

# Diploma - 2022/23 Handbook

## 1 - The Department and the University

### Welcome to the Department of Economics from the Diploma Course Director

Welcome to Economics at Warwick. I very much hope that you find your Diploma course interesting, challenging and rewarding.

This handbook is a guide for those taking the programme as a one-year course (L1P5) in its own right and for those taking it as the first year of a two-year programme (L1PA) leading to a Master's degree in Economics, Economics & International Financial Economics or Behavioural and Economic Science (Economics Track). You should read it and refer to it if you have any questions.

The Diploma is a one-academic-year programme consisting of approximately nine months of coursework leading to examinations in the Summer Term. As the Diploma Course Director, I will help you select the appropriate modules and options, and I am available to discuss any matters - academic or personal - on which you need guidance or advice, and I will also act as your personal tutor.

Our aim is to ensure that you will graduate with a Diploma and/or MSc from one of the best Economics departments in the UK, and that you will reach your full potential during your time here. In just over 50 years, we have established ourselves at the forefront of both economic research and education in the UK and beyond, and we attract students from all around the world due to our reputation for offering rigorous and exciting training, and the fact that so many employers are keen to work with our graduates. As well as being taught by top-class teachers and researchers, we work hard to make your experience memorable and to provide you with valuable opportunities to enhance your CV and make a flying start to your career.

As our Diploma is aimed at students without a background in economics, we provide training in the core components of modern economic analysis and appropriate quantitative methods. Throughout your diploma study you will acquire the ability to analyse economic problems, both empirically and theoretically, developing knowledge of economic trends, institutions and policy.

We believe that Warwick provides an excellent environment for learning and for personal, professional and intellectual development. Teaching is informed by the very latest developments in research, and optional modules provide a great breadth of choice across fields of Economics and other disciplines. One of the secrets of our success is that we are never complacent. Our innovative curriculum across both our undergraduate and postgraduate programmes provides an outstanding training in economics which is both intellectual and professional. We recognise that we live and work in a global and dynamic environment — we could hardly not, given how international we are in the topics we teach and in terms of the rich diversity of both our students and our staff. Therefore a key aspect of my role as Director of the Diploma is to seek to enhance all aspects of our programmes and thereby create the best possible conditions in which you can thrive and gain value from your time at Warwick. A key

input into this process is you, so I am always eager to receive comments and feedback from you — either individually or through the Student-Staff Liaison Committee (SSLC) — on where and how we can improve further. Please don't hesitate to approach me with your thoughts, reflections and suggestions either by email or in my Advice and Feedback hours.

I wish you the happiest and most rewarding of times during your studies with us at Warwick.

**Dr Roberto Pancrazi**

Diploma Course Director  
Department of Economics  
University of Warwick

## **1.1 - The Department of Economics**

### **1.1.1 - Protecting all staff and students**

In the 2022-23 academic year, it will be important for everyone to follow guidance and instructions so that we can protect the health and wellbeing of all staff and students. Please note that the University has issued [guidance](#) in line with UK Government guidance that all staff and students are required to follow, including details of social distancing and the encouragement for the continued wearing of face coverings. Hand sanitising stations will be located around buildings and you should make use of them when entering and leaving a building and should ensure that you wash your hands regularly.

Whenever you enter any building on campus, including academic buildings, and at all times during your face to face classes, you should be wearing a face mask or covering. The only exceptions are for those wearing a [sunflower lanyard](#). Please respect your peers and lecturers, being aware that individuals may face personal circumstances such that they require you to wear masks. If you do not wear a face covering in a face-to-face class (unless you have an exemption), you can be issued with a warning and future in person classes may be affected.

You can continue to contact staff, both academic and professional services, online via email, but you can go into the Department or other buildings if you have classes there, need to speak to the UG office, speak to a member of staff during their Advice and Feedback hours or more generally if you have not been able to find the information online and/or have been told to come into the Department.

### **1.1.2 - Term dates and teaching weeks**

#### **1.1.2.1 - Term dates**

**2022/2023**

**Welcome Weekend** Saturday 24 September 2022 - Sunday 25 September 2022

**Welcome Week** Monday 26 September 2022 - Sunday 2 October 2022

**Autumn Term** Monday 3 October 2022 - Saturday 10 December 2022

**Spring Term** Monday 9 January 2023 - Saturday 18 March 2023

**Summer Term** Monday 24 April 2023 - Saturday 1 July 2023

## 2023/2024

**Welcome Weekend** Saturday 23 September 2023 to Sunday 24 September 2023

**Welcome Week** Monday 25 September 2023 to Sunday 1 October 2023

**Autumn Term** Monday 2 October 2023 to Saturday 9 December 2023

**Spring Term** Monday 8 January 2024 to Saturday 16 March 2024

**Summer Term** Monday 22 April 2024 to Saturday 29 June 2024

## 2024/2025

**Welcome Weekend** Saturday 21 September 2024 to Sunday 22 September 2024

**Welcome Week** Monday 23 September 2024 to Sunday 29 September 2024

**Autumn Term** Monday 30 September 2024 to Saturday 7 December 2024

**Spring Term** Monday 6 January 2025 to Saturday 15 March 2025

**Summer Term** Monday 21 April 2025 to Saturday 28 June 2025

### 1.1.2.2 - Teaching weeks

We use a numbering system to cover the main teaching weeks during the year. Week 1 of the Autumn Term starts on Monday 3 October and the term then runs for 10 weeks. The Spring Term runs from week 15 — 24 and the Summer Term is from weeks 30 — 39.

**Welcome Week** will start with the **Welcome Weekend** on **Saturday 24 September** with events running all week until the start of term 1.academicweek

#### Autumn Term

##### Week

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Christmas vacation

The University has set times of the week for teaching activity, as follows:

- Weekdays from 8am - 7pm, excluding after 1pm on Wednesdays

If you have a lecture or Support and Feedback class scheduled between these times, you are expected to be available to attend. In addition, assessments such as tests may be set at any of these times and where possible, we will add dates to the Tabula timetable. More details will follow on the University's IT system, Tabula.

In practice, teaching sessions will begin at five minutes past the hour and end at five minutes to the hour, in order to allow people to enter and vacate the room in a way that accords with social distancing. You should make every effort to be there on time so teaching can start promptly. Find out more about the [timetable policies](#) here.

For other key dates and departmental events, please see the [Warwick Department of Economics website](#).

### 1.1.2.3 - Location

The administrative home of the Department of Economics is based in the Social Sciences Building. Most University room numbers are in three parts each of which conveys information.

For example, to find **S0.88**

**S** = Social Sciences building

**0.** = the ground floor (0 = ground floor, 1 = first floor etc)

**88** = the room number

While all lectures will be in person in the academic year 2023/24, some of your in-person Support and Feedback classes will take place in a variety of places across campus, so make sure you keep a campus map handy. The [interactive campus map](#) is a great way to find your location and help plan your route. It is your responsibility to find the locations of your lectures and classes and to ensure you arrive at them on time.

### 1.1.3 - Diversity and values within the Department

We have a commitment within the Department of Economics to embed our key principles into our work and study environment. We aim to foster an environment of respect and inclusion in which all staff perform to the highest standard and students are able to enjoy a world-class learning experience.

Our key principles are:

- **Respect:** everyone within our community has the right to be treated with dignity and respect, regardless of any protected characteristics
- **Integrity:** we are guided by the principles of integrity, fostering an open and positive environment that is inclusive to all.

- **Accountability:** we have a personal responsibility to commit to these values and hold ourselves accountable to our words and actions.

For more information about our diverse and inclusive community and to watch a video produced by our staff and students explaining our set of values, please visit our webpage

[Diversity and Values](#)

### **1.1.4 - What we expect from you**

In order to meet your full potential, the Department of Economics (which incorporates both the staff and your peers) has certain expectations of you — and in return you should expect us to deliver on key activities.

The University's Regulation 36 lays down the expectations of students concerning [Registration, Attendance and Progress](#).

We expect you to engage with your studies and actively participate in departmental activities and events. We expect you to attend lectures and module Support and Feedback classes, where attendance is compulsory. Should your attendance fall below required standards we will contact you and take actions where necessary.

#### **Engaging with your study**

In Economics, in order to get the most out of your time here, we encourage you to be fully engaged with your course and to try to achieve the highest academic standards of which you are capable.

'Engagement' in this sense means several things, including:

- preparing for lectures and Support and Feedback classes as advised by your teaching staff
- attending and actively participating in all lectures and Support and Feedback classes (online or in person), as well as benefiting from peer learning opportunities and working as part of a group
- collective learning will help you to improve your skills in a whole range of ways; your analytical skills communication skills and teamwork/collaborative skills
- meeting your monitoring points, as set out in [section 2.6](#)
- making the most of opportunities to discuss your studies with teaching staff
- meeting your personal tutor
- supporting each other's learning and development through active interactions with your cohort during lectures and classes, acting as a Mentor or a member of the SSLC
- benefiting from research opportunities through URSS, the cross faculty research scheme and competitions such as the Carroll Round

- submitting your assessments on time
- taking your tests and exams
- adhering to University and Departmental regulations and seeking guidance when unclear
- using your initiative and asking for help when necessary at the earliest opportunity.

We have the strong belief that each student can contribute to the learning progress made by others - this is a further reason for encouraging your attendance, participation and engagement.

#### **Tier 4 Visa Holders**

The above expectations apply to all students, but for Tier 4 visa holders, it is important that you engage with your course to meet the conditions of your visa. Please make sure you are aware of your responsibilities whilst studying in the UK; you can refer to the [Warwick Immigration website](#) and the monitoring point information in [section 2.6](#).

#### **1.1.5 - What you can expect from us**

We want to instil in you the same passion for the study of economics that we have. Therefore, we aim to engage you with all course material and create an enjoyable environment in which to learn and develop. You should be aware of what you can expect from any module and it is the role of the Department to ensure that this information is clearly set out and available.

Below are the key elements that you should expect from every Economics module that you take:

- a module outline, detailing the module aims and objectives, the learning outcomes and an indication of the material that will be covered, the exam rubric, all of which can be found on the module webpage
- details of core texts and further readings to give you the best opportunity to prepare for lectures and Support and Feedback classes
- All modules will have lecture notes and/or other materials posted on the module's Moodle webpage. Links to all videos will be accessible via the Moodle webpage for the module.
- A well-prepared lecture which has the aim of engaging you and encouraging participation in discussion beyond the lecture
- Core module lectures are encouraged to be recorded and these will then be made available via the Lecture Capture service.

If Support and Feedback classes form part of the teaching of the module, the material should be related to the module syllabus and class tutors should be well prepared and confident with

the material they are teaching. You will be advised, with as much notice as possible, of any changes or cancellations of lectures and/or Support and Feedback classes.

For any assessments you should expect:

- assessment details to be outlined, including the format of the assignment, assessment rules, the submission dates and the expectations of the module lecturer
- to receive your marked work with feedback and/or annotations within 20 working days of the submission date, unless extenuating circumstances prevent this. If the date for returning work is missed, you will be notified.

While the university environment is — and should be — very different from school/college, you should still expect your lecturers and tutors to have time to discuss any concerns or questions you have about the module material. To this end, you should expect:

- all lecturers to have two Advice and Feedback hours per week in term time, in which they are available to see you to offer advice on all matters relating to the relevant module. Advice and Feedback hours may either take place online or face to face. Details of how to access the Advice and Feedback hours will be provided.
- all tutors to be available for a minimum of two hours per week in term time to meet you in person or online to offer advice and feedback. Details of how to access the online hours will be provided on the Current Students hub page.

### **1.1.6 - Our location**

The administrative home of the Department of Economics is based in the Social Sciences Building. Most University room numbers are in three parts each of which conveys information.

For example, to find **S0.88**

**S** = Social Sciences building

**0.** = the ground floor (0 = ground floor, 1 = first floor etc)

**88** = the room number

While all lectures will be online in Autumn term 2020/21, your in-person Support and Feedback classes will take place in a variety of places across campus, so make sure you keep a campus map handy. The [interactive campus map](#) is a great way to find your location and help plan your route. It is your responsibility to find the locations of your lectures and classes and to ensure you arrive at them on time.

### **1.1.7 - Facilities**

UG Common Room (S0.96) is a space in the Department where students can study. There are two UG group work areas in S0.96 which can be [booked](#) by finalist students for group study or meetings in half-hourly sessions. Space 1 has a capacity of 4 and Space 2 has a capacity of 6.

The kitchen in this area will have hot water only. Anything that you need must be brought from home and must be cleaned and taken with you. Nothing is to be left in the kitchen overnight. .

Room S0.55 contains three Bloomberg Terminals, which can be [booked](#) by UG students for half-hourly sessions from Monday – Thursday (9.00am-4.30pm) and Friday (9.00am-3.30pm). To use the Bloomberg terminals you must register for a [Bloomberg for Education](#) account, selecting the learner option. You must complete the Bloomberg Market Concepts (BMC) e-learning course and send proof of your completed certificate to [economics.it@warwick.ac.uk](mailto:economics.it@warwick.ac.uk). They will then grant you access to book the terminal.

The University also provides a number of private study spaces, including the Learning Grids, which are flexible and informal spaces for group and individual study that can be used by all members of the University and the Central Library. You can search for study space availability [here](#).

Our lively research environment is built around our world class seminars and workshop series. You are welcome to attend any of these; the online schedule is published in our [calendar](#) and they generally take place online. These seminars are a window on the wider research community and will help you get to grips with what economists do and how they carry out research. They can be very helpful in developing your ideas for a dissertation topic.

## **1.2 - Key sources of information**

Many of your questions can be answered by looking on the Department website ([warwick.ac.uk/economics](http://warwick.ac.uk/economics)), where you will find the Handbook, module webpages, and links to all resources, departmental news and announcements, and many other useful pieces of information.

Another key source of information is Tabula ([tabula.warwick.ac.uk](http://tabula.warwick.ac.uk)). This is the University's secure web-based portal that supports teaching and learning. You will be able to find important information here, including your modules, timetable, assessment marks, monitoring points and Personal Tutor.

If you can't find what you are looking for online, or you need to speak to someone, you can find the key contacts below.

### **1.2.1 - Academic staff with responsibility for undergraduate students**

#### **Professor Ben Lockwood, Head of Department**

The Head of Department has overall responsibility for managing the Department of Economics.

**Room:** S1.111

**Email:** [economics.hod@warwick.ac.uk](mailto:economics.hod@warwick.ac.uk)

#### **Professor Caroline Elliott, Deputy Head of Department (Teaching and Learning)**

The Deputy Head of Department (Teaching and Learning) has strategic oversight of both the undergraduate and postgraduate programmes in the Department of Economics.



**Room:** S2.117

**Telephone:** +44 (0)24 765 23427

**Email:** [Caroline.Elliott@warwick.ac.uk](mailto:Caroline.Elliott@warwick.ac.uk)

**Professor Jeremy Smith, Director of Undergraduate Studies**

The Director of Undergraduate Studies is responsible for overall implementation of the Department's academic policies in relation to undergraduate teaching and for making decisions or recommendations in cases involving individual undergraduate students.

**Room:** S2.124

**Telephone:** +44 (0)24 765 23336

**Email:** [Jeremy.Smith@warwick.ac.uk](mailto:Jeremy.Smith@warwick.ac.uk)

**Dr Claudia Rei, Director of Assessment, Exams and Academic Integrity**

The Director of Assessment, Exams and Academic Integrity supports the Director of Undergraduate Studies in implementing academic policies in and overseeing assessment, examinations and academic integrity. They are also the Department's Assessment and Feedback Coordinator.

**Room:** S0.73

**Telephone:** +44 (0)24 765 73019

**Email:** [C.Rei@warwick.ac.uk](mailto:C.Rei@warwick.ac.uk)

**Dr Christian Soegaard, Director of Student Engagement and Progression**

The DSEP supports the Director of Undergraduate Studies and is responsible for convening the Undergraduate Student-Staff Liaison Committee and for working on the continued improvement of student engagement in the Department and for monitoring the progression of our students.

**Room:** S0.80

**Telephone:** +44 (0)24 761 51421

**Email:** [C.Soegaard@warwick.ac.uk](mailto:C.Soegaard@warwick.ac.uk)

### **Dr Amira Elasra, Senior Tutor**

The Senior Tutor is responsible for overseeing the year tutors and is responsible for the personal tutor system in the Department.

**Room: S2.108**

**Telephone: +44 (0)24 765 74354**

**Email: [A.Elasra@warwick.ac.uk](mailto:A.Elasra@warwick.ac.uk)** Link opens in a new window

### **Year Tutors**

**Year 2 Lead Tutor: Dr Jose Corpuz**

**Room: S0.68**

**Email: [J.Corpuz.1@warwick.ac.uk](mailto:J.Corpuz.1@warwick.ac.uk)**

### **Your Personal Tutor**

You are allocated a Personal Tutor (PT), a member of academic staff to whom you can turn for advice regarding academic or personal matters. You can find out who has been assigned as your Personal Tutor on Tabula. Your Personal Tutor can also signpost you to more appropriate sources of personal support and guidance within the University. You can find out more about the role of your Personal Tutor in [Section 6](#).

### **Advisor to Overseas students**

The Advisor to Overseas students provides a source of additional support to any student studying in the Department of Economics from overseas, helping them to adjust to studying in the UK.

**Name: Dr Andreas Markoulakis**

**Room: S2.108**

**Telephone: +44 (0)24 765 28090**

**Email: [Andreas.Markoulakis@warwick.ac.uk](mailto:Andreas.Markoulakis@warwick.ac.uk)**

### **Advisor to Female students**

The Advisor to female students provides a source of additional support to any female studying in the Department, as part of our aim to ensure that our female students receive appropriate support to achieve their full potential.

**Name:** Dr Eman Abdulla  
**Room:** S0.60  
**Telephone:** +44 (0)24 765 73461  
**Email:** [Eman.Abdulla@warwick.ac.uk](mailto:Eman.Abdulla@warwick.ac.uk)

## **1.2.2 - Administrative staff with responsibility for Diploma Students The Undergraduate Office**

Your first point of call for most initial enquiries is the Undergraduate (UG) Office Team, headed by the Undergraduate Programme Manager.

If you have any questions about your course, please contact our friendly UG Office team who can help you with most worries and queries via email. During the Autumn term, as part of safety measures around Covid-19, there will be a staff presence within the Undergraduate Office but you are also encouraged to bring forward any questions or queries through online means. Doing so means that we can deal with your query efficiently while limiting the number of people congregating in the Department.

If you have a question about departmental procedures, such as requesting unusual options, questions about degree regulations, etc., please check the [website](#) first. If you cannot find an answer to your query, you should contact the UG Office. You can also contact the UG office to make an appointment to speak to a member of staff on MS Teams if you cannot resolve your query via looking at the website or via email. If you would like to speak to the Student Wellbeing and Progression Officer about any problems or concerns you might have, you can make contact using the UG office email address or the wellbeing email address: [economics.wellbeing@warwick.ac.uk](mailto:economics.wellbeing@warwick.ac.uk) and if necessary, she can also put you in touch with the Pastoral Support team.

If you are ever in doubt about who to contact regarding an issue and have not been able to find the relevant information on the website, then emailing the UG office is a good place to start, but we would encourage you to contact them by email.

