

# Diploma - 2024/5 Handbook

## 1 - The Department and the University

### Welcome to the Department of Economics from the Deputy Director of Undergraduate Studies

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

The Diploma is a one-academic-year programme consisting of approximately nine months of coursework leading to examinations in the Summer Term. In my role as Deputy Director of Undergraduate Studies, I lead the Diploma course and will help you select the appropriate modules and options. 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 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 Emil Kostadinov**

**Deputy Director of Undergraduate Studies**

Department of Economics

University of Warwick

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

The Department of Economics was one of the founding departments of the University of Warwick when it was opened in 1965. Since then, we have become one of the largest departments in the discipline and are now widely regarded as one of the top Economics departments, not only in the UK, but in the world too.

We are currently ranked 1st in the Good University Guide 2024 (published by the Times and Sunday Times in September 2023), 2nd in the UK for research excellence (based on the most recent Research Excellence Framework 2021, published in Times Higher Education rankings) and 23rd in the World (The QS World University Subject Rankings 2024).

We have an academic community of around 150 staff, including 37 professors, with approximately 1,700 undergraduate students and 300 postgraduates. The Department is international in terms of both the staff and student body.

We are proud of our teaching record and of the achievements of our students and teaching is at the core of the work we do in the Department. One of our key objectives is to provide a research-informed and research-led teaching environment that equips you with key research skills and understanding and our courses benefit greatly from the input of leading scholars with international reputations who are based in the Department. We actively encourage you to fully engage with the learning process to enhance your educational experiences.

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

#### **1.1.1.1 - Term dates**

#### **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

#### **2025/2026**

**Welcome Weekend** Saturday 27 September 2025 to Sunday 28 September 2025

**Welcome Week** Monday 29 September 2025 to Sunday 5 October 2025

**Autumn Term** Monday 6 October 2025 to Saturday 13 December 2025

**Spring Term** Monday 12 January 2026 to Saturday 21 March 2026

**Summer Term** Monday 27 April 2026 to Saturday 4 July 2026

### **2026/2027**

**Welcome Weekend** Saturday 26 September 2026 to Sunday 27 September 2026

**Welcome Week** Monday 28 September 2026 to Sunday 4 October 2026

**Autumn Term** Monday 5 October 2026 to Saturday 12 December 2026

**Spring Term** Monday 11 January 2027 to Saturday 20 March 2027

**Summer Term** Monday 26 April 2027 to Saturday 3 July 2027

### **1.1.1.2 - 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 30 September and the term then runs for 10 weeks. The Spring Term runs from weeks 15 to 24 and the Summer Term is from weeks 30 to 39.

**Welcome Week will start with the Welcome Weekend on Saturday 21 September with events running all week until the start of term 1.**

<b>Autumn Term</b>		<b>Spring Term</b>		<b>Summer Term</b>	
<b>Week</b>	<b>Commencing</b>	<b>Week</b>	<b>Commencing</b>	<b>Week</b>	<b>Commencing</b>
1	30 September	15	6 January	30	21 April
2	7 October	16	13 January	31	28 April
3	14 October	17	20 January	32	5 May
4	21 October	18	27 January	33	12 May
5	28 October	19	3 February	34	19 May
6	4 November	20	10 February	35	26 May
7	11 November	21	17 February	36	2 June
8	18 November	22	24 February	37	9 June
9	25 November	23	3 March	38	16 June
10	2 December	24	10 March	39	23 June

Christmas vacation      Easter vacation      Summer 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. 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](#).

### **1.1.1.3 - 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 2024/25, 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.

### **1.1.2 - 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](#)

The University of Warwick Values

Shaped by Warwick's community, our values represent the way we work together to deliver our strategy and ambitions.

On enrolment and re-enrolment all students at the University of Warwick are asked annually to agree to our [Warwick Values](#) and complete the [Student Conduct: what you need to know](#) Moodle course.

### **1.1.3 - 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, 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 WISE
- 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.

### **Student Visa Holders**

The above expectations apply to all students, but for student 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](#).

