URJC means assuming and subscribing to the values of integrity and academic honesty set out in the University's Ethical Code. To support this process, the University has Rey Juan Carlos University's Academic Conduct Regulation as well as different tools (anti-plagiarism, supervision...) that offer a collective guarantee for the full development of these essential values.



VIII.-Teaching resources and materials

Basic bibliography

Macroeconomics. Abel, A. B. y Bernanke B. S., Prentice Hall, Madrid, 2004.

Macroeconomics. Blanchard, O. Pearson

Macroeconomía. Dornbusch, Fischer y Startz, MacGraw-Hill, 2012

Essentials of Economics by Krugman, Wells y Graddy (3rd Edition)

Blanchard, O., Amighini, A. y Giavazzi, F. MACROECONOMICS Ed. Pearson, (last edition)

Macroeconomics, a European perspective Oliver Blanchard, Alessia Amighini and Francesco Giavazzi Pearson Prentice-Hall. 2011

Consultation bibliography

IX.-Professors