**Room:** S0.88 (Open from 10:00am - 4:00pm, Monday - Friday) **Telephone:** +44 (0) 24 765 23933  
**Email:** [economics.ugoffice@warwick.ac.uk](mailto:economics.ugoffice@warwick.ac.uk)

### **The Undergraduate Programme Manager**

The Undergraduate Programme Manager is a member of the administrative team responsible for the administration of undergraduate degree courses, including modules, study abroad and plagiarism cases.

**Name:** Jo Turrall

**Room:** S0.88 **Telephone:** +44 (0) 24 765 73404  
**Email:** [jo.turrall@warwick.ac.uk](mailto:jo.turrall@warwick.ac.uk)

## **Student Wellbeing and Progression Officer**

The Student Wellbeing and Progression Officer is a member of team who works closely with the Senior Tutor and Academic and Pastoral Support team. They provide support and signposting to services available to students throughout their degree.

**Name:** Tina MacSkimming

**Room:** S0.88 **Telephone:** +44 (0) 24 765 23055 **Email:** [t.macskimming.1@warwick.ac.uk](mailto:t.macskimming.1@warwick.ac.uk)

## **Exams Coordinator**

If you have a particular concern regarding Examinations, then your query should be referred to the Exams Coordinator email account. In the first instance you might wish to speak with your Personal Tutor or Year Tutor about such a concern and they can always forward you on to the appropriate person.

**Email:** [examscoordinator@warwick.ac.uk](mailto:examscoordinator@warwick.ac.uk)

## **1.3 - How to contact the Undergraduate Office**

The UG Office team, which is your point of contact as a undergraduate student, has a daily presence on campus, in room S0.88.

In order to offer an efficient way of dealing with student queries, we have made the following arrangements for students to contact us:

1. Visit our "[Get in Touch](#)" page and book an MS Teams appointment
2. Consult the [Frequently Asked Questions](#) (FAQs).
3. Email us on [economics.ugoffice@warwick.ac.uk](mailto:economics.ugoffice@warwick.ac.uk).
4. Ring us on +44(0)24 7652 3933
5. Visit us in S0.88.

## **1.4 - How to contact academic staff**

### **By email:**

All members of the Department have an email account and they will monitor it regularly, though please do note that staff will take academic and study leave and hence during holidays, they will not be responding to emails as regularly. If you have a question for a particular member of staff, an email will normally be the best way to get a quick and straightforward answer or to set up a meeting with the relevant person. If your enquiry involves confidential personal information, it is best to email your Personal Tutor or your Year Tutor/ Senior Tutor directly. Please ensure that your emails are polite and do think about who you send your email

to, using the guide above. Please do not send the same email to multiple people as this can cause unnecessary confusion and wastes staff time. You should always use your Warwick email account to avoid your email going into junk or clutter folders and hence not being read.

### **During Advice and Feedback hours:**

All academic staff have Advice and Feedback hours at which they can meet you either in person or in an online forum (with their Advice and Feedback available hours split equally between in-person and online). Advice and Feedback hours will be posted on staff webpages and on the [Advice and Feedback Hours](#) page. You should make every effort to see staff during these times. If you are unable to meet a member of staff during the stated Advice and Feedback hours, you should contact them to arrange an online or in person appointment at a different time. Appointments should be made via email.

### **Telephone contact:**

Each member of staff has a telephone number, listed online in the University telephone directory. From a telephone connected to the University switchboard the number has five digits, e.g. the Joint Degree Coordinator Ramkumar Govindaswamy's is 23055. When calling a number from outside the University, all internal extensions starting with 2 or 7 have 024 76 5 in front of them and all extensions starting with 5 have 024 76 1 in front of them (e.g. for Ramkumar Govindaswamy dial 024 7652 3055). If you don't know the number, dial the University switchboard (0 from an internal phone, 024 7652 3523 from outside).

A full list of all staff in the department can be found on [our people pages](#).

## **1.5 - How we communicate with you**

### **Tabula**

The University's secure web-based portal that supports teaching and learning is a key mechanism through which we will communicate with you. It is here you will find information on your timetable, assessment marks and feedback, your progress on meeting your Monitoring Points and attending classes and information on your class tutors and Personal Tutor.

You can access Tabula both on- and off-campus. Further details and instructions are available upon logging into [Tabula](#).

### **Email**

Every member of the University has a central email address usually in the form A.N.Other@warwick.ac.uk. This is the address that we will use to contact you.

**Check your email every day as it is the main way we will contact you.**

### **Moodle**

[Moodle](#) is the University's virtual learning environment. Every module has a Moodle page where you can view lecture notes, recordings and coursework.

### **Current Students webpages**

We have created a web portal with all essential information about your course and to inform you about a wide range of other opportunities that will enhance your student experience and prepare you better for future career. This page is personalised and you will need to use your student log-in to browse through the different areas.

Please visit this page regularly: [Current Students](#)

### **Economics Updates 2022/23**

These are emails which we send fortnightly in term time. They focus on important issues related to your academic study and student experience. They contain important messages from your Course Director, Directors of Study and the Head of Department as well as information about opportunities and events. We strongly encourage you to read them to be aware of all academic and extra curricular opportunities related to your current studies, employability skills and career planning.

### **Social Media**

We use social media to keep you up to date with departmental news and events via Instagram, Facebook and Twitter:

[instagram.com/warwickeconomics/](https://www.instagram.com/warwickeconomics/)

[facebook.com/warwickeconomics](https://www.facebook.com/warwickeconomics)

[twitter.com/warwickecon](https://twitter.com/warwickecon)

[youtube.com/user/warwickeconomics](https://www.youtube.com/user/warwickeconomics)

### **My Warwick mobile App**

If we need to communicate with you urgently about important things to do with your study here (e.g. about Support and Feedback class cancellations or specific deadlines) we use My Warwick alerts which will appear on your phones. Please do not disable this feature as you may miss important communications.

Keeping your details up to date

If your contact details change since your enrolment (e.g. your mobile number) it is essential that you inform the [University Student Records Team](#).

### **Student Privacy Notice**

The University of Warwick is committed to protecting the privacy and security of your personal data. We ask you to read the [Student Privacy Notice](#) carefully as it contains important information on who we are, how and why we collect, use and share personal data, your rights in relation to your personal data and on how to contact us and supervisory authorities in the event that you have a query or complaint.

## 1.6 - Glossary

In reading this Handbook, you may find the following list of terms helpful.

**Advice and Feedback Hours:** Every member of academic staff and all tutors have at least two online Advice and Feedback hours each week of term. During this time, the member of staff will be available for you to meet them in an online forum to discuss any aspect of your academic studies, as well as other things, e.g. personal tutoring, references.

**Asynchronous lecture:** A lesson that has been pre-recorded and can be accessed when you choose. These do not appear in your Tabula timetable.

**Classes:** 'Classes,' 'module Support and Feedback classes', 'seminars,' 'tutorials' and 'supervisions' are all different names for essentially the same thing; compulsory teaching in small groups. Classes allow for more informal, less scripted interaction and are a prime opportunity for you to receive support and feedback. This year some classes will be held online and other classes will be held face to face.

**Course:** Coherent programme of study leading to a named qualification/award. Includes degrees, diplomas and certificates. Courses are made up of modules.

**Module:** Smallest unit of learning recognised in the University's approval processes and records systems.

**Monitoring Points:** The University scheme for monitoring academic engagement and progress of all students during each academic year. Under the University's monitoring scheme, attendance is monitored by means of specific 'monitoring points' using Tabula.

**Moodle:** it is the University's Virtual Learning Environment (VLE), a web platform designed specifically to support the delivery of teaching and learning materials and activities. All module resources will be posted here.

**MS Teams:** Software used for online teaching and learning and for meetings held virtually.

**Pastoral Support Drop-in Sessions:** Each week of term time, the Academic and Pastoral Support team hold daily office hours, which will be online. The times of these will be published on the [Department website](#).

**Programme:** Has the same meaning as a course.

**Revision Sessions:** These are sessions run by the Department of Economics that occur prior to tests in core year 1 and 2 modules, where students can access support from module tutors and gain an understanding of marking criteria for the upcoming tests.

**Seminar:** A compulsory class in which a topic is discussed by a teacher and small group of students. The same as our Support and Feedback classes, some of which will be held online and some of which will be held face to face this year.

**Student-Staff Liaison Committee (SSLC):** The SSLC is made up of students and staff. SSLCs provide an accessible arena for you to discuss any concerns you have with teaching, learning and student support services with the Department's academic staff. They also provide an

opportunity for the Department to receive feedback from you. This is the strongest mechanism for getting involved with how your academic life at Warwick is shaped.

**Synchronous online lecture:** A lecture that takes place online via MS Teams in real time. These appear on your Tabula timetable.

**Tabula:** An online tool used to enhance and support the administration of teaching and learning. It helps academic and administrative staff manage your information, such as personal profiles, class allocation, personal tutor/supervisor allocations and meetings, attendance recording and marks management.



## 2 - Diploma Course

### 2.1 - Getting started

#### 2.1.1 - Induction and enrolment

Enrolment and registration at the University is a two-step process. By now you should have already completed step one by enrolling online and submitting a photo. It is important that you do this so that you will have a University card which will enable you to use the Library and computing services, including email, both of which you will need right from the start of the course. Step two involves collecting your University card once you arrive here. Find out more details about enrolment at [www.warwick.ac.uk/study/welcome](http://www.warwick.ac.uk/study/welcome).

Our Induction Programme begins in the Welcome Week (26th September - 30th September 2022) and includes a range of important academic and social activities including: departmental welcome and registration, introductory meetings and your pre-sessional classes for Econometrics, Macroeconomics and Microeconomics. Details of your induction timetable will be available via <https://warwick.ac.uk/fac/soc/economics/current/dip/induction> and will also be sent to you prior to your arrival.

#### 2.1.2 - Introduction to computing

There will be a presentation by IT Services staff during your [induction](#) to introduce you to the computer network at Warwick.

Find out more about the various facilities and further general information provided by the University IT Services at: [warwick.ac.uk/services/its/service-support](http://warwick.ac.uk/services/its/service-support).

In addition to the induction mentioned above, IT Services also provide further training courses to students at various levels ([www.warwick.ac.uk/services/its/service-support/training](http://www.warwick.ac.uk/services/its/service-support/training)).

#### 2.1.3 - Introduction to the University Library

You will have a Library Introduction meeting and a Database Training session to acquaint you with the University of Warwick library facilities.

Please refer to the [Diploma Induction Timetable](#) for dates and times of these sessions.

More information about the Library can be found on the [University Library website](#). Jackie Hanes is the Economics Support Librarian - her email address is: Jackie.Hanes@warwick.ac.uk

#### 2.1.4 - English Language Help

If English is not your first language and you wish to improve or are having problems, consult the Centre for English Language Teacher Education. View a list of the in-sessional courses that are provided at: [www.warwick.ac.uk/fac/soc/al/study/learn-english/in-sessional](http://www.warwick.ac.uk/fac/soc/al/study/learn-english/in-sessional)

You can attend these courses even if you have already taken the pre-sessional courses. Please

note that approved bilingual dictionaries are now allowed in University examinations (see page 34 for more information).

## **2.2 - Course overview**

The Diploma programme is quite demanding because it consists mainly of second-year undergraduate modules designed primarily for students who have already done one year of economics. Although there is additional teaching for Diploma students, you will find that there is a lot to learn very quickly. You will have received an email over the summer with further details on preparing for the Diploma programme in Economics, together with some preparation exercises. These are not tests, but are designed to prepare you for the level of the Diploma programme. Spending time thinking about the answer to an exercise is valuable even if you don't come to a satisfactory conclusion.

Once the academic year begins, you will have to take three core modules and will have a choice of optional modules.

The most likely module choices are listed below. However, variation is possible and if you want to choose a combination of modules to meet your own particular circumstances you may be allowed to do so. Please talk to the Diploma Course Director about this. It is possible that some modules may be amended or withdrawn because of staffing changes. However, the modules that run will not be radically different from what is described.

The core modules are the main core modules from the second year of the BSc Economics degree. The lectures are taught jointly with the undergraduates, but as a Diploma student you have separate module Support and Feedback classes for your core modules.

### **2.2.1 - Pre-sessional classes**

Students on the Diploma in Economics come from a variety of backgrounds in terms of their academic preparation. In order to assist in the adjustment to the level of the core modules Macroeconomics 2, Microeconomics 2, and Econometrics, we provide pre-sessional classes to prepare you for the material taught in these core modules. The pre-sessional classes will start on Tuesday 27 September 2022 and will cover basic exercises in Microeconomics, Macroeconomics and Statistics. You are required to go to all pre-sessional classes. There may also be some introductory videos on core modules. More information on the [Diploma Induction page](#).

### **2.2.2 - Diploma course modules**

You will normally take the following core modules:

#### **Code**

EC201

EC202

EC226

In addition, you need to select a further second- or third-year undergraduate module to the value of 30 CATS (or two 15 CAT modules) approved by the Department of Economics.

Full details of the core and optional modules we are intending to offer Diploma students can be found at: [www.warwick.ac.uk/fac/soc/economics/current/dip/modules](http://www.warwick.ac.uk/fac/soc/economics/current/dip/modules)

However, the information given is indicative rather than definitive. Final decisions on whether any option will actually be taught will be taken by the Head of Department and will depend on the numbers who choose it and staff availability.

### **Additional Module Support**

The Department is committed to providing support for any student who is finding module content difficult. While you can gain help during online module Support and Feedback classes and can access Advice and Feedback online sessions for further guidance, the Department also provides Study Support Sessions for the core modules. These are optional sessions, where students who are struggling with module content can obtain additional support on the module work from the previous week. Prior to tests on core modules, the Department also puts on Revision Sessions, where you can go along and get help from module tutors and gain a better understanding of the marking criteria and expectations of the assessment.

### **2.2.3 - Online module registration**

At the beginning of the Autumn term you will be asked to register your final module choices on the University-wide eMR system. You must do this irrespective of whether your module choices have changed since pre-registration and irrespective of whether your module is approved.

Please note that you cannot take an external option unless you have been accepted on the module concerned by the department that offers it. When you have been accepted by the outside department, registered with them and checked that you have fulfilled any conditions they set, you must also complete your online eMR. If you do not do this, you will not have fully registered for that module.

### **2.2.4 - Timetable**

Please note that the timetable is always subject to change at short notice so we do not print it in this handbook.

The lecture timetable can be viewed on the [Department of Economics website](#). Your personal timetable can be viewed through Tabula. It will be complete when you have registered for all modules, core and optional, and you have been allocated to your lectures, module Support and Feedback classes and other small group classes. You are able to view and link your personal lecture and class timetables to your phone/outlook calendar via the Tabula calendar.

Instructions can be found at:

[www.warwick.ac.uk/services/its/servicessupport/web/tabula/manual/profiles/timetables](http://www.warwick.ac.uk/services/its/servicessupport/web/tabula/manual/profiles/timetables)

### **2.2.5 - Reading lists, lecture handouts and exam papers**

Reading lists, lecture slides and all lecture resources will be available on the module's Moodle page. Content for module Support and Feedback classes will also be available on the individual module pages on Moodle. Copies of [past examination papers](#) are also available. You can access each module's reading list through the [Talis Aspire system](#).

## **2.3 - How we teach and how you learn**

### **2.3.1 - Teaching and Learning**

We will be offering in person learning across most modules and blended learning in a small selection of modules this academic year, with teaching mainly carried out through lectures and classes. You will also be expected to undertake your own independent study. In the summer term, your independent study time will increase as you revise for exams and for our final year students, complete your research dissertation. Further information on contact time is given in the [Study Hours Statement](#).

We have always been focused on enhancing teaching and learning and the main elements of the teaching process in our Department are lectures, module Support and Feedback classes, assessed work, examinations and Advice and Feedback hours. Through the richness of the curricula and syllabi, you are able to develop a range of skills, capacities and capabilities, which are designed to meet the aims and learning objectives of the courses and modules. It is appropriate that different learning objectives are assessed in different ways and this is reflected in a wide variety of types of both formative and summative assessment.

As a Department we are mindful of the different academic backgrounds of our students. We are aware that the UK higher education system may be very different to systems in which you have previously studied. With this in mind, we do our best to help familiarize you with the academic culture in the UK, particularly around how learning takes place in lectures and classes, approaches to assessment, expected standards of work, marking and plagiarism.

### **2.3.2 - Live Lectures (Synchronous Lectures)**

Most modules will also have a 2 hour in person lecture each week and this will timetabled on tabula.

These lectures will take many different forms, depending on how the lecturer wants to organise the module. It may take the form of a workshop, where the lecturer goes through applications of previous lecture content, perhaps through solving exercises. The lecturer may also draw on questions posted within the module's forum and answer these during the lecture.

These lectures may be recorded through lecture capture. The recordings (via Lecture Capture) will be available to view via your module's Moodle page. Lecture Capture, which is supported via IT Services, allows you to view the images listen to the recordings from the relevant lecture. Where available, these recordings will be published in Moodle.

A brilliant lecture, delivered by an academic who is a leading researcher in their field can be a wonderful experience: you are strongly encouraged to listen to the live lecture at the time of delivery, so that you can experience the benefits of being taught by academics whose work is at the cutting edge of research.

Recordings in the lecture capture system are intended for use by students registered on the relevant module and should be clearly marked as Warwick resources. Access is limited to the staff and students of the University and you are not permitted to share recordings further. The continued provision of lecture recordings on any given module are contingent on attendance at lectures remaining sufficiently high.

We do not permit personal capture of lectures or classes without explicit approval of the lecturer or tutor concerned.

The University's [Lecture Capture Policy](#) and [Policy on Recording of Lectures by Students](#) provides further information on recording lectures.

### **2.3.3 - Pre-recorded Lectures**

Some modules will have the equivalent of 1 hour of pre-recorded lectures each week. These are likely to take the form of a number of shorter videos as it is much easier to pay attention and absorb information over a shorter period of time.

The recordings will be posted in advance of the week in which they should be watched and guidance will be provided by module teaching teams as to the order in which you should watch them. These pre-recorded lectures will transmit information and define the syllabus and it is essential that you watch and take notes of these pre-recorded lectures each week. They will provide you with the core content and concepts that you need to know for your module and you are encouraged to watch these prior to the in-person lecture each week so that you get the most out of them. They will also help you in ensuring that you are prepared for the Support and Feedback classes each week. You will be able to access the pre-recorded lectures via module's Moodle page.

Taking notes in lectures will help you stay alert; the experts call this “promoting concentration.” Studies show that going over your notes later on the day of the lecture produces a significant improvement in understanding and retention. But attending lectures alone is not sufficient for you to acquire an active grasp of economics.

Recordings in the lecture capture system are intended for use by students registered on the relevant module and should be clearly marked as Warwick resources. Access is limited to the staff and students of the University and you are not permitted to share recordings further. The continued provision of lecture recordings on any given module are contingent on attendance at lectures remaining sufficiently high.

We do not permit personal capture of lectures or classes without explicit approval of the lecturer or tutor concerned.

The University's [Lecture Capture Policy](#) and [Policy on Recording of Lectures by Students](#) provides further information on recording lectures.