#### **1.1.4 - 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 (at the discretion of the module leader). Recording lectures is not intended to replace attendance in-person. If attendance at lectures is insufficient then lecture capture will be withdrawn.

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 *different* 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.. 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 to offer advice and feedback.

Details of how to access the Advice and Feedback hours will be available under the relevant staff profile on our [people webpage](#).

### **1.1.5 - 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

Your lectures and 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.

### **1.1.6 - 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 10.

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 to 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 schedule is published in our calendar. 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.

## **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:** S1.119

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

**Dr Claudia Rei, 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:** S0.73

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

**Professor Elizabeth Jones, Director of Undergraduate Studies (DUGS)**

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:** S0.79

**Telephone:** +44 (0)24 765 23040

**Email:** [Elizabeth.H.Jones@warwick.ac.uk](mailto:Elizabeth.H.Jones@warwick.ac.uk)

**Dr Emil Kostadinov, Deputy Director of Undergraduate Studies and Diploma Director**

The Deputy Director of Undergraduate Studies supports the Director of Undergraduate Studies in their work relating to undergraduate teaching and students.

**Room:** S0.85

**Telephone:** +44 (0)24 761 51095

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

**Dr Cecilia Lanata-Briones, Director of Assessment and Feedback**

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 one of the Department's Assessment and Feedback Coordinators.

**Room:** S1.110

**Telephone:** +44 (0)24 765 74846

**Email:** [Cecilia.Lanata-Briones@warwick.ac.uk](mailto:Cecilia.Lanata-Briones@warwick.ac.uk)

**Dr Atisha Ghosh, Director of Joint Degrees (Undergraduate)**

The Director of Joint Degrees (Undergraduate) supports the Director of Undergraduate Studies in implementing academic policies, with a particular focus on issues affecting joint degree students and coordinates between partner departments for joint degrees.

**Room:** S0.85

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

**Dr Farzad Javidanrad , Deputy Director of Joint Degrees (Undergraduate)**

The Deputy Director of Joint Degrees (Undergraduate) supports the Director of Joint Degrees in implementing academic policies, with a particular focus on issues affecting joint degree students and coordinates between partner departments for joint degrees.

**Room:** S2.119

**Telephone:** +44 (0)24 765 28089

**Email:** [F.Javidanrad@warwick.ac.uk](mailto:F.Javidanrad@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 Elásra, Senior Tutor (Term 1), Dr Emil Kostadinov, Senior Tutor (Term 2)**

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

**Dr Amira Elásra (Term 1)**

**Room:** S2.108

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

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

**Dr Emil Kostadinov (Term 2)**

**Room:** S0.85

**Telephone:** +44 (0)24 761 51095

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

**Year Tutors**

There is at least one Year Tutor for each academic year, with the responsibility of overseeing the personal tutor system for their respective year groups. The Year Tutors are:

**Year 1 Tutor:** Dr Bhaskar Chakravorty

**Room:** S2.119

**Telephone:** +44 (0)24 765 223510

**Email:** [Bhaskar.Chakravorty.1@warwick.ac.uk](mailto:Bhaskar.Chakravorty.1@warwick.ac.uk)

**Year 2 and Diploma Tutor:** Dr Eleanya Nduka

**Room:** S0.68

**Telephone:** +44 (0)24 761 50143

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

**Year 3 Tutor:** Dr Jose Corpuz

**Room:** S0.68

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

You can find out more about the responsibilities of the Year Tutors in [Section 6](#).

### **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](#).

### **Director of Student Opportunity, Dr Taha Movahedi**

The Director of Student Opportunity supports the Director of Undergraduate Studies and has special responsibility for visiting overseas students and Economics students taking a study year abroad at a partner institution. They act as Personal Tutor to these students. They are aided in the management of visiting students by the Undergraduate Programme Manager.

**Room:** S0.60

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

### **Advisor to International Students, Dr Andreas Markoulakis**

The Advisor to International 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.