### **2.3.4 - Module Support and Feedback Classes**

'Module Support and Feedback classes,' 'seminars,' 'classes,' 'tutorials' and 'supervisions' are all different names for essentially the same thing; compulsory teaching in small groups. This year some of these classes will be online, while others will be a mixture of online and face to face classes. Some modules do not have Support and Feedback classes, due to their small size, whereby live lectures themselves provide the same purpose. Other modules will have these classes every week, while some will have fortnightly classes. Module Support and Feedback classes allow for more informal, less scripted interaction and occur. Each of these classes is managed by a tutor who will :

- invite you to raise problems
- provide feedback on your understanding of material
- lead discussion
- invite you to lead discussion, usually after some preparation
- assign and grade coursework
- record your attendance, participation and marks
- offer you any individual advice, in or out of the module Support and Feedback class.

Your preparation for module Support and Feedback classes and participation in the class discussions are essential to your economics education. Here are some reasons for this:

- through your independent reading and discussion with others you will be exposed to a variety of viewpoints, learn to choose among them, and you will be better prepared to develop your own distinctive ideas
- by discussing the module materials with other students you will identify common problems and misunderstandings and overcome them
- studies show that students remember a far higher proportion of the material they have actively discussed, compared with the proportion of material they have heard passively
- by preparing presentations, collaborating with others, and engaging in debate you will develop your own transferable skills which will prove invaluable in post-university employment.

### **2.4 - Feedback**

Learning is a dynamic process and feedback plays an important role in helping you to develop your knowledge and build confidence in your own abilities. Our aim, therefore, is to provide you with as much feedback as is reasonably achievable, given the volume of students taught on any module. You will receive various forms of feedback throughout your Diploma course, including:

#### **Written comments**

The annotations and constructive comments provided when marked work is returned to you, which should guide you as to improvements you can make and allow you to reflect on your performance.

### **Generic feedback**

The performance of previous cohorts is given on the Student Performance and Feedback page of each module webpage. You should use this information to reflect on your performance and how you ranked relative to your peers in previous years. For each assessment, you will also receive a set of generic comments on how well your cohort performed, together with a distribution of marks so you can consider your performance against your current cohort.

### **Solutions**

All tests/problem sets will have a set of written solutions, which should be used by you to work back over the test paper and learn from any mistakes.

### **Module Support and Feedback classes**

These feedback sessions are a prime opportunity to ask questions and generate discussion. Solutions will be provided to some of the exercises that are completed in class, but in other cases, solutions will be discussed only in class. Any solutions that are provided, whether written or verbal are an invaluable source of feedback.

### **Advice and Feedback hours**

These are an opportunity for you to meet online with your lecturers and tutors on a one-to-one basis and receive invaluable feedback and guidance or simply discuss interesting topics.

### **Forums**

The online forums for each module allow you to raise questions and ideas for further discussion with your peers, module leaders and class tutors.

### **Feedback from module evaluations**

In the Autumn and Spring Terms you will be asked to fill in an online evaluation questionnaire for each economics module that you take. This gives you the opportunity to express your views on various aspects of the module.

Our module evaluation form is online and includes space for written comments.

- The written comments are retained by the module leader, though they are also read by the Head of the Department.
- Each module leader writes a response to the main points raised in the module evaluation. These responses are shared with students via module webpages.
- A summary of the responses to module evaluations is shared with the SSLC.

- At the end of the year each module leader writes an annual module report, incorporating both qualitative and quantitative feedback results.
- These reports are reviewed by the Director of Undergraduate Studies, who summarises the main issues for the Department's Undergraduate Management Committee. This identifies causes for concern, suggests action to overcome problems, and monitors trends from year to year. Reports may also be made available to outside agencies such as QAA subject review assessors.
- At the end of the year we produce an annual course report covering all the modules within the degree courses, identifying any positive features and issues for action where improvement is needed.
- Finally, sections of both module and course reports will be made available to your Student-Staff Liaison Committee and will be uploaded to module web pages.

The feedback you provide is an essential input into our quality management process. It will help to improve the teaching and learning environment for yourselves and for future students. We ask you to take part in it thoughtfully and seriously.

### **2.4.1 - Undergraduate Student Staff Liaison Committee**

The Student-Staff Liaison Committee (SSLC) is an important platform to have your say and provide feedback to us. Students get together with departmental staff to discuss issues that concern the learning experience. Even in the best departments, there are always some issues that deserve to be addressed, yet the SSLC is more than just a 'complaint box'. The Committee has been very useful in the past simply to ask questions that were unclear to many students. This makes the SSLC a good opportunity for you to communicate with us.

The committee is led by an SSLC Chair and Secretary, elected from amongst and by the student SSLC representatives. For a full list of the duties of the Chair and Secretary of the SSLC see the [SSLC webpage](#) and Handbook.

Issues that have been raised in the past include access to materials in the Library, questions concerning the Department's IT facilities as well as aspects of students' learning experience and examinations, even ranging to more long-term matters such as curriculum development. At the same time, the SSLC is not intended to address special problems that concern only one individual student. Often these issues can be more efficiently resolved if the student speaks to the Undergraduate Office or to the module lecturer concerned. That is, SSLC items should only be the ones that concern a wider population of students. Also, the SSLC should generally not be a channel for evaluation of individual modules. This should be done via the module evaluation forms. However, if the representatives feel that there are some issues about individual modules that are not addressed via the module evaluation form they are free to raise these in the SSLC meetings.

During the Diploma course, the representatives will meet with staff and students in other degree programmes within the Department five times. That is not very often. So to future



representatives: make sure you prepare for the meetings and have a list of issues that you want to bring to the Department which can be put on the agenda. If you put just a little preparation time into it, it will be much easier to address them.

There are various members of staff who attend the SSLC to make sure every aspect of student life is represented and to respond to issues raised in an effective way. The Director of Student Engagement and Progression (also the SSLC Convenor); the Deputy Director of Undergraduate Studies; Undergraduate Programmes Manager; Undergraduate Coordinator or Secretary and one of: the Head of Department, Head of Administration (Teaching and Learning), the Director of Studies or the Director of Undergraduate Studies, together with any other relevant member of staff.

Information about the Economics SSLC can be found on the [SSLC Webpage](#).

### **2.4.2 - How SSLC Representatives are elected**

There is one main SSLC for all undergraduate level degree courses within the Department. There are a maximum number of student SSLC members per year and per degree course based on the total number of students that are part of the course. Students in the Department of Economics elect their SSLC student representatives. The elections are based on a simple majority i.e. the student with the highest number of votes is declared to have won. In the event of more than one available seat, the candidate with the next highest votes is elected i.e. a linear progression is followed.

New student representatives from the Diploma course are elected during the first two weeks of the Autumn term. We encourage you to take part in the elections, either by voting or by standing as a candidate and to be aware of who your representatives are. The Students' union conducts elections online and then membership will be confirmed.

### **2.4.3 - Some useful things to know if you become an SSLC representative**

- There will be 30 or so representatives from the different courses.
- Out of these, a Chair will be elected whose main task it is to chair the SSLC meetings.
- The Secretary has to take minutes of the meetings and replaces the Chair in her/his absence. The minutes are circulated to all students so you know what's going on.
- The first thing to do for the representatives is to look at last year's SSLC annual report to get a feel for what has been discussed.
- It is also useful to begin each meeting with an update on how the issues of the last meeting have been addressed since then.
- Before each meeting, the UG Office will ask you to prepare a list of items to be discussed. All the representatives, and the Chair and Secretary in particular, are responsible for collecting these issues and sending them in on time.
- Ask your fellow students what they think about the courses.

- Your job is to help the students and the Department to communicate. If you are willing to listen carefully to both parties, and if you like to communicate and to analyse problems you will be able to make a great contribution indeed.

## **2.5 - Monitoring points**

We want to be sure that you are coping with your work, engaging with your course, and not falling behind and so we ask that you meet **13** 'Monitoring Points' throughout the academic year.

As you progress through the academic year you will be able to see on your Tabula page how many Monitoring Points you have successfully attained and how many you have missed. Please inform the Undergraduate Office as soon as possible should you believe a mistake to have been made in your Monitoring Points record. You will also be prompted at various points to check your monitoring points record on Tabula for accuracy, and it is important that you respond to this before the given deadline or it may not be possible to make any amendments.

### **L1P5 / L1PA**

#### **Autumn term**

##### **Contact Point**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

##### Spring Term

- 7.
- 8.
- 9.
- 10.
- 11.

##### Summer Term

- 12.
- 13.

Please be aware that you will be contacted should we become concerned about your missed Monitoring Points.

Tier 4 visa students should be particularly aware of the consequences of missing Monitoring Points: the Academic Office is obliged to report to the Home Office UK Visas and Immigration (formerly the UK Borders Agency) if any Tier 4 students have been found not to be engaging with and attending their degree course. This will normally lead to the curtailment of their visas.

1. After three Monitoring Points are missed we will contact you to investigate whether you are having any problems that are preventing you from fully engaging with your course.
2. After four Monitoring Points are missed, we will contact you again and we may refer you to the relevant professional within the University welfare system who could help you, such as the Dean of Students, the Disability Coordinator or Mental Health Coordinator, as appropriate.
3. After five Monitoring Points are missed you will be contacted to make you aware that you are at serious risk of being recommended for termination of your registration at the University.
4. After six Monitoring Points are missed the Department is able to invoke Regulation 36 to begin termination of registration proceedings and your case is handed over to the Academic Office.

### **2.5.1 - Monitoring class absences**

You are required to attend all of your allocated module Support and Feedback classes, whether they are held online or in-person. You can see which module Support and Feedback class you have been allocated to or have signed up to by logging into Tabula. In order to keep module Support and Feedback class sizes stable, **you are not permitted to swap your group unless you have the prior express permission of the UG Office** and you have a compelling reason, like a timetable clash. If you attend a different group from the one to which you have been allocated, you will simply be marked as absent from your group. **Module Support and Feedback class tutors do not have the authority to give permission for students to swap between classes.**

If you are taking a module in another department, you should make sure you are aware of that particular department's procedures regarding class absences. However, you should note that it is still the Department of Economics (your home department) who will either condone or uphold your absence accordingly.

### 3 - Assessment and Examinations

In this section of the Handbook, we will provide information about the assessment methods used throughout the Degree programme, as well as the various policies and procedures that are in place. You can find details of all policies relating to Assessment and Feedback on the Department's [Assessment and Feedback webpages](#). In particular, here you will find a link to the Department's Assessment Strategy.

You will experience a range of assessment methods, including mid-term tests, problem sets, presentations, essays and year-end exams during your Diploma. Any work that contributes towards the final module mark is known as summative assessment. However, for work during the year, you will also receive comments on it and this is part of the formative feedback that we provide.

#### 3.1 - Coursework

These rules and procedures relate to all undergraduate courses taught by the Department of Economics. You must pay particular attention to the paragraphs Referencing (3.1.7) and Plagiarism (3.1.8) and are strongly advised to read [Regulation 11](#) in the University of Warwick Calendar: [www.warwick.ac.uk/services/gov/calendar/section2/regulations/cheating](http://www.warwick.ac.uk/services/gov/calendar/section2/regulations/cheating).

##### 3.1.1 - Marking criteria

Performance is classified into five broad categories of: First; Upper Second (2.1); Lower Second (2.2); Third; Fail. There is a range of marks for each of the classes and the marking criteria are provided in the table below:

###### Class (Marks)

First

2:1

2:2

Third

Fail

##### 3.1.1.1 - The 20-point scale

The 20-point scale is a university-wide marking scale that maps the five broad class categories into a 20-point marking scale, as set out in the table below.

These procedures do not apply to quantitative problems or short-answer questions, which are

marked using the whole range of marks between zero and 100. The 20-point marking scale applies to essay-type questions (both coursework and examination).

For example, an essay which is deemed to be an Upper Second class piece of work may be awarded only the mark of 62 or 65 or 68 within the range 60 to 69, according to whether the work is judged to be of low, medium or high worth, respectively, within the corresponding class. One of the motivations for the scale is to encourage essay markers to use higher marks within the first class range and lower marks in the fail range.

For those modules in which the examination paper is made up of a combination of essay-type questions and quantitative problems or short-answer questions, the 20-point scale is relevant only for the essay elements. The final mark will continue to emerge as an aggregation of individual marks, where these individual marks have been obtained in different ways. Note that this means that the aggregate mark itself is not constrained to be one of the 20 marks on the scale.

## **Class**

### **First**

### **Upper Second (2.1)**

### **Lower Second**

### **Third**

### **Fail**

Zero

### **3.1.2 - Methods of submission**

Please note that most modules will require submission of assessment by e-submission and this is done via Tabula. This year, due to COVID-19, no modules will require a paper copy to be submitted. It is your responsibility to make sure you check the module webpage and/or with the module leader about the submission arrangements for each module.

#### **3.1.2.1 - e-submission**

A large amount of your coursework will be submitted and marked electronically and the Department uses Tabula for e-submissions, for recording your marks and for providing you with feedback. If you are granted an extension it will also appear on Tabula. You are asked to read the guidance on the e-submission system carefully before using it.

It is your responsibility to check that you are submitting the correct document to the correct module assignment and you are asked to check your assignment before finally submitting. If you do submit the wrong assignment, you are able to re-submit the correct one, but you will receive the normal late submission penalty if the correct assignment is submitted after the deadline.

You can submit your work electronically up until 12 noon on the deadline day and all work is date-and time-coded. Penalties will be applied to work submitted after this time. You are strongly encouraged to complete e-submission prior to 11:00 on the day of the deadline in order that you can inform us of any problems that may arise. The system can become very busy just before a deadline and neither this, nor computer difficulties will be accepted as a reason for late submission.

If you are submitting assessed coursework to other departments, you should familiarise yourself with that department's particular submission deadlines and methods, as these may differ to those in the Department of Economics.

All electronically submitted work is marked online and feedback on this assessed work will also be provided via Tabula. You will receive a notification when your feedback is available to download on Tabula.

#### **e-submission guidance**

As most of your work will be submitted electronically, there are some key points to follow to ensure you don't make a mistake:

1. You should ensure that your document includes your student I.D. number, but not your name, as all marking is done anonymously. You must also include the final word count.

2. The assignment must be a 100% electronic submission and so any object such as graphs, figures or equations will have to be incorporated into your electronic document.
3. To submit your document online, once you have produced your final electronic file as e.g. a Word document, you will need to create a PDF document from that Word document. To create a PDF document you can download a copy of the free software PDF converter from ITS ([www.warwick.ac.uk/services/its/servicessupport/software/pdfconverter](http://www.warwick.ac.uk/services/its/servicessupport/software/pdfconverter)) and follow the instructions.
4. Name the resultant PDF file as follows: module code-assignment number.pdf. For example, ec208-a1.pdf would be the name for your first assignment for EC208- Industrial Economics 1. ec307-a2.pdf would be the name for your second assignment for EC307- Macroeconomic Policy in the UK.
5. Check the final document before uploading to ensure it has been converted accurately.
6. Double check you are submitting the correct document and that you are submitting it to the correct module/assessment.
7. If you submit more than one document for your assignment these must be submitted simultaneously.
8. Upload the PDF via Tabula. If you have a technical problem with your submission then you should print off the error page and then email the PDF submission and error page to [economics.ugoffice@warwick.ac.uk](mailto:economics.ugoffice@warwick.ac.uk). However, given that you should have left enough time to resolve any difficulties, this will not be accepted as an excuse for a late submission.

### 3.1.3 - Deadlines

Each piece of work must be submitted by a particular date, as set by the UG Office and approved by the module leader. You will be given notice of these deadlines. The University's guidance to markers specifies a minimum of four term-time weeks' notice of deadlines. It is your responsibility to arrange your own schedule and manage your time accordingly. We advise you always to leave a safety margin in case of last-minute difficulties in obtaining books, printing files, computer issues and so on. Aim to submit the piece of work a day or more before the final deadline and if it is a piece of group work, double check with your group members that it has been submitted. **No reduction in late penalties will be made if you find you cannot upload the material before the deadline or if you thought that another member of your group was supposed to upload the work.** It is your responsibility to ensure all work is submitted within the deadline. Also bear in mind that demand on the system is likely to be high in the last hours before the final deadline. Assessment deadlines for the academic year 2020-21 can be accessed through Tabula.

### 3.1.4 - Late submission

If you submit work after the deadline, your work will be marked subject to a penalty in the form of a deduction of percentage points from the awarded mark. You will receive a five

percentage point (marks) deduction per day (excluding Saturdays and Sundays, Bank Holidays and University closure days) thereafter, with a minimum mark for that assessment of zero.

The following table shows how the penalty system works (penalties are given in percentage points):

**Day/Time Submitted**

After deadline Mon and Before deadline Tues

After deadline Tues and Before deadline Weds

After deadline Weds and Before deadline Thurs

After deadline Thurs and Before deadline Fri

After deadline Fri and Before deadline successive Mon

After deadline Mon and Before deadline successive Tues

After deadline Tues and Before deadline successive Weds

After deadline Weds and Before deadline successive Thurs

After deadline Thurs and Before deadline successive Fri

With a further five points for each day, excluding weekends

For work that is submitted electronically, do not leave it too close to the last minute. Penalties cannot be removed in situations where the network was busy around the time of the submission deadline. You must also check your submitted work as invited to do so when e-submitting. If you initially submit the wrong document and either you or the marker identifies this, you can still submit the correct one, but a late penalty will be applied as detailed above. Penalties cannot be adjusted if you or we later find that you have submitted a wrong file or a corrupted document. It is your responsibility to ensure that you are submitting the correct assignment to the correct link by the deadline.

For problem sets, where solutions are discussed in module *Support and Feedback* classes immediately after submission, any late submissions will receive a mark of zero.

**3.1.5 - Extensions and exemptions**

If you submit work after the deadline, your work will be marked subject to a penalty and if you miss a mid-term test or final examination, you will be given a mark of zero in that assessment. However, during the year there may be times when you are unwell and this might occur in close proximity to assessment deadlines or on the day of a test or examination.

In order to receive an extension to an assignment or an exemption from a test or assignment, you will need to submit evidence to the Department. Even if you are taking a module that is offered by a different academic department, it is still your home department (Economics) which makes the decision on an extension or an exemption.



Extension requests should be made via tabula by going to the relevant assessment link and from there you will be able to upload the relevant medical evidence. In all other cases (class/test/examination absences), mitigating circumstances evidence should be submitted via the personal circumstances portal in tabula. Further details regarding mitigating circumstances for examinations are given in [section 3.2.6](#). Some Departments may have their own form for an extension or exemption, which might need signing by the Student Wellbeing and Progression Officer, once you have submitted evidence.

All extension and exemption requests are considered by the Wellbeing Officer, in consultation with the Director of Undergraduate Studies and not by your lecturer, class tutor or personal tutor. If you are thinking of asking for an extension or exemption, you should first ask yourself whether you could have reasonably foreseen the reason for your late submission or absence and taken avoiding action. If so, in fairness to those students in similar situations who took the necessary steps or precautions, your request is unlikely to be granted.

All applications and evidence are considered against the twin criteria of *force majeure* and evidence. If your request is necessitated by factors over which you have no control, and which you could not have reasonably anticipated (*force majeure*), and if these factors can be documented in some way, your request will normally be approved. Extensions or exemptions may be granted on compassionate grounds, e.g. death or serious illness in your immediate family. Evidence that is in any other language than English must be accompanied by an official translation.