**Room:** S2.108

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

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

**Advisor to LGBTQ+ Students, Dr Mahnaz Nazneen (Term 1), Professor Dennis Novy (Term 2)**

The Advisor to LGBTQ+ students provides a source of additional support to any LGBTQ+ students studying in the Department of Economics to ensure that our students receive appropriate support.

**Dr Mahnaz Nazneen (Term 1)**

**Room:** S2.140

**Telephone:** +44 (0)24 765 24761

**Email:** [M.Nazneen.1@warwick.ac.uk](mailto:M.Nazneen.1@warwick.ac.uk)

**Professor Denis Novy (Term 2)**

**Room:** S2.90

**Telephone:** +44 (0)24 761 50046

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

**Advisor to Female students, Dr Eman Abdulla**

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.

**Room:** S0.60

**Telephone:** +44 (0)24 765 73461

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

**Report and Support Advisor, Professor Caroline Elliott**

The Report and Support Advisor provides a source of additional support to anyone feeling affected by bullying, harassment, sexual discrimination or intimidation or hate incidents/crime and will support students to report such incidences through the University's Report and Support channel.

**Room:** S2.109

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

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

### **Advisor for students with disabilities, Dr Juliana Cunha Carneiro Pinto**

The Advisor for students with disabilities provides a source of support to any student with disabilities studying in the Department. They can advise on the additional provision available within the University and ensure all students receive appropriate support.

**Room:** S1.123

**Email:** [Juliana.Carneiro@warwick.ac.uk](mailto:Juliana.Carneiro@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.

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 by coming to the office during opening hours, by email or telephone.

If you would like to speak to the Student Support and Progression Officers about any problems or concerns you might have, you can make contact using the pastoral email address: [economics.pastoral@warwick.ac.uk](mailto:economics.pastoral@warwick.ac.uk) and if necessary, they can also put you in touch with the Academic and Pastoral Support team.

The UG Office team has a daily presence on campus:

**Room:** S0.88 (open Monday-Thursday from 9:00 - 17:00, Friday- 09:00-16:00)

**Telephone:** +44(0)24 7652 3933

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

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 contacting the UG office is a good place to start.

### **Head of Administration (Teaching and Learning)**

The Head of Administration (Teaching and Learning) is responsible for the smooth administrative management of all UG and PGT degree programmes.

**Name:** Carolyn Andrews

**Room:** S0.92

**Telephone:** +44 (0) 24 765 28415

**Email:** [C.Andrews@warwick.ac.uk](mailto:C.Andrews@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 and study abroad.

**Name:** Jo Turrall

**Room:** S0.86

Telephone: +44 (0) 24 765 73404

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

### **Student Support and Progression Officers**

The Student Support and Progression Officers are members of the team who work closely with the Senior Tutor and Academic and Pastoral Support team. They provide support and signposting to services available to students throughout their degree.

**Year 1 -** Inga Turner

**Room:** S0.91

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

**Year 2,3 and Diploma - Tina MacSkimming**

**Room:** S0.91

**Email:** [t.macskimming.1@warwick.ac.uk](mailto:t.macskimming.1@warwick.ac.uk)

### **The Joint Degree Programmes Coordinator**

The Joint Degree Programmes Coordinator is based in the UG office and liaises with other Departments with whom we have joint degrees. They are responsible for the administration of all of the Department's joint degrees.

**Name:** Ramkumar Govindaswamy

**Room:** S0.88

**Telephone:** +44 (0)24 765 23055

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

### **Exams Coordinator**

If you have a particular concern regarding Examinations, then your query will be referred to the Exams Coordinator. You can contact the Exams Coordinator by contacting the UG office. However, 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.

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

The UG Office team, which is your point of contact as a Diploma 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. Consult the [Frequently Asked Questions](#) (FAQs).
2. Email us on [economics.ugoffice@warwick.ac.uk](mailto:economics.ugoffice@warwick.ac.uk).
3. Ring us on +44(0)24 7652 3933
4. Visit us in S0.88 between 9am-5pm Monday to Thursday and 9am-4pm on Friday.



## 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. You can search for an email address using your Warwick email address book or on [our people pages](#). 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. Advice and Feedback hours will be posted on [staff webpages](#). 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 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.

**Please 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**

These are newsletters which we send twice a term. 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](#).

## 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 Advice and Feedback hours each week of term. During this time, the member of staff will be available for you to meet them to discuss any aspect of your academic studies, as well as other things, e.g. personal tutoring, references.

**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.

**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. 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.

**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.

**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 (23rd September - 27th September 2024) 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 - Term dates

Welcome Week (23 Sept - 27th Sept 2024)

Autumn Term (30 Sept - 7 Dec 2024)

Spring Term (Mon 6 Jan - Sat 15 Mar 2025)

Summer Term (23 Apr - 28 Jul 2025)

#### 2.1.3 - 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/servicessupport](http://warwick.ac.uk/services/its/servicessupport).

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/servicessupport/training](http://www.warwick.ac.uk/services/its/servicessupport/training)).

#### 2.1.4 - 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](mailto:Jackie.Hanes@warwick.ac.uk)

### **2.1.5 - 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-session courses that are provided at: [www.warwick.ac.uk/fac/soc/warwickfoundationstudies/eap/in-sessional](http://www.warwick.ac.uk/fac/soc/warwickfoundationstudies/eap/in-sessional)

You can attend these courses even if you have already taken the pre-session 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 Deputy Director of Undergraduate Studies 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 - Course Specifications - TECA-L1PA**

#### **Course aims:**

- To provide students with a structured, cumulative, and rigorous foundation of specialised economic concepts, analysis, techniques, and knowledge including access to current economic research and debates.
- To promote understanding of national and international economic problems, policies, and decision-making including, where appropriate, an understanding of their political,

social, and historical context, and to identify changes congruent with efficiency and equity.

- To encourage links between economics and other related disciplines including mathematics, finance, business studies, history, political science, international relations, or a modern language.
- To meet students' aspirations (a) to study in a supportive and intellectually challenging environment, (b) to develop their capacity to learn, (c) to enable them to acquire both subject-specific and generic skills, (d) to train for possible employment or further study as specialised economists or in wider fields where skilled analysis and critical thinking are required.
- To equip students with the generic and subject specific skills, including analysis, critical thinking and quantitative skills to meet national and international demands for high-quality graduates (a) in particular fields of employment, research, and further study where specialised training in economics is required (b) in broader fields of employment

#### **Learning outcomes:**

On completion of the 1 year MSc programme students should have provided evidence of being able:

Economics principles: Knowledge and understanding of core concepts and methods of analysis in microeconomics and macroeconomics.

Applied economics: Knowledge and understanding of standard economic models, economic history and quantitative methods and computing techniques (B) applied to problems arising in public policy and the private sector.

Economic information: Knowledge of economic data; understanding of problems and solutions in economic measurement. Research and public policy debate. Familiarity with contemporary theoretical and empirical debates and research outcomes in some more specialised areas of economics.

Analytical thinking: Verbal, graphical or mathematical analysis; concepts of an equilibrium (B); the ceteris paribus method and counterfactual analysis. 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 & problem solving. Finding whether there exists a solution to a problem; knowing how to approach a new problem.

Socio-economic awareness: Private versus social costs and benefits; rationale for government and international policy.

Analysis of institutions. What and why institutions exist and how incentives work in them.

Understanding simultaneity and dynamics: Situations in which two or more independent factors vary simultaneously and how the effects vary over time. Evaluation of trade-offs. Concept of opportunity costs. Analysis of optimisation. Concepts of an optimum and efficiency. Assessment of uncertainty. Concepts of expectations and surprises; probability and its applications. Evaluation of the factors that influence income, wealth and well-being. Analysis of how resources are used and how agents, such as firms and households, interact: both at the microeconomic and macroeconomic level.

Evaluation of the inter-relationships between Economics and other disciplines especially in the Social Sciences - and understanding how to frame a problem.

Research skills: Use of library and internet as information sources; locating, extracting, analysing, and presenting data and other material.