All evidence must be submitted in a timely manner, which means within one week of the deadline or date of the assessment. If the assessment is worth less than 10% and your illness is of a short duration, you can submit a self-certification. It must be submitted within 3 days. **Only two self-certifications are permitted each academic year and they are closely monitored.** For any assessment worth more than 10%, official documentation is required. It is your responsibility to ensure that you upload the evidence and submit the form within one week of the date of the absence. We will not chase you for the evidence and if you do not provide it or it is insufficient and doesn't confirm the dates you are claiming for, your absence will not be condoned.

### **3.1.5.1 - Extensions**

If an extension is granted, a new deadline will be set by the Student Wellbeing and Progression Officer. Submission of work after this new deadline will be subject to the normal late submission penalties.

Any requests for extensions should be made in a timely manner and ideally before the deadline. However, extensions can be applied retroactively, lifting any late penalty you might have already received for that assessment. Should there be an unexplained delay of more than one week before submitting medical evidence, we may not be able to agree to your extension request. Bear in mind that your request will not be the only one coming in, especially during periods of numerous submissions deadlines. Please allow reasonable time for the situation to be resolved before contacting the UG office.

For assessments that are spread over a long period of time, such as dissertations or coursework, there is an expectation that almost every student will encounter some difficulties in their lives during this period. As a result, it is anticipated that you will handle these situations without impacting on your final submission. Thus, low-level and short-term illnesses and factors such as problems with computers, will not be considered as a basis for an extension for this type of work. This differs from assessments which have a shorter time to complete. For problem sets, where solutions are discussed in module Support and Feedback classes immediately after submission, no extensions can be granted, but you may be condoned from the assessment, based on the evidence. The weighting would normally be passed onto the final examination. Information on solution availability can be obtained from module leaders.

### **3.1.5.2 - Regularly refused reasons for extensions**

If you are thinking of applying for a coursework extension or exemption from a test, you should be aware that, if your reason is the same or similar to those given below, your request is likely to be refused.

***"I travelled abroad over the vacation and was unable to obtain references from local libraries."***

**Comment:** The University doesn't require you to do academic work in the vacation. It may be a good thing if you do, but some students have to undertake paid employment. You could, and in this case should, have at least completed your research for the essay in term time.

***"I travelled abroad over the vacation and as a result I returned late to the University or I had a poor internet connection whilst abroad."***

**Comment:** The University requires you to be in residence in term time, and most assessments are submitted electronically. If you are concerned about poor internet connection you need to check before travelling whether this will be an issue.

***"I have a last-minute invitation to an important job interview for which I need to prepare a presentation."***

**Comment:** You knew you'd applied for the job, and building in some slack for interviews is just part of normal time management. You should plan to research and write assessed coursework with a margin to spare so that complications like this, which are predictable, don't put you into a spin. However, your request will be viewed sympathetically if you get several last-minute invitations to interviews in quick succession. If the interview or assessment centre falls on the day of a test and you have evidence that this event cannot be moved, we may be able to consider an exemption request.

***"I had too many other important things going on and forgot to submit my essay on the right day, but my file is dated the day before the deadline, proving that my essay was ready beforehand."***

**Comment:** You have to give the right degree of priority to your academic work. The date on a file is easily manipulated.

***"I was about to submit my essay on the day of the deadline when my computer crashed/was stolen, meaning I could not access e-submission website/access my file to upload."***

**Comment:** Don't leave essential tasks to the last minute; please leave plenty of time to upload your work via e-submission, leaving a margin of error in case of technical difficulties. Always make regular backup copies of files both physically, such as on a memory stick, and using online facilities. Transport issues will also not be accepted as an excuse for late submission.

***I submitted the wrong file to the e-submission website, but didn't notice at the time/I submitted the file for the wrong assessment/to the wrong department's system"***

**Comment:** You should review your submission before confirming or submitting. Students submitting the wrong file or submitting to the wrong module on tabula will be able to re-submit the correct document, but will receive a late submission penalty based on when the deadline was and when the correct document was submitted. It is your responsibility to check that you have submitted the correct file to the correct assessment/department.

### **3.1.5.3 - Exemptions**

The Department cannot grant an extension to a test or reschedule the date of any test. If you are unable to take a mid-term test or your illness is of such long duration that it prevents you from submitting a piece of work within an appropriate extension, you can apply for an exemption, so that the work is condoned. The weighting of the assessment is normally passed onto your final examination for that module. In the case of WBS modules, if an assessment is missed or not submitted and you request an exemption based on mitigating circumstances, this will not be considered until the Exam Board. You will be given a mark of zero and this will only be condoned when the Exam Board meets.

Once again, all evidence should be submitted via the mitigating circumstances portal in tabula and should be submitted in a timely manner (one week for official documentation and 3 days for self-certifications).

Please note that requests made to condone absences from tests due to attendance at an interview or an assessment centre will not normally be accepted, unless there is clear evidence that the interview could not be postponed. This does NOT apply for examinations. We expect you to make clear to potential employers who may invite you to attend interviews and assessment centres that you have certain commitments throughout the academic year, and that attending tests is a compulsory part of your course.

These reasons for absences will not normally be condoned:

- Open Days
- family celebrations
- holidays
- mistakes with travel arrangements
- mistake with time or location of test

Please note that this list is not exhaustive.

If you are unable to give a presentation due to illness (for example in EC304 or EC331), your tutor will re-schedule your presentation so long as you provide valid evidence for your mitigating circumstance to the UG office.

If you are not sure into which category a given assessment falls, please ask the UG office.

### **3.1.6 - Good practice in assessment**

#### **3.1.6.1 - Essay Writing Guidance**

Essays are often a major source of uncertainty for incoming students. To understand the criteria used by your tutors to mark your written coursework, you should familiarise yourself with the information here. Not every module requires coursework in the form of essays, but the rules that apply to essays can often help in relation to other kinds of coursework too.

Sources of advice on essay writing include:

- departmental guidance in the form of marking criteria
- your module Support and Feedback class tutor
- your lecturer
- the study skills sessions organised by Careers & Skills
- online provision from the Library
- regular drop-in session with the Economics Librarian in the Department.

You are advised to back up your files regularly to minimise the risk of losing documents. Please make sure that you do not leave the submission of your work until the last minute; build in some time to put things right if your computer crashes, as most submission is online, through Tabula.

#### **3.1.6.2 - Word limits**

Please remember that work is judged on quality rather than quantity, and you must adhere to word limits and include your final word count clearly on your essay. If you feel you can say what you need to say in fewer words, then do so. We do not include a 10% margin above the word count. Excessive length will be penalised and the marker may ignore any material in excess of the word limit. Module leaders will indicate any exceptions to the standard word limit regulations, such as references. Do not include additional material in the form of lengthy footnotes or appendices unless this is specifically authorised by the coursework assignment.

#### **3.1.6.3 - Presentation**

It is advisable for you to draw diagrams with computer packages where possible in order to further enhance your skills in this area. Pages should be numbered and submissions should be anonymous. You should include your student i.d. number on each page, but not your name.

## **3.1.7 - Marking, Moderation and Feedback**

### **3.1.7.1 - Marking and moderation**

A percentage mark will be awarded and recorded on each piece of assessed coursework. All marks that contribute towards your Diploma are moderated across the range of marks and across the first markers. Usually this involves taking a preliminary sample, then sampling more thoroughly where the preliminary sample indicates discrepancies. The agreed marks remain provisional until confirmed by the external examiner at the Exam Board. Thus, you are told your marks on a provisional basis. Due to moderation, the mark on your assessment may not be the same as the mark on Tabula. The mark on Tabula is your final moderated mark.

We want to reassure you that the marking and moderation for all our assessments is fair, consistent, robust and reliable and hence give you confidence that when you receive a mark, the mark has been arrived at following a detailed and rigorous process. You can find further details about the marking and moderation process on the Department's [Assessment and Feedback](#) pages.

If you have any concerns or feedback about the assessment process then please contact the Assessment and Feedback Coordinator, who is one of our Deputy Directors of Undergraduate Studies in the first instance.

### **3.1.7.2 - Return of marked assessed work**

Marked assessed work (excluding examinations and the RAE final project) will normally be available to you within 20 University working days after the submission deadline. Your marked work will be available on Tabula, or will be returned to you by your Support and Feedback class tutor.

Please also see the University Policy on the [Timing of the Provision of Feedback to Students on Assessed Work](#).

### **3.1.7.3 - Feedback on your assessed work**

We take very seriously the provision of feedback to you on assessed work, most of which is electronic. We are sensitive to the importance of this and have mechanisms in place to enhance the quality of the feedback on assessed work. The Warwick tradition is to give some weight to assessed work submitted through the year, especially during years 1 and 2, to enable you to gauge your progress over time from the comments and marks you receive at regular intervals.

Feedback will be provided in a variety of ways. You may receive written comments on your work, or as a separate linked document, or as a summary of comments on the feedback sheet. These might indicate what was done well in your assessment, those areas where you could improve and a general evaluation of your coursework in aspects of presentation, structure and referencing. These comments should enable you to understand the basis of the mark you have been given and how you may improve your work in the future. You will also find the mark you received on Tabula. In addition, we provide generic feedback on assessments, which will provide more general comments on the cohort's performance on this assessment. It will outline particular aspects that were done well, common problems and ways to improve, as well

as an overall assessment of performance, including a cumulative distribution function, which will allow you to determine how you performed relative to your peers.

If you are not satisfied with the quality of the feedback you have received, you should contact the module lecturer or the module Support and Feedback tutor. However, prior to doing this, you must be able to demonstrate that you have reviewed your personal feedback and the generic feedback and reflected on both through re-reading your work. You are also advised to make use of Advice and Feedback online hours to further discuss your feedback, noting, however, that markers are not permitted to re-read your assessment. Academic judgement cannot be challenged. If you still need more information contact the UG Office, who will forward your request for more feedback to the Director of Undergraduate Studies.

#### **3.1.7.4 - Other types of feedback on your progress**

Feedback to you is provided in a variety of ways. There are many channels through which we give feedback other than only at the point of returning assessed work. Here are some of the different ways in which we provide you with feedback:

- Module Support and Feedback classes complement pre-recorded and live lectures and are intended to give you the opportunity to test your understanding of material. In most module Support and Feedback classes, you will be expected to prepare some exercises or problem sets in advance and these will be discussed in the class. You will then have time during the module Support and Feedback class to work through a new set of questions, usually in groups and with the help of the tutor, before presenting answers to the rest of the class. We try to keep the number of students in these classes as small as possible so that your needs can be accommodated.
- Pieces of non-assessed work, in addition to assessed work and tests, are collected periodically and feedback on these is given by tutors.
- Tutors and lecturers advertise Advice and Feedback hours during which they are available to go over individual problems with you in an online forum.
- Tutors and lecturers are accessible by email to receive and respond to individual clarification questions that can be addressed by email. Should your questions involve a more extensive nature your lecturer/tutor will advise you to make use of online Advice and Feedback hours.
- A number of modules run online blogs or forums through which lecturers and tutors can respond to issues that you raise.
- Where you wish to have feedback on more general issues beyond module-specific questions, feedback can be obtained from a variety of sources including the UG Office, the Director of Undergraduate Studies, your Personal Tutor, the Senior Tutor, the Year Tutors and the Director of Student Engagement and Progression.

#### **3.1.7.5 - Querying assessment marks**

University regulations state that you may not query a mark awarded on a piece of assessed work, including an examination, on the basis of academic judgement. We will reject any

requests by you to have your work reviewed on the basis that you disagree with the marker's evaluation of your performance, whether it is based on the mark or the feedback. You are entitled to approach the module leader or lecturer to discuss your performance in the assessment, but please note what you must do prior to this, as outlined in the [previous section](#). However, you are not permitted to ask your lecturer or tutor to re-read your work or comment on the mark/feedback and certainly not to lobby for a re-mark.

If you believe that the marks for a piece of coursework (not an exam) in a module run by the Department of Economics have been totalled incorrectly, you are permitted to request an arithmetic check on the paper. We have the right, after such an arithmetic check, to adjust the mark upwards or downwards.

Should you wish to request an arithmetic check of your marks for an assessment (not an exam), please complete an Assessed Work Mark Check form, which is available from the [useful forms](#) section. You should email it, together with the marked copy of the assessed work in question, to the UG Office within seven working days of the date the marked assessment was made available for you to view. We will then carry out a check of the marks. If no discrepancy is found, you will be advised of this and asked to collect your work. You will be advised that there is no right to a further check or questioning of marks. Should a discrepancy be discovered, we will calculate the correct mark for the work and adjust this on our systems. You will then be contacted and provided with a copy of your assessed work with the corrected mark annotated on it.

### **3.1.8 - Referencing**

You must provide a general bibliography at the end of your essay, listing all the works (and people) you consulted when researching the essay. Do not omit any sources. Do not 'pad out' the bibliography with works you have not consulted.

Correct referencing is important. To quote facts, figures, theories and theorems without accrediting their original source is an academic malpractice as well as being plagiarism. Direct quotations and results must be footnoted stating the author, publication or book, date and page or table number. If you rework published data or use it as the basis of your own calculations, you must identify the source in the same way. If you paraphrase the arguments or theories of other people you should again acknowledge the source in a footnote. Footnotes should be listed at the end of your essay, term paper or project. The following are three examples of the form of the footnotes.

- Layard, R. *How to Beat Unemployment*, Oxford University Press, 1986, page 34.
- Based on Feinstein C.H., "Capital Formation in Great Britain", in *The Cambridge Economic History of Europe*, P. Mathias and M.M. Postan (eds.), Cambridge 1978, page 29, table 2.
- de Meza, D. and Webb, D. "Risk, Adverse Selection and Capital Market Failure" *Economic Journal* Volume 100, March 1990, pages 206-14.

In practice, you may find that some of the theories you mention have passed into the public domain and appear in any number of textbooks. Hence, it is not necessary to reference statements like: "Economic theory suggests that demand curves for normal goods are negatively sloped."

However, any textbooks you use should be listed in the bibliography at the end of the essay, term paper or project. The bibliography should include all books and articles referred to in the particular piece of assessed work. Where tables of data are presented the source of the data should be stated at the foot of the table.

For further information on Plagiarism, you can refer to the [online Plagiarism Tutorial on Moodle](#).

### **3.1.9 - Plagiarism**

In University [Regulation 11](#), cheating is defined as "an attempt to benefit oneself or another, by deceit or fraud. This shall include reproducing one's own work or the work of another person or persons without proper acknowledgement."

We define plagiarism as a specific form of cheating: the attempt to pass off the theories, inferences, reasoning, computations or work of others as if they were your own. We also include plagiarising of one's own work under our definition. It is your responsibility to familiarise yourself with individual departments' policies on plagiarism if you are opting to take one of their modules.

Work submitted to the University of Warwick for official assessment must be all your own work and any parts that are copied or used from other people or from work you have previously submitted at Warwick or elsewhere must be appropriately acknowledged. Failure to properly acknowledge any copied work is plagiarism and may result in a mark of zero.

A significant amount of unacknowledged copying shall be deemed to constitute prima facie evidence of plagiarism, and in such cases the onus will be on you to establish otherwise. The university uses Turnitin as its plagiarism detector and all submitted work is analysed by Turnitin. The reports indicating the amount of your work that is similar to or taken from other sources is available to the marker, together with a reference to the original source. Check our [Brief Plagiarism Video](#) on the Department's webpage to get familiar with Turnitin reports and similarity scores.

Each year a few students step across the line that separates poor scholarship from cheating. The penalties for cheating are severe and when we detect cheating we apply them rigorously. The penalties normally range from a mark of zero on the work concerned to a smaller deduction of marks. In the most severe cases, your place on the course may be threatened. There are also wider implications that can affect your future. For example, most employers expect a job reference to confirm that an applicant is honest, to the referee's knowledge. If you have cheated in a piece of work, your referee may be unable to provide this assurance.

All of the practices on the following list constitute plagiarism:

- reproducing ideas from another published work without citing the source



- reproducing words from another published work without quotation marks and a citation of the source
- copying another student's work and pretending it is yours, with or without their permission, and whether they are a present or past student at this or any other university
- colluding with other students to produce joint work for a non-group assessment
- including sections from a piece of work that you have submitted previously at Warwick or another institution, including school, without referencing that you are reproducing them
- downloading part or all of a document or ready-made essay from an internet website and pretending it is your own work
- failure to include a complete bibliography at the end of your work.

The Department provides information regarding academic referencing and how to do it and you should check the Academic referencing section of the Handbook for details of this. In the first year, students are also required to participate in a compulsory Plagiarism Tutorial, as part of the Personal Development Module. You will find this a good source of information to understand what plagiarism is and how to avoid it in practice. Further sources of information are also available through the Library and our dedicated Librarian.

### **3.1.9.1 - Penalties for Plagiarism**

The procedure is described in [University Regulation 11](#). The Department also has its own policy and procedure document used in the investigation of any case of suspected plagiarism.

As a summary of our Departmental plagiarism procedure, if a marker decides that he or she suspects plagiarism in a piece of coursework, he or she will report it to the Director of Undergraduate Studies, or his/her deputies. A review of the work will take place, and you will be invited to a meeting to discuss the work and the allegation. The Director or Deputy Directors of Undergraduate Studies will then make a recommendation to the Head of the Department about whether plagiarism has occurred and the penalty to be exacted. Where the Head of Department decides an offence has occurred and exacts a penalty, there are a number of different types of penalty available to the Department, with a maximum penalty of a mark of zero on the relevant piece of assessed work. Alternatively, in cases involving students beyond their first year of study, in cases where the plagiarism offence is felt to be severe, or in cases where a student has previously been found guilty of some form of cheating, the Head of Department may report the matter to the Academic Registrar for consideration by an Investigating Committee of the Senate. If the Committee finds an offence has been committed, it has the power to impose a mark of zero for the entire module unit or some more severe penalty. At each point you have rights of representation and defence which are described in the regulation and departmental procedure.

It should also be noted that the Investigating Committee can, and does, refer serious cases of cheating on to the Discipline Committee. The Discipline Committee can impose further penalties, including the termination of your registration at the University.

### **3.1.9.2 - Why is plagiarism penalised?**

Plagiarism is damaging. It damages the perpetrator, who does not learn how to be an economist, but learns how to be dishonest. It damages relations between tutors and students, because it generates suspicion. It damages all students when they leave, because the perpetrator will eventually devalue the reputation of a Warwick degree. It damages all academic staff, who have to spend time policing the rules in place of teaching and research.

Plagiarism is regularly detected and penalised and the penalties are severe. Effort taken to conceal plagiarism will usually be taken as evidence of the perpetrator's intention. Therefore, the greater the effort, the more severe the punishment when it is detected. The vast majority of students would not even contemplate any kind of plagiarism. If you are tempted, please understand that the penalties and other repercussions can be severe.

### **3.1.9.3 - What if I am accused of plagiarism, but wish to appeal?**

If you are accused of plagiarism, the Director or Deputy Directors of Undergraduate Studies will give you the opportunity to make representations before a decision is taken.

Please note that if the Department finds that you have committed plagiarism, but you believe the Department's decision to be incorrect, you have the right to refer the matter to the Investigating Committee. A meeting of the Investigating Committee will then consider the case and take a decision as to whether it believes cheating has taken place or not. If it determines cheating has taken place, the Committee will decide on an appropriate penalty, which may or may not be the penalty previously imposed by the Department.

Students have the right to appeal against the decision/s of the Investigating Committee, but only on very specific grounds: please see [Regulation 11 \(6\) and Regulation 11\(10\)](#).

### **3.1.9.4 - Good practice and unfair practices**

It is not plagiarism to cite without attribution ideas and theories that have passed into the public domain. The more widely you read and research your coursework, the quicker and better you will know what is and is not in the public domain, and the more safely you will be able to determine what can go without a supporting reference.

It is important for you to avoid the suspicion of plagiarism or cheating in your assessed work. The best way is to ensure that you adhere to good practice, represented by the rules for references and citations. Usually this means that when you first take notes from a book or article you should be careful to preserve the details of author, title, date, and page numbers. Such precision is an important transferable skill in itself, and shows that you are acquiring a professional approach.

Students who lack confidence in writing sometimes prefer copying or quoting from the textbook to expressing ideas in their own words. Why should they use their own words when somebody else's words are better? Such students do not intend to cheat. They escape serious consequences by scattering quotation marks and references, sometimes, in large quantities. The marker is uneasy because it is not clear that the student has done more than a bit of intelligent cutting and pasting. It is impossible to be sure that the student has an independent

understanding of the topic. Such work may pass, but will not get a good mark. It may, however, be brought to a plagiarism meeting.

Copying or paraphrasing lecture notes or online sources, even with quotation marks and citations, is something we would especially discourage. When you copy from a published source at least you have the security of knowing that the work that you are copying has been scrutinised by referees (of academic journals) and reviewers (of books). Lecture notes are not subject to independent scrutiny and have no such guarantees of quality. Notes provided by lecturers, or eventually online sources, should be only a starting point of your research, not your finishing point. Again, work based on lecture notes and/or online sources will not get a good mark.

### **3.1.9.5 - Helping others to plagiarise or collaborate**

Discussing your work with your colleagues can be a positive and fruitful learning experience. Often it is enhanced by showing your colleagues what you have done. However, there is no good reason for another student to ask to borrow a file on which your essay or project work is recorded. If your work is copied by another student, and the copying is detected, you lay yourself open to accusations of abetting or colluding with their cheating, or even of engaging in cheating yourself. The same will occur if you do not use the material yourself but pass it on to a third person, because without your involvement the cheating would not have been able to take place.

Collaboration, or working cooperatively with other students, is an excellent way of acquiring knowledge. Teamwork enables you to cover material more quickly and more efficiently. Having to explain things to others clarifies them and fixes them in your mind and can be an important part of your learning experience. But collaboration can give rise to concerns. Sometimes students fear that collaboration may lead to accusations of plagiarism, in the sense of passing off others' work as your own.

We think there is a clear distinction between the cooperative acquisition of knowledge and the copying of another's work and submitting it as your own. You may discuss an assignment with classmates, but you should always use your own words when working on an individually submitted piece of work. Your module tutor may supply you with further guidance. If you find yourself in a situation where cooperation with another student has become so close that you find yourselves working towards a joint result, discuss it with your tutor before submitting your work.

### **3.1.9.6 - Other forms of cheating**

There are many other kinds of cheating, including cheating in tests or exams. The following are just some types of cheating, all of which are punishable:

- purchasing an essay or asking someone else to write it for you - this is a form of plagiarism
- concealing information on or near your person during a test or exam and referring to this information during the test or exam

- by using electronic devices to retrieve information in a on-online test or exam. Please note that if you are found to have an electronic device in non-online examination, you will receive a mark of 0%.
- copying another student's work or communicating with other students in a test or exam
- arranging for another student to take a test or exam on your behalf
- continuing to write after you have been told to stop writing in a test or exam
- submitting any falsified documentation.

The above list is not exhaustive and any form of cheating can and will be punished by the University. As with plagiarism, the penalties for cheating in a test can be severe.

Cheating in a class test is dealt with in the Department, but may be passed onto the Academic Registrar and the Investigating Committee. If an invigilator suspects you of cheating in a class test, the invigilator should let you know that they will be submitting a report to the Director of Undergraduate Studies.

Once the invigilator has warned you that a report will be made, you will be allowed to complete the test. The investigative process and penalties are then the same as those set out for plagiarism and other forms of cheating in coursework.

### **3.1.9.7 - Where should I go for advice on these matters?**

If you have read all of the above and are still not sure what constitutes plagiarism, collusion or other forms of cheating, you should seek advice in good time from either the module leader, your module tutor, or your Personal Tutor. You can also access resources via the Personal Development Module's Plagiarism Tutorial and the Library. For advice on the Department's Plagiarism Procedure, please refer to the Undergraduate Programmes Manager.

## **3.2 - Examinations**

A significant proportion of your assessment will be in the form of University examinations. In 2021/22 we are planning for mainly online exams, but with set start times, as the majority of students will be based in the UK, but there may be some in person exams.

For on campus exams, you are required to bring your student ID card and place it on your desk, so that your identity can be checked during the examination. You should avoid bringing a bag with you to the examination room, as you will not be permitted to bring it into the exam with you. The use of PDAs or mobile phones, or any other hand-held devices that facilitate wireless communication is not permissible in examination conditions. If you are found to have an electronic device in an examination or test, even if it is switched off and hasn't been used, the penalty will normally be a mark of 0% on that examination and can be even more severe.

In case your exams are online, due to the ongoing nature of COVID-19, they will take place on the [Alternative Exams Portal](#) (AEP). The portal provides some general information on how exams will be arranged online. If you need further clarification, please visit the Alternative Exams Portal (AEP) [FAQs](#).

In some departments where modules are assessed by a combination of coursework and examination, examiners prohibit you from answering exam questions that overlap with coursework previously submitted. This is not the case in Economics.

In all EC-coded examination papers, you may answer any question subject to the restrictions (rubric) written on the question paper itself, regardless of the assessed work you have submitted. Modules offered by other departments have their own examination methods. It is your responsibility to familiarise yourself with these, particularly regarding their rules and procedures for assessed work.

In principle, all materials outlined in the module overview document, content presented in lectures and Support and Feedback Classes, and content within further readings, are examinable. The module syllabus, as given on the module webpage, also indicates what is examinable. We do not specify what topics are to be included in or excluded from an examination paper, as is standard practice in the Department and University.

### **3.2.1 - Examination dates and timetable**

There are two examination periods, with the main exams being held in May/June and resit exams held in September. For more information on the exam periods, please see the [Examinations Office website](#). Please note that examinations are scheduled centrally by the Examinations Office and, as such, the Department has no control on which exams are held on which day.

It is your responsibility to check the date, time and location of your exams and ensure you are there in time. If you are late to an exam, it is at the discretion of the invigilator as to whether you are permitted to sit it, but you will only receive the time remaining on the exam. If you miss an exam, you are not permitted to sit the exam later in the day. You will receive a mark of zero.

### **3.2.2 - Special arrangements for exams**

If you have a properly-documented and approved need for special arrangements for your examinations (e.g. you are allowed extra time to compensate for a condition) then these arrangements can be made. If your condition will last more than 12 months, typically evidence will be provided by Disability Services. But you do still need to notify us when asked to do so - otherwise late requests may not be granted. If you have a serious condition which will affect you sitting an exam but it will last less than 12 months, you will need to send medical evidence from a doctor or hospital to the UG Office. If it is in a language other than English then an official translation is required. You must contact Disability Services by the end of the spring term to register for special arrangements. Please check the [Academic Office website](#) for specific dates.

Please contact the UG Office with the details of any special arrangement requests.

### **3.2.3 - Good practice in on-campus examinations**

To maximise your chances of success in an examination, there are a number of things that you must do. You must:

- Write legibly - we will make every attempt to read your exam paper, but if we cannot read it, you will not be permitted to re-write or type it.
- Fill in the question numbers on the front page.
- Use the correct number of answer booklets and answer questions in the right booklets, as set out in the exam rubric.
- Check the exam rubric to see if you are permitted to have a calculator in the exam. It is your responsibility to ensure that your calculator fulfils the [University's criteria](#)

Other pointers for good practice in examinations, include:

- familiarising yourself with what happens in the exam room by reading the [Examination Regulations 10.2](#)
- familiarising yourself with the rubric beforehand and doing what the rubric asks (the rubric for each module can be found on the module webpage - it is better to use this source for accurate exam rubric rather than using past papers, as that may be out of date)
- not wasting time writing out the question - but do write down the question number
- striking out any material that is not to be read (e.g. unwanted attempts)
- showing your working in mathematical/quantitative answers - enough to be awarded method marks if you get the wrong answer. In any case full marks ought not to be awarded for correct 'bottom line' answers - we are also interested in checking reasoning and understanding
- answering only the number of questions indicated in the examination rubric. If you answer more questions than are prescribed by the rubric, and fail to provide a clear indication of which answers should be discarded by the marker (e.g. by crossing them out), then the marker will mark answers in the order in which they appear in the exam booklet and, after the prescribed number is reached, will discard the rest
- make sure that if you use more than one answer booklet, you label them appropriately. Ensure that the separate booklets are tightly bound together so that they will not come apart before they reach the markers.
- Other advice on how to tackle exams is available on the following websites:
  - o [Students' Union](#)
  - o [University Counselling Service](#)
  - o [The Centre for Student Careers & Skills](#)

**Bilingual Dictionaries**

If your first language is not English you are allowed to use a single-volume, non-specialist, general-purpose bilingual translation dictionary covering English and your first language. Permitted dictionaries should give only equivalent words and phrases in English and the first language, and should not include further explanatory text or appendices, other than of a trivial nature. Encyclopaedic, electronic, pictorial or specialist/subject-specific dictionaries (e.g. legal or business dictionaries) are not permitted.

It is your responsibility to provide your own bilingual dictionary. All bilingual dictionaries will need to be authorised by the Department and you should take it to Undergraduate Office (S0.98) prior to the exams period to get it stamped. No notes may be made in dictionaries.

### **3.2.4 - Good practice in online examinations**

To maximise your chances of success in an online examination, there are a number of things that you must do:

- Familiarise yourself with the instructions on the AEP for each of your examinations and ensure that you follow them when completing your exam paper.
- Answer the correct number of questions. If you answer more than the required number the department will mark the questions in the order that they appear, up to the required number of questions in each section.
- Fill in the question numbers on the required page.
- Ensure you only upload the required number of documents and in the correct format (all papers should be submitted in Word format, though some exams require an Excel file to be uploaded as well).
- You can upload your work during the exam, so you have a record of your work and we recommend that you do so.
- Check the last file that you upload to ensure that it is the version you want marked - if you upload an incorrect version we will only mark that one. If you upload a blank or corrupt file you will receive a mark of zero. It is your responsibility to check that you have uploaded the correct document to the correct module.
- Try to ensure that your file size does not exceed 10MB.
- Ensure that any images you insert have been compressed (following the department's [guidance](#)), and are visible on the paper, images that cannot be seen clearly or are cropped might not be marked.

Other pointers for good practice in examinations, include:

- familiarising yourself with University's [Examination Regulations 10.2](#)
- familiarising yourself with the rubric beforehand and doing what the rubric asks (the rubric for each module can be found on the module webpage - it is better to use this source for accurate exam rubrics rather than using past papers, as these may be out of date)

- showing your working in mathematical/quantitative answers - enough to be awarded method marks if you get the wrong answer. In any case full marks ought not to be awarded for correct 'bottom line' answers - we are also interested in checking reasoning and understanding
- **Other advice on how to tackle exams is available on the following websites:**
  - [Examinations Office website](#)
  - [Students' Union](#)
  - [University Counselling Service](#)
  - [The Centre for Student Careers & Skills](#)

### 3.2.5 - Examination Feedback

We want to assure you that the marking and moderation for all our examinations is fair, consistent, robust and reliable and hence give you confidence that when you receive a mark, the mark has been arrived at following a detailed and rigorous process. All examination scripts have a first marker and a moderator and undergo an administrative check to ensure the marks have been totalled correctly. All results are considered by a Board of Examiners. Further details regarding the assessment procedures in the Department can be found on the Department's [Assessment and Feedback](#) webpages.

Following the decisions of the Exam Board, you will be able to access all of your marks via the Economics website and you will be sent a link for this. Following the September examination period, you will be provided with feedback from the summer exams, in the form of a breakdown of the marks you obtained per question on each module and, where the number of students is large enough, the summary statistics per question and a cumulative distribution function will also be available so that you can compare your performance with others on the module. Generic feedback on summer examinations will also be provided through a summary by question covering what was expected, what was generally done well and what was done poorly. Bottom line solutions to quantitative papers will also be provided as a further form of feedback. All feedback will be provided after the September examination period so that no student is advantaged and the feedback will be available for a limited period of time. The feedback is there for you to reflect on your performance, but you are not permitted to discuss the feedback with any member of staff.

If you are required to resit a failed module in order to be awarded your Diploma, you will automatically be sent a copy of your exam script. No other exam scripts will be made available to students. Tutors and lecturers will not be able to provide further individual feedback or explanation and you will not be able to use the script to challenge marks. Please note that the moderation process may have had the effect that the final mark on your script does not coincide exactly with the marks given to each part.

While you may appeal against an exam board decision, there is no provision under the



University guidelines for you to challenge the academic judgement of the examiners or to dispute the marks awarded in individual modules or pieces of work.

If you have any concerns or feedback about the examination process then please contact the Quality Assurance and Examinations Coordinator in the first instance.

### **3.2.6 - Examination boards**

The Board of Examiners comprises a subset of full-time members of the academic staff in the Department of Economics and one external examiner appointed by the Senate. The Board, chaired by the Head of Department, makes recommendations that are subject to confirmation by the Senate.

External examiners are experienced senior academics from other universities whose role is to monitor our standards, to advise us on issues including borderline cases, and to act generally as independent arbiters and scrutineers to ensure that the Board's decisions are fair. Please note that all marks are provisional and may be raised or lowered by the Exam Board.

#### **Exam Board Decisions**

The following are guidelines only and the Board of Examiners reserves the right to exercise its discretion in individual cases.

You will (full-time) normally take four full modules in one academic year. One full module can consist of two half-weight modules: in such a case the average of the marks for the half module counts as the mark for the full module.

1.

To pass the Diploma

Aim:

Guidelines:

2.

To pass the Diploma and satisfy the standard to proceed to the MSc

Aim:

Guidelines:

3.

Resitting Students

Normally resit marks will be based on the combined exam and assessment weights, and the total mark will be capped at 40%.

It is a requirement if you wish to proceed to the MSc that you must pass the Diploma at the first attempt and achieve the necessary higher marks outlined in (i), (ii) and (iii).

You will be notified by email when exam results are available with information on how to access them. Compliance with the General Data Protection Regulation (2018) means that we will not give out examination or assessment marks over the telephone or to any third party without your prior written permission.

### 3.2.7 - Mitigating circumstances

Detailed guidance on how to submit a case for mitigating circumstances and the evidence required to substantiate a case is available [here](#).

Mitigating circumstances are defined as:

- Situations that the student could not have predicted and had no control over (e.g. serious illness, death of someone close, being the victim of crime, family difficulties and financial hardship);
- Situations with negative impact on the student's ability to undertake assessments/examinations which are independently evidenced in a timely fashion; (e.g. doctor's note during illness showing duration and level of negative impact);
- Situations that are acute or short term, the timing of which are relevant to the impact on study (normally within three weeks of the relevant assessment event deadline).

Mitigating Circumstances must be submitted to the Department using the personal circumstances portal in Tabula.

#### Deadlines

Where you are applying for an extension to a coursework deadline because of mitigating circumstances, you must apply as soon as possible and ideally before the submission deadline. For mitigating circumstances affecting your exam performance you must submit the form and evidence as soon as possible and no later than **three working days following the last day** of your University examinations. All other mitigating circumstances claims must be submitted as soon as possible and no later than **five working days before the Mitigating Circumstance Panel**, which normally takes place two weeks in advance of the exam board. For the June Exam Board the deadline for submitting claims is **4 June 2021**.

Without wanting to invade your privacy, the University does expect that you bring such circumstances to the Department's attention in a timely manner, despite the discomfort you might feel in so doing. The Department will do all it can to support you in difficult situations. You should be aware that mitigating circumstances not submitted by the relevant deadline cannot be considered by the Department and may only be considered by an Academic Appeals Committee as part of an [academic appeal](#).

#### Medical evidence

Evidence is a vital part of a mitigating circumstances submission. It must be written by an independent qualified practitioner (letters from relatives are not acceptable); dated and

written on headed or official notepaper and in English. If the letter is in another language students must provide both a copy of the original note and a certified translation into English. When requesting medical evidence to support your application for mitigation, you are advised to make clear to your doctor that the information will be shared with a number of people and to discuss with your doctor the most appropriate wording of the medical evidence.

### **Who to talk to**

In order for your circumstances to be considered as mitigating by the Department, they must be conveyed formally to the Mitigating Circumstances Officer in the Department using the mitigating circumstances portal in Tabula. For UG students the Mitigating Circumstances Officer is the Student Wellbeing and Progression Officer.

We are aware that in some cultures it is considered shameful or embarrassing to disclose the details of these kinds of circumstance to those outside one's family. This is not the case in the prevailing UK culture and you should be aware that the Department and the University are fully supportive of students in difficult circumstances and want to assist if at all possible. If you feel inhibited from talking to a Personal Tutor, Senior Tutor or Student Wellbeing and Progression Officer, you may also consider talking to a member of the SSLC, the Students' Union, the Dean of Students or a member of staff in Student Support for initial, informal advice. Be assured that we treat all information in a confidential manner and our electronic filing system is secure. If you believe that your mitigating circumstances submission contains sensitive personal information and/or highly confidential evidence, you may submit your mitigating circumstances marked "strictly confidential and for the attention of the Chair of the mitigating circumstances panel only".

### **Exam anxiety**

Exams are a stressful time for all students and hence you should expect to feel some degree of anxiety during the exam period. When taking an exam, it is not uncommon for students to feel a rising level of anxiety and to think that it is a panic attack. A panic attack during an exam will not be taken as a severe mitigating circumstance, unless:

- the Department already has evidence to confirm that you have a history of similar anxiety and panic attacks and can provide medical evidence of this panic attack.
- significant medical evidence can be provided that documents the symptoms of the panic attack during the exam and confirms that you would have been unable to complete the exam under the circumstances.

### **Mitigating Circumstances Panel**

The Mitigating Circumstances Panel is Chaired by the Director of Undergraduate Studies and membership includes the Senior Tutor, the Deputy Director of Undergraduate Studies, the Director of Studies, the Head of Department, the Year Tutor and the Student Wellbeing and Progression Officer. The panel has the following remit:

- To consider details of applications for mitigating circumstances and make recommendations on the outcome of each application to the Board of Examiners.

- To determine whether the circumstances submitted are acceptable grounds to grant mitigation and to grade them as rejected (R), mild (A), moderate (B) or severe (C).
- To ensure that decisions are equitable and that there is consistency of treatment across cohorts.