Numeracy and quantitative skills: Use of mathematics and diagrams, understanding data, statistical analysis

IT skills and computer technology: Word processing and spreadsheets; specialist econometric or statistical software; internet applications Abstraction (B). Balancing simplification (for tractability) against literalness (for relevance).

Written communication skills

Oral communication skills

Working with others

Problem solving

Information technology

Numeracy

**Further details on your course specification are listed below or can be found in the sections noted:**

- UCAS codes - Diploma plus MSc P-L1PA
- Home Department - Economics
- Course Leader - Dr Emil Kostadinov
- Contact Information - section 2 (Diploma plus MSc L1PA Regulations)
- Course Duration is 2 years from the course start date unless you are required to resit modules without residence - section 4
- Course Delivery - your course will be delivered in-person at the University of Warwick campus.
- The framework for Higher Education Qualifications level is 7.



- Full credit load and breakdown - section 2 (Degree Course Regulations)
- Details of the course (including learning outcomes) section 2 (Course Specifications)
- Transferable skills and how these relate to the Warwick Award - section 5 Skills acquired through your modules
- The assessment strategy - section 4
- Details of which modules are studied and how they link to progression - section 2
- All details in this handbook relate to students starting their course in the academic year 2024/25.
- Examination conventions (including progression information) - section 4 (Exam boards, progression and resits)
- Rules for Award (including associated exit awards) - section 2 (Honours degrees)

### **Entry Requirements**

Minimum requirements: 2:1 undergraduate degree (or equivalent). You must have a strong background in Mathematics and Statistics. This means you should have achieved a good standard in quantitative modules as part of your undergraduate degree, or have at least an A grade at A level Mathematics (or equivalent).

English languages requirements: This course requires

- Band A
- IELTS overall score of 6.5, minimum component scores not below 6.0.

### **Additional Information**

- Key Dates and Features of the Academic Year section 1 (Term dates)
- Contact Hours section 2 (How we teach and how you learn)

#### **2.2.2 - 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 24th September 2024 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](#).

#### **2.2.3 - Diploma course modules**

You will normally take the following core modules:

Code	Module	CATS Credits
EC201	Macroeconomics 2	30
EC202	Microeconomics 2	30
EC226	Econometrics 1	30

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. Please note that Diploma students are not able to take WBS modules.

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 module Support and Feedback classes and can access Advice and Feedback 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.

### **2.2.4 - 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.

### **2.2.5 - 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)

## **2.2.6 - 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](#).

## **2.2.7 - Withdrawal from your course**

### **Temporary Withdrawal**

A temporary withdrawal (TWD) is an approved period of time when you are not studying for your award and is governed by University [Regulation 36.1](#). For more information, also see the guidance from the Academic Office.

You may request periods of temporary withdrawal for a variety of reasons and can find further details about this on the [temporary withdrawal webpage](#). The last date of attendance on any temporary withdrawal request cannot be after the end of term 2. Any request to temporarily withdraw after this point will instead be considered by the Exam Board who will make a decision regarding sits or resits in examinations.

You may request, in the first instance, a maximum of 12 months of temporary withdrawal from your course of study. Periods of temporary withdrawal for less than 12 months are not permitted. In order to make a temporary withdrawal request, you should first talk with your Personal Tutor or Year Tutor and can discuss this in the Academic and Pastoral Support daily drop-in sessions. You must then complete an online [Temporary Withdrawal Request Form](#), which should be submitted along with the relevant medical or other evidence. The Director of Undergraduate Studies will recommend that the request be approved or declined and if it is recommended for approval, the request will be sent to the Academic Registrar for final approval or decline. Please note that if you are requesting temporary withdrawal on medical or health-related grounds you must supply a recent medical note in support of your request.

Note that requests for retrospective temporary withdrawal, typically so that you effectively restart the academic year when you return, will be considered only in exceptional circumstances. Such requests must include a clear rationale outlining why you were unable to make the request earlier. Retrospective temporary withdrawal can only be backdated by a maximum of four weeks for student visa holders. If you are a student visa holder you should go to the [Immigration Team](#) to seek advice from an Immigration Adviser as a temporary withdrawal will affect your visa.

You should speak to [Student Finance](#) and [Accommodation](#) to notify them of your temporary withdrawal once it has been confirmed.

During a period of temporary withdrawal or resit without residence, you are not permitted to attend lectures or module Support and Feedback classes, either formally or informally. However, in order to help you prepare for your return to study or sitting examinations, access to University IT facilities and the Library will normally continue during these periods.

### **Returning after a period of temporary withdrawal**

If you are returning part-way through an academic year, e.g. at the start of the spring or summer term, you will be assessed on the basis of the syllabus you have personally followed during your period of residence or study at Warwick. If the syllabus of a module has changed during your absence, then you will be set a special examination paper which covers the material you have followed.

### **Permanent withdrawal**

If you feel that you would like to permanently withdraw from your course, whether after a period of temporary withdrawal or not, please make an appointment to see your Personal Tutor or go along to the Academic and Pastoral Support daily drop-in sessions. Here, you will be able to discuss this important decision and receive advice on the implications. If, after this discussion, you are resolved to withdraw from your course, you must complete the online Permanent Withdrawal Form, which can be accessed [here](#). This will be reviewed by the UG office, who will liaise with the Director of Undergraduate Studies, who will then arrange to inform the Academic Office of your departure. Please note that you should seek advice from [Student Finance](#) on any implications for your fee payments and also from Warwick [Accommodation](#). International Students should contact the [Immigration Team](#) for details on visa implications.

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

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

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. You will also be expected to undertake your own independent study. 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.

Contact hours are designed to be high in the Autumn and Spring Terms. In the Summer Term, your independent study time will increase as you revise for exams.

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 academic conduct.

### **2.3.2 - Lectures**

Modules will normally have a 2 hour in-person lecture each week which will show on your Tabula timetable.

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 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 and listen to the recordings from the relevant lecture.

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 attend the in-person 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.

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.

### **2.3.3 - Lecture capture**

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. 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 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.

## 2.5 - 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	Description	Timing
1.	Attendance at Department Welcome Session	Week 0
2.	Attendance at EC201 lecture	Week 3
3.	Attendance at module support and feedback class for EC202	Week 5
4.	Attendance at module support and feedback class for EC226	Week 7
5.	Attendance at module support and feedback class for EC201	Week 9
6.	Submission of economics module evaluation	Week 10

#### Spring Term



7.	Attendance at EC201 lecture	Week 15
8.	Attendance at module support and feedback class for EC202	Week 17
9.	Attendance at module support and feedback class for EC201	Week 19
10.	Attendance at module support and feedback class for EC226	Week 21
11.	Attendance at module support and feedback class for EC201	Week 23
Summer Term		
12.	Attendance at EC201 revision lecture	Week 30
13.	Attendance at an examination	Between Weeks 36-38

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

Student 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 student visa 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. At the start of each module Support and Feedback class your tutor will record your attendance or absence and input this data into Tabula within 24 hours (please note that late arrival (after 15 minutes) may result in an absence being recorded by your class tutor). 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 become familiar with the [Academic Integrity Framework](#) and [Regulation 11](#).

##### 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:

<b>Class (Marks)</b>	<b>Comprehension</b>	<b>Analysis</b>	<b>Critique</b>	<b>Presentation</b>
<b>First</b>	Demonstrates command of the subject matter including, where appropriate, methodological, technical and scholarship skills.	Presents a tightly-focused, relevant and well-structured answer with full and accurate development of concepts/theories, and excellent use of evidence.	Understands and evaluates relevant arguments, debates and/or interpretations in a manner that demonstrates a developed capacity for independent thought. This may amount to an extension of existing arguments, debates and /or interpretations.	Provides a thorough and consistent deployment of techniques of academic writing with particular reference to structure, referencing/sourcing and spelling/grammar.