### **Acute mitigation (e.g. for assessed work extension requests)**

The Student Wellbeing and Progression Officer will review the mitigating circumstances in confidence and decide whether an extension or late submission penalty waiver is appropriate. A decision will normally be communicated to you within three working days. Detailed guidance on extension requests can be found [here](#).

### **Possible action by the Exam Board**

For severe mitigating circumstances the Exam Board might recommend the candidate sits examinations (as for the first time) in September or the following May/June or offer a further opportunity for re-examination. In the case of first year students, mitigating circumstances are considered and recommendations are made by the Faculty First Year Board of Examiners. In the case of the Second Year Exam Board, it may be recommended that no action is required in terms of progress decisions, but the circumstances will be carried forward and be considered when determining the degree classification at a future meeting of the Board of Examiners. Please note that the Exam Board will not change any marks, whether module or average marks for any student, even if there are mitigating circumstances. The role of the Exam Board is to determine progression and Degree Class.

If you sit an exam or test, you are declaring yourself fit to sit and cannot retrospectively submit evidence of a mitigating circumstance.

### **Reasonable Adjustments**

Long term chronic conditions (normally greater than a term in duration and that are likely to continue) and disabilities are dealt with under the [reasonable adjustments](#) (RA's) policy. However a significant deterioration of a permanent or chronic condition already reported and covered by reasonable adjustments, is classed as a mitigating circumstance. Guidance in relation to reasonable adjustments is available on the University web pages and is summarised below.

[The Equality Act 2010](#) requires the University to make reasonable adjustments where a candidate who is disabled (within the meaning of the Act), would be at a SUBSTANTIAL DISADVANTAGE in comparison to someone who is not disabled.

- Noting 'substantial' is defined as 'more than minor or trivial' and that a disability is defined as 'a physical or mental impairment that has a substantial and long-term negative effect on the ability to carry out normal day-to-day activities'.
- Students who have long term chronic conditions or disabilities and who believe they are entitled to reasonable adjustments should in the first instance contact Disability

Services or Mental Health and Wellbeing and [request an appointment](#) to discuss their support requirements.

- A reasonable adjustment may be unique to the individual and could include special examination arrangements, delayed deadlines but also alternative methods of assessments.
- Any reasonable adjustments made are evidence based; students are required to supply appropriate and recent medical evidence, or, in the case of a specific learning difference such as dyslexia or dyspraxia, a full diagnostic assessment. The type of appropriate evidence required can be discussed with Disability Services or Mental Health and Wellbeing.
- Once a student has met with Wellbeing Support Services, the adviser will contact the student's department and the Examinations Office (with their permission) to recommend any specific adjustments.
- Reasonable adjustment recommendations for examinations must be made before the annual deadlines as set out by the Examinations Office on the [Disability Services](#) website. Recommendations that are made AFTER these deadlines will be handled under the Mitigating Circumstances Policy.
- Recommendations to apply reasonable adjustments may include for the student to be able to complete assessments via alternative assessment methods; bearing in mind that academic or professional standards in relation to core competencies and assessed criteria still need to be met.
- Further information on disabilities and reasonable adjustments can also be accessed in the University's [Disability Policy](#).

### **3.2.8 - Appeals**

If an Exam Board decides that your performance merits the award of a lower qualification than the one for which you were registered or does not merit the award of a qualification at all, you have certain rights of appeal within 10 days of notification. You are required to complete a form if you wish to appeal against the decision of the examiners for their course. Find out more about the appeals procedures

at: [www.warwick.ac.uk/services/academicoffice/examinations/students/appeals/](http://www.warwick.ac.uk/services/academicoffice/examinations/students/appeals/)

There is no right of appeal against the requirement to resubmit work or resit examinations.

Appeals may be made on one or more of the following grounds:

1. There is evidence of exceptional circumstances that affected your performance which you were unable to present in time for the meeting of the Board of Examiners. In this instance, you are required to provide an explanation why the evidence was not available at the meeting of the Board of Examiners.
2. There is evidence of procedural irregularity or unfair discrimination in the examination process.

3. There is evidence of inadequacy of supervisory or other arrangements during your enrolment at the University. In this instance, you are required to explain why a complaint was not made at an earlier stage.

Appeals made on grounds covered by (1) or (3) will be rejected if you do not provide an explanation for the lack of availability of the evidence when the Board of Examiners reached its original decision.

If you have any queries about appeals please contact the Undergraduate Office: [economics.ugoffice@warwick.ac.uk](mailto:economics.ugoffice@warwick.ac.uk).

### **3.2.9 - Higher Education Achievement Report (HEAR)**

The University of Warwick issues a Higher Education Achievement Report (HEAR) to all undergraduate students. This is the official record and transcript of your academic achievements, including module marks, from your time at the University of Warwick. The HEAR is issued as an electronic document and also provides information about your programme of study and some additional achievements undertaken whilst at university. It is hoped that the information provided on the HEAR will prove useful both to graduates entering the job market and to potential employers, as well as to current students as a formative document.

## **3.3 - Academic Integrity**

### **3.3.1 - What is Academic Integrity?**

**Academic integrity means committing to honesty in academic work, giving credit where we've used others' ideas and being proud of our own achievements**

The Department follows the [Academic Integrity Framework](#) approved by the University. Students should ensure they are familiar with this, and with [Regulation 11](#), which governs academic integrity.

A breach of academic integrity is called 'academic misconduct'. This term can include deliberate cheating, which Warwick's regulations define as 'an attempt to benefit oneself or another, by deceit or fraud... [including] reproducing one's own work or the work of others without proper acknowledgement'. However, a breach of academic integrity can occur inadvertently, for example due to being in a rush to complete an assignment, or by not checking what's expected.

#### **Misconduct includes:**

- Plagiarism. Presenting someone else's work or ideas as your own;
- Self-plagiarism. Submitting the same work that you have already submitted for another assessment, unless this is permitted;
- Taking a copy of another student's work without their permission;
- Passing someone your work to use as they see fit.

- Collusion. Working with one or more other people on an assessment which is intended to be your own work;
- Contract cheating. Where someone completes work for you, whether for remuneration or not, which is then submitted as your own (including use of essay mills or buying work online);

Arranging for someone else to impersonate you by undertaking your assessment or examination, in person or otherwise;

- Accessing, or attempting to access, unseen assessment materials in advance of an in-person or online examination, or to obtain or share unseen materials in advance of an in-person or online examination, or to facilitate such activities;

Submitting fraudulent mitigating circumstances claims or falsifying evidence in support of mitigating circumstances claims (this may also be considered a non-academic disciplinary matter);

- Fabrication or falsification of research, including falsifying data, evidence or experimental results;
- Presenting someone else's work or ideas as your own.

### 3.3.2 - What is plagiarism?

It is important for you to avoid the suspicion of plagiarism in your assessed work. It is not plagiarism to cite without attribution ideas and theories that have passed into the public domain. The more widely you read and research your coursework, the quicker and better you will know what is and is not in the public domain, and the more safely you will be able to determine what can go without a supporting reference. You should ensure that you complete the tutorial developed by the Library on [Avoiding Plagiarism](#) and the Department's module on plagiarism in the Year 1 [Personal Development Module](#). You may also access a [brief video on plagiarism](#) prepared by the Department.

The best way is to ensure that you adhere to good practice, represented by the rules for references and citations. Usually this means that when you first take notes from a book or article you should be careful to preserve the details of author, title, date, and page numbers. Such precision is an important transferable skill in itself, and shows that you are acquiring a professional approach.

Students who lack confidence in writing sometimes prefer copying or quoting from the textbook to expressing ideas in their own words. Why should they use their own words when somebody else's words are better? Such students do not intend to cheat. They escape serious consequences by scattering quotation marks and references, sometimes, in large quantities.

The marker is uneasy because it is not clear that the student has done more than a bit of intelligent cutting and pasting. It is impossible to be sure that the student has an independent understanding of the topic. Such work may pass, but will not get a good mark.

Copying or paraphrasing lecture notes or online sources, even with quotation marks and citations, is something we would especially discourage. When you copy from a published source at least you have the security of knowing that the work that you are copying has been scrutinised by referees (of academic journals) and reviewers (of books). Lecture notes are not subject to independent scrutiny and have no such guarantees of quality. Notes provided by lecturers, or eventually online sources, should be only a starting point of your research, not your finishing point. Again, work based on lecture notes and/or online sources will not get a good mark.

Some other tips for avoiding plagiarism are:

- Identify which key sources you may need to read and reference in good time before you start your assessment
- Always be honest in your bibliography or literature review – it's often the first place markers look when they start reading your assignment. It will also help you identify gaps in your own preparation if you only include sources you have genuinely consulted.
- Read widely, and consult scholars who disagree with each other on theories or ideas and decide where you stand on the topic in question; just be sure to demonstrate how the existing literature has informed your writing, even if you come to your own conclusions
- Don't be afraid to use your own words – you'll learn more, find your own voice as a writer, and your work will be more interesting to read. Just make sure you reference each theory and concept as well as each quotation, and be careful not to paraphrase or to stitch others' ideas together as your own.
- Organise and structure your work in your own way, this will help you develop your thinking and research on the subject and avoid inadvertently replicating others' lines of argument or discussion

### **3.3.3 - Academic referencing**

It is important that you, no matter what your background is, familiarise yourself with the approaches used at Warwick. The fact that you may not have written essays before coming to this University is not an acceptable excuse. You must take the initiative to ensure you have all the skills needed to produce good work as it is expected here, and the referencing and plagiarism tutorial that forms part of the PDM will help with this. Bear in mind that there will be slight differences between what departments require so do not assume that the approach will be exactly the same if you are taking a module in another department.

There are numerous online resources to help you grasp proper academic referencing including the [Library](#), [The Centre for Student Careers & Skills](#) and [Global PAD](#). We have a dedicated Economics Librarian coming to the Department regularly.



If you are ever in doubt about referencing and avoiding plagiarism speak to your module tutor or your Personal Tutor before you submit your piece of work.

Further guidance is also provided in the Moodle course [Introduction to Referencing](#).

### **3.3.4 - Academic misconduct or poor practice?**

Warwick distinguishes between academic misconduct and poor academic practice. Academic misconduct is defined as follows:

*Academic misconduct are acts or omissions by a student which give or have the potential to give an unfair advantage in an examination or assessment, or might assist someone else to gain an unfair advantage, or an activity likely to undermine the integrity essential to scholarship and research. (Regulation 11)*

*Academic misconduct requires the intention to obtain an unfair advantage, or knowingly engaging in a behaviour that has the potential to give an unfair advantage, irrespective of whether such advantage is actually obtained. (Regulation 11)*

Poor academic practice is less serious than academic misconduct, but should be avoided nonetheless:

*Poor academic practice is the failure to observe principles of academic integrity. It typically (but not exclusively) occurs when referencing is inadequate, but not in a way suggesting that the student attempted to gain an unfair advantage. (Regulation 11)*

*Poor academic practice should be used where the extent of plagiarism or other misconduct is limited. It can be used in particular at earlier stages of a student's degree, when they might only have an imperfect understanding of the principles of academic integrity. It can be found, e.g., where a student has referenced the material used but not indicated that it is a verbatim quote. (Guidance on Regulation 11)*

*There is no penalty for poor academic practice: marks are not deducted, instead work is assessed under the marking criteria (e.g., the University Marking Scales have an implicit expectation in respect of good academic practice). (Regulation 11)*

Should poor academic practice be identified in your work, the Department will provide you with resources to help you to improve on your academic practice skills. Please also see the section on Academic Referencing in this Handbook.

### **3.3.5 - Student collaboration and academic integrity**

Discussing your work with your colleagues can be a positive and fruitful learning experience. Often it is enhanced by showing your colleagues what you have done. However, there is no good reason for another student to ask to borrow a file on which your essay, project work or exam scripts are recorded. If your work is copied by another student, and the copying is detected, you lay yourself open to accusations of abetting or colluding with their academic misconduct, or even of engaging in academic misconduct yourself. The same will occur if you do not use the material yourself but pass it on to a third person, because without your involvement the academic misconduct would not have been able to take place.

Collaboration, or working cooperatively with other students, is an excellent way of acquiring knowledge. Teamwork enables you to cover material more quickly and more efficiently. Having to explain things to others clarifies them and fixes them in your mind and can be an important part of your learning experience. But collaboration can give rise to concerns. Sometimes students fear that collaboration may lead to accusations of plagiarism, in the sense of passing off others' work as your own.

We think there is a clear distinction between the cooperative acquisition of knowledge and the copying of another's work and submitting it as your own. You may discuss an assignment with classmates, but you should always use your own words when working on an individually submitted piece of work. Your module tutor may supply you with further guidance. If you find yourself in a situation where cooperation with another student has become so close that you find yourselves working towards a joint result, discuss it with your tutor before submitting your work.

In terms of collaboration during University exams and tests, whether online or in-person, this is strictly forbidden. You should not engage in any contact of any kind with third-parties, including other students, while you are undertaking a University exam or test or even after you have finished it, but while the test or exam window is still open and hence other students may still be taking the test/exam. This includes, but is not limited to: telephone conversations, instant messaging, text messaging, group messaging and email messages. Making contact with others to discuss a University exam or test at the time you or they are undertaking that exam/test is a form of academic misconduct. You should also not share your previous exam/test scripts with other students, or use exam/test scripts obtained from other students in your assessed or examined work.

### **3.3.6 - How we investigate suspected breaches of academic integrity**

Here is a summary of our Departmental academic integrity procedure:

(1) Where a marker decides that they suspect academic misconduct in a piece of assessed work, they will report it to the module leader and an initial discussion will take place between the marker and the module leader. Where academic misconduct is suspected by an invigilator or other member of University staff in an in-person, or online, examination, the Invigilator will raise their concerns with the student and inform them that a report of suspected academic misconduct will be made to the Head of the Department.

(2) Should the module leader (in the case of a piece of assessed work) or Head of Department (in the case of an examination) confirm that there is a suspicion of academic misconduct, they will refer the case to Academic Integrity Lead for Economics who will determine whether the case should be investigated. Should the module leader or Head of Department determine that the student's work is showing poor academic practice but not academic misconduct, they will refer back to the marker or module leader for the work to be marked and to provide the student with guidance and advice on how to improve their academic practice.

(3) Should academic misconduct be suspected, an Academic Conduct Panel (ACP) will be convened in Economics, which comprises one of the Assessment, Feedback and Academic

Integrity team as Chair, plus at least one other member of academic staff, and the Assistant Programmes Manager. The student will be invited to attend this Panel, along with a student-nominated representative for support, if desired, and/or to submit a statement. The Panel will consider the evidence gathered, including the student's written statement and/or verbal statement.

(4) The ACP will consider whether the case constitutes: (i) poor academic practice, (ii) academic misconduct or (iii) neither academic misconduct or poor academic practice.

(5) In the case of (i), guidance will be provided by the Module Leader to the student to help them improve on their academic practice and referencing.

(6) In the case of (ii), the ACP will make a report (including any additional evidence or statements) and a recommendation as to the appropriate sanction to the Head of Department (or their Deputy). The Head of Department will review all of the evidence and agree with the recommendation or make their own determination, which may include referral to the Academic Registrar.

(7) The student will be written to and informed of the outcome and any applicable sanction, they will be provided with a copy of the report.

(8) The student may either accept the sanction or may request, within ten University Working Days of being informed by the Head of Department of the sanction, that the case be referred to the Academic Registrar to be considered by a University-level Academic Integrity Committee (AIC).

(9) If, at (6) the Head of Department decides to refer the case upwards, it will be heard by an University-level AIC.

(10) The AIC will decide whether there is a case to be heard, and if so, a meeting will be convened, to which the student and their chosen representative will be invited.

(11) The student will receive the decision of the AIC in writing after the meeting;

(12) The student has the right of appeal against either the decision of the AIC or the sanction applied.

Please note that the level of proof required for suspected academic misconduct to be found proven or not proven is the civil standard 'the balance of probabilities', that is, on the basis of the available evidence it is more likely than not that the student committed academic misconduct.

### **3.3.7 - Consequences of breaches of academic integrity**

Breaches of academic integrity are damaging. They damage the perpetrator, who does not learn how to be an economist, but learns how to be dishonest. It damages relations between tutors and students, because it generates suspicion. It damages all students when they leave, because the perpetrator will eventually devalue the reputation of a Warwick degree. It

damages all academic staff, who have to spend time policing the rules in place of teaching and research.

Breaches of academic integrity are regularly detected and penalised and the penalties are severe. The policies are strict even if it's the first time your work has not met standards of academic integrity: here are some of the possible consequences:

The University makes the following sanctions available to an Academic Conduct Panel:

(i) A reduction in mark for the assessed work to reflect the impact of the academic misconduct. The mark may be reduced down to zero;

(ii) Require re-submission of the original work with revised referencing, for a capped mark;

(iii) Require re-submission of a new piece of work for a reduced or capped mark.

In addition to those above, an Academic Integrity Committee may impose the following sanctions:

(i) Determine that the student's previous work, for which credits had already been accumulated, is to be investigated for academic misconduct by the student's home department;

(ii) Recommend to the Academic Registrar that the student be withdrawn from the University, either for a temporary period or permanently under Regulation 36;

(iii) Determine that a student shall have no right to resubmit, or remedy failure with respect to, the piece or pieces of work in respect of which the case was referred to the AIC.

### **3.3.8 - Academic integrity advice and support**

The University provides comprehensive guidance on academic integrity and links to resources on the [Academic Integrity website](#).

If you have any questions on this, you should seek advice in good time from either the module leader, your module tutor, or your Personal Tutor. For advice on the Department's Academic Integrity Procedure, please refer to the Assistant Programmes Manager on [economics.integrity@warwick.ac.uk](mailto:economics.integrity@warwick.ac.uk). There is also a department [Academic Integrity page](#), where you will find further information and guidance.

## 4 - Your Feedback and Concerns

### 4.1 - Your feedback to us

We place great value on feedback from students and we have a number of mechanisms in place to ensure we receive and act on feedback on all aspects of your experience within the Department and the University in more general.

You can provide feedback to us through a number of mechanisms such as:

- Module Evaluation twice a year
- your Course Director or Year Tutor
- being involved in the Student Engagement Group
- attending a focus group
- Advice and Feedback hours of the Senior Tutor
- Advice and Feedback hours of the Director of Student Engagement and Progression
- the Student-Staff Liaison Committee (SSLC)
- the Postgraduate Taught Experience Survey (PTES)
- [Departmental online feedback form](#)

The Head of Department, Professor Ben Lockwood, is also happy to hear thoughts from you regarding all operations within the Department. You may reach Ben via email: [economics.hod@warwick.ac.uk](mailto:economics.hod@warwick.ac.uk) or via the PA to the Head of Department/Executive Officer Gill Gudger: [G.E.Gudger@warwick.ac.uk](mailto:G.E.Gudger@warwick.ac.uk).

The Department strives to offer every student the best possible experience and it is your feedback that will enable us to continually improve.

### 4.2 - What is a complaint?

There may be occasions during your time in the Department when things may not work out quite as you would wish or something may go wrong. We are very receptive to resolving any issues you may experience. The difference between providing the Department with feedback and making a complaint is sometimes misunderstood. We define a complaint as **"an expression of significant or sustained dissatisfaction where a student seeks action to resolve the problem."**

A complaint may relate to:

1. the quality and standard of service we provide, including teaching and learning provision

2. failure to provide a service
3. unsuitable facilities or learning resources
4. inappropriate behaviour by a staff member, student or individual associated with the University
5. failure of the University to follow an appropriate administrative or academic process.

Under the University's procedure, a complaint is not classed as:

1. a routine, first-time request for a service
2. a matter purely relating to academic judgement
3. an academic appeal against a decision made by an exam board
4. a request under the Freedom of Information Act, Data Protection Act, Subject Access Requests
5. a request for information on University policy or practice
6. a response to an invitation to provide feedback
7. an insurance claim
8. an attempt to have a complaint reconsidered when the University has already given its final decision
9. an accusation of research misconduct
10. a challenge to an admissions decision
11. a complaint about the Students' Union
12. a complaint about matters which have already or are under consideration by the Office or the Independent Adjudicator for Higher Education (OIA), a court or tribunal.

The University has a three-stage complaints resolution procedure. The information below outlines in brief how to make a complaint, but you are asked to consult the [Student Complaints Resolution Procedure](#) for more comprehensive information.

#### **4.2.1 - Informal channels (Stage 1)**

The first stage of the complaints procedure is the stage where straightforward concerns should be resolved swiftly and effectively at a point at which a complaint is made. You are asked, unless the complaint is of a very complex or serious nature, to start the process at Stage 1. All Stage 1 complaints are investigated and responded to within 20 University working days.

You may wish to contact the member of staff in the Department whose actions have caused the issue to occur. You may also want to talk to your Personal Tutor or Year Tutor for advice. If

you believe the issue is of a general nature relating to the teaching and learning provision in the Department, you may alternatively contact your SSLC representative, who can raise the matter on your behalf. Should you feel unable to raise your issue with the member of staff directly concerned, you should email [economics.quality@warwick.ac.uk](mailto:economics.quality@warwick.ac.uk).

Complaints submitted anonymously are difficult to investigate and resolve, and as such, we do not encourage them. Such complaints will only be taken forward if sufficient information is provided to enable investigation. However, informal feedback about a service we provide may be submitted anonymously.

Occasionally there are disputes of a personal nature. These are rare, but cannot be ruled out in a large organisation like a university. Personal difficulties may arise if you believe that another student or a member of staff is discriminating against you or harassing you on the grounds of personal dislike or broader prejudice. In such circumstances you may take the matter up with your YearTutor, who will help you refer the issue to the appropriate authority. If you do not feel comfortable doing this, you may contact the [Students' Union Education Officer](#) or the [Student Advice Centre](#) for support.

In the event of a personal dispute involving your Personal Tutor, we recommend that you contact the Senior Tutor (who will assign you a new Personal Tutor at your request and without requiring you to give reasons if you do not wish to do so).

#### **4.2.2 - Formal channels (Stage 2)**

In cases where you have raised an issue in Stage 1 of the complaints process with a member of the Department and have not received a response with which you are satisfied, or in cases which are significantly serious or complex to be dealt with informally, you should then put your complaint in writing (within 10 University working days of receiving the Stage 1 response) to the Head of Administration (Teaching and Learning) by emailing [k.e.taylor@warwick.ac.uk](mailto:k.e.taylor@warwick.ac.uk). You will then receive an initial response to inform you that your complaint has been received, and your complaint will be investigated. You can expect to receive a response from the Head of Department or their Deputy within 30 University working days.

If, having received the response from the Head of Department or their Deputy, you remain dissatisfied with the outcome of consideration of your complaint, then, if you meet the published criteria, you can apply for a review of the Stage 2 process to include previously unavailable evidence or determine that appropriate processes were followed and that the Stage 2 decision was reasonable. For further details, please see the [Student Complaints Resolution Procedure](#).

#### **4.2.3 - Formal channels (Stage 3)**

If you remain dissatisfied with the outcome of your Stage 2 complaint, you may escalate it to Stage 3 of the complaints procedure. This stage is the Formal Institutional Review and Final Resolution, which is where you may appeal to a higher body within the University for a review of the process to ensure that appropriate procedures were followed and that the decision was reasonable. This stage of the complaints resolution procedure is concluded within 30 days.

**All students should feel free to contact any member of staff with issues.**

#### **4.2.4 - Office of the Independent Adjudicator (OIA)**

If your complaint reaches the point where it has exhausted the three stages of the Student Complaints Resolution Procedure, you have the right to refer your complaint to the [Office of the Independent Adjudicator for Higher Education \(OIA\)](#). The OIA must receive the complaint within three months of the conclusion of the complaints procedure at the University, and complainants are subject to eligibility criteria.



## 5 - Careers & Personal Development

### 5.1 - Student Opportunity - Skills & Student Development

From the time you arrive at Warwick, Student Opportunity can help you think about yourself and your future. We enable you to develop a global perspective, become culturally aware, and have confidence in achieving your vision of career success. We do this by supporting you to engage with a rich and varied range of experiences and opportunities to help you to achieve your full potential.

Higher education is about developing your academic capability and your personality, experience and skills - and though the future may seem far off, employers like to hear what students have done with their time at university and place great emphasis on the development of skills. Economics students are offered plenty of opportunities to develop skills through workshops and initiatives offered through [Student Opportunity](#).

The Student Opportunity Careers Team can enable you to devise and implement plans which will help you get where you want to be in terms of work and careers once your studies here are over. Support is available to you regardless of which year you are in (and indeed after you graduate), whether your ideas are common or unusual and wherever you are in your career thinking, from being extremely focused to having no ideas at all. Support includes:

- Stephanie Redding is the Economics Senior Careers Consultant. You can [make a 30-minute appointment](#) to talk through your ideas, or attend one of the workshops organised specifically for Economics students.
- The [Student Opportunity - Careers](#) website contains up-to-date careers information and resources designed specifically for Warwick students, and our popular Careers blog is at [careersblog.warwick.ac.uk](http://careersblog.warwick.ac.uk)
- A huge range of [opportunities and events](#) to meet organisations and employees, from large careers fairs to alumni meetings to employer-led skills events.
- Support with [finding internships and other work experience](#) and [access to work experience bursaries](#).
- [Skills development opportunities](#) including the [Sprint Personal Development Programme for female students](#)
- Support with the practical process of [making applications](#), including CV reviews and interview support via Careers Drop-In sessions

Details and booking for events and appointments run by Student Opportunity are at [myAdvantage](#).

An [Economics Careers Facebook Group](#) is maintained by your Careers Consultant to keep you up to date.

## 5.2 - Careers and Skills support within the Department of Economics

Our aim is to support your career planning by offering you a range of opportunities to develop self-awareness, acquire new skills and help you have confidence in achieving your vision of career success.

The Department Academic Careers Coordinator [Dr Atisha Ghosh](#) leads a team within the Department looking at careers, employability skills and a range of unique opportunities for our students to support them with acquiring skills relevant for economists and with their career planning. Her role involves:

- Providing students with updated information about exciting opportunities in different sectors for students to explore during and after their degree in economics.
- To support students in developing their employability skills. This involves providing a clear link between the different modules offered by the Department and the relevant employability skills students can acquire through taking these modules.
- To work with Student Opportunity to help support students in transitioning into the labour market or further educational opportunities.
- To work with the Director of Student Engagement and Experience, module leader of the Personal Development Module and Department's Marketing and Communications Manager to ensure the scheme delivers relevant employability skills.
- To work with student societies to foster a joined-up approach to employability support.
- To analyse Graduate Destinations data in order to provide current students with information and support regarding their career options.

### Available Resources

On the Department's [Careers & Skills](#) online portal you will be able to find a range of useful resources tailored to the needs of Economics students. The website has a host of resources for you to engage in:

- It provides you with information on a range of exciting job roles in various sectors, which are not only in banking and finance.
- There is a section which maps skills that you will acquire in different modules to employability skills. This will enable you to consolidate and communicate your profile to prospective employers.
- You will be able to access important tips from past students who have secured roles after graduation and via Spring and insight weeks and also those who have opted to go on to further studies. This is in addition to information about a host of services provided by the various student societies in supporting your career goals.
- Information and recordings of career webinars where we have hosted alumni from a broad range of careers.

- Access the University's central careers resources and events via Student Opportunity, which supports students with developing the skills that key graduate recruiters look for and provides advice and guidance on career options.
- Browse the Skills Zone because whilst you are at Warwick where you have the opportunity to develop your personal and professional skills, join societies, become a volunteer and find part-time work.
- Find out about the [Warwick Enterprise](#) team, who can help you develop entrepreneurial skills and try out new business ideas and social enterprise.

### 5.3 - Key skills

We have summarised skills, experiences and knowledge we believe you will acquire from your Diploma course. Reflecting on what you have learned and planning further personal development will help you to:

- Achieve your academic and career goals
- Recognise what professional attributes you have developed
- Be prepared for searching questions from employers on applications and at interview
- Become more independent learners and critical thinkers
- Be more self-directed, self-reliant and proactive.

#### 5.3.1 - Cognitive skills

- **Analytical thinking**, reasoning and communication. Verbal, graphical and mathematical analysis at an advanced level; understanding concepts of equilibria including equilibria in strategic contexts; the ceteris paribus method and counterfactual analysis; the ability to understand formal analysis and to communicate understanding through engagement and contributions in compulsory seminars, completion of exercise sheets, problem sets, essays, and through tests and formal examinations.
- **Critical thinking**. Habit of questioning received ideas; judgement and evaluation.
- **Strategic thinking**. Multi-agent decision making, where pay-offs depend on the actions of others.
- **Solvability and problem solving**. Finding whether there exists a solution to a problem; knowing how to approach a new problem.
- **Abstraction**. Balancing simplification (for tractability) against literalness (for relevance).
- **Social awareness**. Private versus social costs and benefits; rationale for government and international policy.
- **Understanding institutions**. What institutions exist and how incentives work in them.

- **Understanding simultaneity.** Situations in which two or more independent factors vary simultaneously.
- **Understanding trade-offs.** Concept of opportunity costs.
- **Understanding optimisation.** Concepts of an optimum and efficiency.
- **Understanding uncertainty.** Concepts of expectations and surprises; probability and its applications.

### 5.3.2 - Professional skills

- **Research skills.** Use of library and internet as information sources; locating, extracting, analysing, and presenting material.
- **Numeracy and quantitative skills.** Use of mathematics and diagrams, understanding data, statistical analysis.
- **Information Technology skills.** Word processing and spreadsheets; specialist econometric or statistical software; internet applications.
- **Written communication skills.** Submission of essays, problem sets, seminar work, tests, projects and examination scripts.
- **Oral communication skills.** Participation in seminars and group work.
- **Teamwork.** Working with others through group work.
- **Time management.** Attending compulsory seminars and a regular timetable of strict submission deadlines; working well under pressure of deadlines; conscientiousness.

### 5.3.3 - Subject knowledge and understanding

- **Economic principles.** Knowledge and understanding of core concepts and methods of analysis in microeconomics and macroeconomics.
- **Applied economics.** Knowledge and understanding of standard economic models and quantitative techniques applied to problems arising in public policy and the private sector.
- **Research and debate.** Familiarity with contemporary theoretical and empirical debates and research outcomes in some more specialised areas of economics.

### 5.3.4 - Skills Programme

The University's Skills Programme is designed to complement and build on the key skills gained during your academic studies. Workshop topics include working in a team, delivering effective presentations, and organising yourself and your time.

Further details about the Skills Programme are given at: [www.warwick.ac.uk/services/skills](http://www.warwick.ac.uk/services/skills)

### **5.3.5 - English language classes**

Students from other countries may wish to take one of the free in-sessional English language classes organised by the Centre for Applied Linguistics (CAL). This will help your written work, reading, and understanding during lectures and seminars. It can also help improve your job prospects as employers will value language skills.

Further details are given at: [www.warwick.ac.uk/fac/soc/al/study/learn-english/in-sessional](http://www.warwick.ac.uk/fac/soc/al/study/learn-english/in-sessional)

## 6 - Student Support

### 6.1 - Pastoral Care and Welfare

There are various sources of student support and guidance available to you within the Department and the University, but the one that you might find most easily accessible is the pastoral care system within the Department.

In the Department of Economics, there is a network of Personal Tutors (PT), and Year Tutors (YT), headed by the Senior Tutor, who works under the overall responsibility of the Director of Undergraduate Studies. Each of these roles carries specific responsibilities.

The Senior Tutor is Dr. Amira Elasra and your Year Tutor is Emil Kostadinov. We also have a Student Wellbeing and Progression Officer, *Annie Simper* who is available for all students based in the Department of Economics. Annie will begin the academic year conducting these ***sessions online via various platforms such as email, Skype and Microsoft Teams.***

#### 6.1.1 - Personal Tutor

The Diploma Course Director, Dr Roberto Pancrazi, is your Personal Tutor (PT) and you can turn to them for confidential advice regarding personal or academic matters. Your Personal Tutor is an important contact with the Department and University.

Your Personal Tutor is there to help you when things are not going as well as you would like. Perhaps you have concerns about your academic work or personal development. However, your Personal Tutor is also there to talk with you when things are going well! You might like to arrange an appointment with your Personal Tutor to discuss some of the following things:

- How your modules are progressing - which subjects you enjoy and which you find more challenging, and prioritising your workload.
- Changing modules.
- Gaining feedback on your academic progress and areas that can be improved.
- Gaining feedback on your personal development, such as skills that you should develop.
- Your non-academic achievements to help your tutor write your reference.
- Concerns about application forms for internships/jobs.
- Asking about references and how to request them.
- Gaining advice on further study.

It is important that you know your Personal Tutor and that they know you, as this will enable them to provide you with much more effective feedback on your academic and personal development. By discussing your personal and academic development, as well as your future career plans, your Personal Tutor will be in a much better position to write you a reference and

you will be in a stronger position having benefited from their expert feedback and advice. Your Personal Tutor will respect any confidences (subject to University guidelines on confidentiality).

### **6.1.2 - Year Tutor**

The main responsibility of the Year Tutor is to act in the role of a senior tutor for their respective year group. Your Year Tutor is the Year 2 Tutor, Dr Jose Corpus. The role of the Year Tutors will be based on the following responsibilities:

- Any medical or personal circumstances that are affecting your ability to study and/or engage in your degree course. Any evidence should be submitted via the personal circumstances portal on tabula.
- Any additional support that you may require from University Support Services.
- Any concerns you have over your attendance.
- Any issues relating to Departmental or University rules and regulations.
- Temporary or Permanent Withdrawal queries.
- Any problems relating to plagiarism.
- Concerns that you may not wish to raise with your Personal Tutor.

In addition to this, the Year Tutor may ask to meet with you if the Department or University has concerns about your attendance or engagement on your degree course; in particular if you are missing too many Monitoring Points. The Director of Undergraduate Studies has overall responsibility for the academic progress of all Undergraduate and Diploma Students and the Senior Tutor and Director of Student Engagement and Progression and the Year Tutors will work with him/her and be involved pro-actively in making contact with students who appear to be experiencing difficulties.

Your Year Tutor may represent you in University processes, such as in the investigation of plagiarism, other sorts of cheating and in investigating or disciplinary committees, although these cases may be referred to the Senior Tutor in more severe cases.

### **6.1.3 - Senior Tutor**

Under the guidance of the Director of Undergraduate Studies, the Senior Tutor has overall responsibility for the operation and design of the Personal Tutor system in Economics. Personal Tutors and Year Tutors may defer cases needing higher-level support, particularly those in which advocacy or representation at a University committee are warranted, to the Senior Tutor.

Another aspect of their role is to review students with poor attendance or study records. Where this — or other sources of Department information — identifies cases of students with poor attendance records or with other apparent study problems, the relevant Year Tutor will have the responsibility of contacting you to suggest a review meeting. If a meeting is required we will use various platforms to contact you such as email, Skype and Microsoft Teams. You might choose to involve the Personal Tutor in this discussion.

Find out more about the Senior Tutor at the [APS webpages](#).

### **6.1.4 - Daily online drop-in sessions and the Student Wellbeing and Progression Officer**

Your wellbeing is important to us and we are always here to help you. If there is something troubling you, or hindering you from focusing on your studies please do make contact with our Academic and Pastoral Support (APS) team. One of the members of the team will be able to signpost you to the appropriate person or service.

The departmental APS team provides twice daily [Wellbeing Drop-in](#) sessions where you are welcome to make an appointment to speak online with one of the members of our team. The drop-in sessions will be held during term time from 9-10am and 4-5pm (UK time) virtually via Skype @economics.daps. Alternatively meetings can be arranged via Microsoft Teams should this be required - simply email [economics.wellbeing@warwick.ac.uk](mailto:economics.wellbeing@warwick.ac.uk).

Our Student Wellbeing and Progression Officer, Tina Macskimming, is very happy to contact you outside of the above hours should they be inconvenient to you. Should you need to, you can email to arrange a meeting via Skype or Microsoft Teams with Tina, who will be happy to support you.

Please note: this is not a replacement for attending online Personal Tutor meetings.

The University has a very detailed webpage describing how Warwick operates its welfare system. Please make yourself familiar with all the services available to you: [Wellbeing Support Services](#)

## **6.2 - Additional Departmental support**

If you are unsure about something, it is always best to talk to someone about it. There are a range of different people available to have such a conversation with, depending on your situation and who you feel comfortable talking to in the first instance.

### **6.2.1 - Academic Lecturers and Advice and Feedback Hours**

The lecturers who will be providing your lectures within each of your modules are there to provide you with guidance on their subject area. You may only see them for an hour per week. However, every member of academic staff has two advice and feedback hours per week. You should make use of these as a means of clarifying any areas of confusion within previous lectures or to discuss future topics. You can also use them to discuss areas that you both find interesting. You should always ensure you are prepared for your lecturer's advice and feedback hours.

You shouldn't be using them as a means of asking the lecturer to repeat the lecture, but should attend them with specific questions or areas of confusion that you would like clarification on. [Access details of each member of staff's Advice and Feedback Hours](#).



## **6.2.2 - Module Support and Feedback Class Tutors**

For core modules you will have small module Support and Feedback classes with tutors, who go over topics within your module in much more detail than in lectures. These are essentially a feedback session and should be used as such. You are in much smaller groups than in lectures, so this is a good opportunity to discuss questions and concepts and receive feedback on your approach to problems and understanding key concepts. These tutors also have advice and feedback hours every week during term time. It is important that you take the opportunity now to clarify any areas of confusion and develop your understanding of the topics by further reading and discussion with your peers and tutors.

## **6.2.3 - Student-Staff Liaison Committee (SSLC)**

SSLCs are a good source of support to raise issues affecting teaching, learning and student support. For further information, please see section 2 in this Handbook (Feedback).

## **6.3 - Other on-campus support services**

There is a comprehensive network of support and welfare services available to support you in times of difficulty. There is often more than one service which may be able to help, and services work together to ensure that any problems are dealt with swiftly and effectively.

[Wellbeing Support Services](#) acts as a hub for all the different support services. You can visit them if you have a problem, query or difficulty, but aren't quite sure who can help. Wellbeing Support Services will help where they can and refer you on to other more specialised services where relevant.

### **6.3.1 - The Dean of Students and the Faculty Senior Tutor**

[The Dean of Students Office](#) and the Faculty Senior Tutor work closely together to help students in times of need. If you need help during your time at Warwick, it is likely that one of them will be able to help. The Dean of Students' Office also provides help and advice to members of academic staff who are Personal Tutors and is responsible for the University's Personal Tutoring system.

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### **6.3.2 - The University Counselling Service**

The University Counselling Service provides an opportunity for all students at any level and at any time of study at the University of Warwick to access professional therapeutic counselling so that you may better develop and fulfil your personal, academic and professional potential. There are a wide variety of services, including individual counselling, group sessions, workshops and email counselling.

t: +44 (0)24 7652 3761 or internal extension 23761 and speak to one of the University Counselling Service Administrators.

w: [warwick.ac.uk/counselling](http://warwick.ac.uk/counselling)

e: [counselling@warwick.ac.uk](mailto:counselling@warwick.ac.uk)

If you require out-of-hours emergency support please contact the Security Gatehouse on internal extension 22083.

### **6.3.3 - Disability Services**

Wellbeing Support Services work to help you with disabilities, such as hearing and visual impairments, dyslexia, dyspraxia, dyscalculia, AD(H)D, dysgraphia, mobility impairments, Autistic Spectrum Disorders, 'unseen' disabilities such as asthma, epilepsy and diabetes and any other conditions to address barriers to study.

Disability Services can help make reasonable adjustments to facilitate study and provide advice and specialist services to you.

t: +44 (0)24 7615 0641 or internal extension 50641

w: [warwick.ac.uk/disability](http://warwick.ac.uk/disability)

e: [disability@warwick.ac.uk](mailto:disability@warwick.ac.uk)

### **6.3.4 - The Residential Life Team**

If you have accommodation on campus you are provided with a network of support staff called the [Residential Life Team](#). The Residential Life Team work and live alongside you within the Halls of Residences and are a key part of the University's welfare and support network. They also have responsibility for enforcing discipline on the rare occasions it is required.

In the first instance you should approach your Resident Tutor in your accommodation. If you cannot get hold of them, you can contact the central Residential Life Team:

t: +44 (0)24 7652 4704 or internal extension 24704

e: [residentialteam@warwick.ac.uk](mailto:residentialteam@warwick.ac.uk)

### **6.3.5 - The Chaplaincy**

The Chaplaincy provides pastoral and spiritual care to all members of the University community, of all faiths and none. They provide a space for worship and quiet reflection and the leadership of religious worship. The Chaplaincy is home to the Anglican, Roman Catholic, Free Church, Islamic and Jewish chaplains, who are always glad to meet students socially and pastorally. The University also has a dedicated Islamic Prayer Hall immediately adjacent to the Chaplaincy building.

t: +44 (0)24 7652 3519 or internal extension 23519

w: [warwick.ac.uk/chaplaincy](http://warwick.ac.uk/chaplaincy)

e: [chaplaincy@warwick.ac.uk](mailto:chaplaincy@warwick.ac.uk)

### **6.3.6 - The University Mental Health Co-ordinators**

The Mental Health Coordinators work within Wellbeing Support Services and are available to provide you with mental health difficulties with advice, information and support as needed to facilitate academic work and participation in University life. All communication is confidential and informal. You are encouraged to disclose your mental health issues either at enrolment or at any time afterwards so that they can actively take part in how best to manage any difficulties that may arise.

To arrange an appointment with a Mental Health Co-ordinator, please visit their Wellbeing Support Services and make contact through the online portal:

w: [Wellbeing Support Services](#)

e: [mentalhealth@warwick.ac.uk](mailto:mentalhealth@warwick.ac.uk)

### **6.3.7 - The Health Centre**

If you are resident on campus you should register with the University Health Centre. The Health Centre provides primary health care GP services to registered patients, two medical practices with both male and female doctors, nurse practitioners and practice nurses, sexual health clinics, travel clinics and immunisation facilities.

t: +44 (0)24 7652 4888 or internal extension 24888

w: [www.uwhc.org.uk](http://www.uwhc.org.uk)

### **6.3.8 - The Students' Union Advice and Welfare Service**

This service offers a range of independent advice and guidance, in particular in housing law and finance/social security. It also offers advice in other areas including academic problems.

t: +44 (0)24 7657 2824 or internal extension 72824

w: [warwicksu.com/advice](http://warwicksu.com/advice)

e: [advice@sunion.warwick.ac.uk](mailto:advice@sunion.warwick.ac.uk)

### **6.3.9 - The Student Funding Team**

The Student Funding Team offers advice and guidance on all aspects of financial support.

t: +44 (0)24 7615 0096 or internal extension 50096

w: [warwick.ac.uk/studentfunding](http://warwick.ac.uk/studentfunding)

e: [studentfunding@warwick.ac.uk](mailto:studentfunding@warwick.ac.uk)

### **6.3.10 - Student Mobility Office**

The [Student Mobility Office](#) has a team of qualified advisers to assist you on all immigration and related matters (including student visas, travel overseas and post-study work), working closely with other University and Students' Union services to offer induction and generalist support with welfare matters and crises. There are also regional specialists and include a team who administer student exchange/study abroad programmes.

### **6.3.11 - The University Security Team**

The Security Team exists to support the University's overall aims by ensuring as far as possible a safe, secure and friendly environment for students, staff and visitors, free from injury, personal threat, damage and theft.

t: Emergency internal system 999

t: +44 (0)24 7652 2083 or internal extension **22083**

w: [warwick.ac.uk/security](http://warwick.ac.uk/security)

e: [security@warwick.ac.uk](mailto:security@warwick.ac.uk)

## 6.4 - The University Library

The main Library provides you with a wide range of resources to support you with your studies, including printed and electronic books, journals and subject databases. These will all help you find research in your area.

Here are a few quick tips to help you get started in the Library:

- Use the [Get Started](#) online Library orientation programme to find out how to use the library effectively.
- Use the Library Catalogue to find what you need, using the “Library Search” textbox on the [Library](#) home page. The Catalogue contains details of the books and journals (print and electronic) held by the Library.
- Most electronic resources are available from any PC with internet access, so you can use them from home. Usually, you’ll need your University username and password (the one you use to login to a PC on campus) to access these.
- Use My Library Account to renew and reserve items via the internet. You will find the link to your Library Account near the top of the Library home page.
- The Library webpages for [Economics](#) contain high-quality information relevant to your area of study. A good way to get started on a topic is to use Key Electronic Resources for Economics. The Library also provides useful online tutorials for Economics students and a guide to databases.
- DataStream is one of the main sources for finding macroeconomic time series or data on equity markets, bonds, futures, exchange rates and interest rates. DataStream is only available at a dedicated PC on Floor 1 in the Library. At busy times you may need to book to use the terminal. You will also find a very wide range of international macroeconomic time series, plus UK social survey data, on the UK Data Service (UKDS), available online through the Library’s list of databases.
- If you are seeking a useful book or journal article that Warwick does not have, we can often obtain it for you from another library. The Article Reach scheme allows you to obtain journal articles from some other libraries. Document Supply is a more comprehensive scheme for borrowing books or obtaining articles from academic and national libraries in the UK. Collect a form from the Library or download it from the Document Supply section of the website, under ‘Using the Library’, and obtain your supervisor’s signature.
- If you are having trouble finding what you need, there is an Economics Academic Support Librarian to help you. Library contact details appear below.
- The Library manages a range of [learning and study spaces](#) which offer a range of resources, including access to IT facilities and a collection of reference-only key textbooks. There is a postgraduate support facility called the [Postgraduate Hub](#) in the Junction Building.

## 6.4.1 - Contacting the Library

### General Enquiries

The [Library helpdesk](#) is available from 8.30 am to 9.30 pm, seven days a week.

t: +44 (0)24 7652 2026

e: [Library@Warwick.ac.uk](mailto:Library@Warwick.ac.uk)/email

### Economics Enquiries

Your Academic Support Librarian is happy to help you find the information you need for your research, show you how to use specific resources, or discuss any other issues you might have.

Jackie Hanes can be contacted by email or telephone, 9.00am - 5.30pm Monday to Thursday, and 9.00am - 4.30pm on Fridays.

t: +44 (0)24 7657 2712

e: [Jackie.Hanes@Warwick.ac.uk](mailto:Jackie.Hanes@Warwick.ac.uk)

The general Library email address may also be used and your enquiry will be dealt with by Academic Support colleagues, or passed on to the specialist.

## 6.5 - Information Technology (IT) Services

### Your email address

Once you have registered with IT Services and your account has been activated you will have an email address which is usually in the format:

*initials.surname@warwick.ac.uk* or *firstname.surname@warwick.ac.uk*

This address will be your 'official' University email address which we will use for all email communications. It will be your responsibility to ensure that you check this email account. You can access this account using the appropriate IT Services delivered applications or via webmail at [warwick.ac.uk/mymail](http://warwick.ac.uk/mymail).

### 6.5.1 - IT Services Help Desk

IT Services provide a dedicated Help Desk which you can phone, email or visit for assistance with all aspects of student computing. Further information on how to contact IT Services can be found at: [www.warwick.ac.uk/helpdesk](http://www.warwick.ac.uk/helpdesk)

### 6.5.2 - Network access from student residences

There is Wi-Fi available in all on-campus student residences.

### 6.5.3 - Computer security

Any computer attached to a network is susceptible to attacks from viruses and spyware. IT Services provides free anti-virus and firewall software to help keep your computer safe: [www.warwick.ac.uk/its/servicesupport/software/antivirus](http://www.warwick.ac.uk/its/servicesupport/software/antivirus)

### 6.5.4 - Open access areas

There are many open access areas operated by IT Services. (You will need your University ID card to enter some of the open access areas.) The computers are all connected to the network and the internet and provide access to printers, the Library online catalogue and a wide range of software applications. All computers in open access areas run on the Windows 7 operating system (except room A0.01 — SUSE Linux). Further information can be found at: [www.warwick.ac.uk/workareas](http://www.warwick.ac.uk/workareas)

### 6.5.5 - Printing

To print from printers in the University, you will need to register your University ID card with the printing system (you only need to do this once). To do this, visit a Kyocera printer (situated on all floors in the Library and in other IT Services work areas) and swipe your University ID card against the printer card reader. Press Cancel at the PUK screen. Type in your IT Services username and password on the printer screen and press OK.

You will also need enough credit in your printing account to print to other printers in the University. You can buy printer credits online with a debit or credit card or check your credit at [warwick.ac.uk/printercredits](http://warwick.ac.uk/printercredits). Any credit remaining in your printer account will be lost when you leave the University. No refund of remaining credit will be given.

Printing costs are as follows:

**A4 black and white (*per sheet*):** 5p single sided, 8p double sided

**A4 colour (*per sheet*):** 15p single sided, 28p double sided

**A3 black and white (*per sheet*):** 9p single sided, 16p double sided

**A3 colour (*per sheet*):** 30p single sided, 58p double-sided

Further details can be found at: [warwick.ac.uk/studentprint](http://warwick.ac.uk/studentprint)

### 6.5.6 - Microsoft Windows and Apple Mac software

The University has a wide range of software for economists. Besides generic software, such as Microsoft Office, email and web browsers, the econometric software we use includes Stata, Eviews, and SPSS. You will be given appropriate guidance on software use when the time comes. STATA is available university wide and is paid for by the Department of Economics. You will use this software extensively in EC226.

Other software which may be of particular interest to students in Economics are described below:

GiveWin (win), Maple (win/mac), Mathematica (win/mac), MATLAB (win/mac), NVIVO (win), SAS (win), Scientific Word / Workplace (win), SPSS (win/mac), S-PLUS (win), Statistics for the Terrified (win) and WinEcon (win) are all available for use. For assistance with locating and installing software, please contact the IT Services Help Desk: [warwick.ac.uk/helpdesk](http://warwick.ac.uk/helpdesk)

### 6.5.7 - Bloomberg room

The Department has three Bloomberg Terminals in room S0.84. The Bloomberg Terminal is a computer software system which provides access to current and historical financial information on individual equities, stock market indices, fixed-income securities, currencies, commodities

and futures for both international and domestic markets. It also provides company profiles and financial statements, analysts' forecasts, news on worldwide financial markets and audio and video interviews and presentations by key players in business and finance. You can book the use of one of the terminals in half hourly sessions from Monday-Thursday 9-4.30pm and Friday 9-3.30pm. **Note that due to current Covid-19 restrictions, only one person is permitted to use this room at any one time.** Please note that there are restrictions in the amount of data you are permitted to download. This is imposed by Bloomberg and further information is provided by the terminals. You will only be able to use the terminal if you have pre-booked online. You can book online at: [warwick.ac.uk/fac/soc/economics/.../bloombergbookings](http://warwick.ac.uk/fac/soc/economics/.../bloombergbookings)

### **6.5.8 - Access to economic datasets online**

The UK Data Service provides a unified point of access to data from the Economic and Social Data Service (ESDS), the Census Programme and the Secure Data Service.

ESDS gives access to the NS Databank, OECD Economic Indicators, IMF and UNIDO datasets as well as Longitudinal, Large Scale and Qualitative datasets.

CASWEB (Census Area Statistics on the Web) provides access to UK census data and associated geographical boundary data.

This website requires Athens Authentication. The first time you use these services you will be asked to register so have your Athens username and password ready.

National Statistics Online provides many UK statistics, including Census 2001 data. Registration is not required.

### **6.5.9 - Software to download**

It is now possible to download several of the software packages offered by IT services (including STATA). Details can be found at <https://warwick.ac.uk/services/its/servicesupport/software/list>.

### **6.5.10 - Getting help**

If you have general problems logging in to IT Services open access areas you should follow the procedures published for these rooms. If you have specific problems relating to the computers or printers in S2.81a you should contact the Department's Computer Support Staff on extension 23501 or email [economics.it@warwick.ac.uk](mailto:economics.it@warwick.ac.uk).

### **6.5.11 - IT Training**

The ITS Training Service provides in-house training in Microsoft applications and academic software including:

- Stata
- SPSS
- Mathtype
- Mathematica

- Matlab
- Qualtrics

We also offer you the opportunity to study for Microsoft Office Specialist Qualifications. These qualifications are free of charge while you are studying here, so take advantage of the opportunity to develop your IT skills. Dates for specific courses can be found on the [Training Service](#) website.

Please note that if you fail to attend a course or provide adequate notice of cancellation, on two occasions, you will have any existing bookings to other courses cancelled and the right to book on further courses withdrawn.

## **6.6 - General information**

### **6.6.1 - Sexual and racial harassment**

The University has published [guidelines on sexual and racial harassment for students](#).

The University and Department are opposed to sexual and racial harassment. We will support those subjected to it and, where appropriate, will take disciplinary action against offenders. Within the Department help and support will be provided by all members of staff and specifically by your Personal Tutor, the Advisor to Women Students, The Senior Tutor and the Director of Taught Postgraduate Programmes. Outside the Department you may seek help from the University Senior Tutor, the Counselling Service, and the Students' Union Welfare Office.

If you are a victim of harassment, you may feel able to make it clear to the person causing you offence that their behaviour is unacceptable. This, in itself, may be enough to put an end to the harassment. You may not feel able to confront the person responsible for harassing you. Failure to confront the perpetrator does not amount to consent to the harassment, and you are entitled to seek assistance from those listed above or from fellow students to put an end to it.

### **6.6.2 - Equal opportunities**

The University of Warwick, recognising the value of sustaining and advancing a safe and welcoming learning environment, strives to treat both employees and you with respect and dignity, treat you fairly with regards to all assessments, choices and procedures, and to give you encouragement to reach your full potential. Therefore the University strives to treat all its members on the basis of merit and ability alone and aims to eliminate unjustifiable discrimination on the grounds of gender, race, nationality, ethnic or national origin, political beliefs, religious beliefs or practices, disability, marital status, family circumstances, sexual orientation, spent criminal convictions, age or any other inappropriate ground.

### **6.6.3 - Health and Safety**

We consider that high standards of health and safety are of paramount importance in enabling us to achieve our objectives. We view compliance with legal requirements as the minimum acceptable health and safety standard. We are committed to planning, reviewing and developing health and safety arrangements in order to achieve a continual improvement in performance.



All staff, students and others working in the Department are expected to adopt a positive attitude to health and safety issues and must comply with appropriate legal requirements and University requirements as laid down in the [University's Health and Safety Policy](#).

At Warwick we're part of a community that cares about one another. We place emphasis on everyone's personal responsibility to behave in a way that protects each other from Covid-19 - keeping our wider community safe.

The University has [a range of safety measures](#) on campus to reduce the risks of Covid-19. Some of these go over and above the UK Government's requirements, but they are being used with the safety and wellbeing of our community at the forefront of our minds.

All staff and students should take time to read the information on the ['Stay safe at Warwick'](#) webpages.

The Department spaces have undergone a full risk assessment to ensure that all practical measures are put in place to minimise the risk from Covid-19. This includes limiting capacity within some rooms, installing hand sanitiser stations, moving furniture and installing signage. Anyone inside the building must wear a face covering unless an exemption has been arranged through the [Hidden Disability scheme](#). You can access a copy of the risk assessments and Standard Operating Procedures here.

The Head of Department, Professor Jeremy Smith, holds the ultimate responsibility for health and safety within the Department, but delegates elements of the maintenance, monitoring, development and implementation of health and safety policy and practices to the Head of Administration (Business and Research), Sarah Duggan, whose roles include that of the Department Health and Safety Officer (DHSO).

You should inform the DHSO of any situation that you consider a real or potential hazard or shortcomings in health and safety arrangements. The situation will be added to our risk register, the risk evaluated, and reasonably practicable measures should be put in place to eliminate or reduce the risk.

We will make suitable arrangements for health and safety within the limits of available financial and physical resources. Any relevant information on health and safety will be communicated to people working in the Department.

Information on fire evacuation procedures, first aid and emergency contact details can be found on laminated notices in all rooms allocated to the Department. You should also familiarise yourself with the evacuation procedure for other buildings on campus where you have lectures and seminars.

#### **6.6.4 - Other policies and regulations**

- [Warwick Student Community Statement](#)

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- [Children on Campus](#)

- [General Data Protection Regulation](#)
- [Personal Conflicts of Interest Policy](#)
- [Feedback and Complaints](#)
- [Smoking Policy](#)
- [Anti-Bribery Policy](#)
- [University Assessment Strategy](#)
- [Policy on the Timing of the Provision of Feedback to Students on Assessed Work](#)
- [Moderation Guidance](#)
- [Proofreading Policy](#)
- [Regulation 8 Regulations for First Degrees](#)
- [Regulation 10 Examination Regulations](#)
- [Regulation 11 Procedure to be Adopted in the Event of Suspected Cheating in a University Test](#)
- [Regulation 23 Student Disciplinary Offences](#)
- [Regulation 31 Regulations governing the use of Information Management, Security and Records Management](#)
- [Regulation 36 Regulations Governing Student Registration, Attendance and Progress](#)

The information in this Handbook is as accurate and up to date as we can make it. Changes may be made during the academic year where appropriate. Statements of departmental policy are made in good faith and are an honest attempt to describe current practices, but they do not replace entries in University regulations. In the event of uncertainty the University Calendar and Regulations take precedence.