<b>2:1</b>	Demonstrates good appreciation of the subject matter including, where appropriate, methodological, technical and scholarship skills.	Presents a coherent and closely-argued answer with good structure, accurate use of concepts/theories, and good use of evidence.	Understands and evaluates relevant arguments, debates and/or interpretations in a manner that demonstrates a capacity for independent thought.	Provides a good deployment of techniques of academic writing with particular reference to structure, referencing/sourcing and spelling/grammar.
<b>2:2</b>	Demonstrates an understanding of core aspects of the subject matter including, where appropriate, methodological, technical and scholarship skills.	Presents an answer to the question taking into account appropriate structure, development of concepts/theories and reasonable use of evidence.	Understands and reproduces relevant arguments, debates and/or interpretations.	Acknowledges and employs techniques of academic writing with particular reference to structure, referencing/sourcing and spelling/grammar.
<b>Third</b>	Demonstrates some familiarity with the subject matter including, where appropriate, methodological, technical and scholarship issues.	Shows an understanding of the question with some structure, knowledge of concepts/theories and use of evidence.	Demonstrates some awareness of relevant arguments, debates, and/or interpretations.	Shows awareness of techniques of academic writing with particular reference to structure, referencing/sourcing and spelling/grammar.
<b>Fail</b>	Demonstrates little evidence of familiarity with the subject matter including, where appropriate, methodological, technical and scholarship skills.	Demonstrates a poor grasp of the question with loose structure, little knowledge of concepts/theories and inadequate use of evidence.	Demonstrates little awareness of relevant arguments, debates, and/or interpretations.	Provides a poor demonstration of techniques of academic writing with particular reference to structure, referencing/sourcing and spelling/grammar.

### 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.

<b>Class</b>	<b>Scale</b>	<b>Mark</b>	<b>Descriptor</b>
<b>First</b>	Excellent	100	Exceptional work of the highest quality, demonstrating excellent knowledge and understanding, analysis, organisation, accuracy, relevance, presentation and appropriate skills. At Final Year level: work may achieve or be close to publishable standard.
	1st	94	
	High 1st	88	
	Upper Mid 1st	82	
<b>Upper Second (2.1)</b>	Lower Mid 1st	78	Very high quality work demonstrating excellent knowledge and understanding, analysis, organisation, accuracy, relevance, presentation and appropriate skills. Work which may extend existing debates or interpretations.
	Low 1st	74	
	High 2:1	68	
	Mid 2:1	65	
<b>Lower</b>	Low 2:1	62	High quality work demonstrating good knowledge and understanding, analysis, organisation, accuracy, relevance, presentation and appropriate skills.
	High 2:2	58	

<b>Second</b>	Mid 2:2	55	Competent work, demonstrating reasonable knowledge and understanding, analysis, organisation, accuracy, relevance, presentation and appropriate skills.
	Low 2:2	52	
<b>Third</b>	High 3rd	48	Work of limited quality, demonstrating some relevant knowledge and understanding.
	Mid 3rd	45	
	Low 3rd	42	
<b>Fail</b>	High Fail (sub Honours)	38	Work does not meet standards required for the appropriate stage of an Honours degree. Evidence of study and demonstrates some knowledge and some basic understanding of relevant concepts and techniques, but subject to significant omissions and errors.
	Fail	32	Work is significantly below the standard required for the appropriate stage of an Honours degree. Some evidence of study and some knowledge and evidence of understanding but subject to very serious omissions and errors.
		25	Poor quality work well below the standards required for the appropriate stage of an Honours Degree.
	Low Fail	12	
<b>Zero</b>	Zero	0	Work of no merit OR Absent; work not submitted; penalty in some misconduct cases.

### 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. 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. The department uses Tabula for e-submissions, recording your marks, and 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. This applies to both individual work and group work, where penalties will be applied to all group members, even if the group designated one person as responsible for submission.

You can submit your work electronically up until 14:00 (GMT) 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 13:00 (GMT) 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 justification for late submission.

If you are submitting assessed coursework to another department, 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 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 Kofax Power PDF Advanced converter software from ITS and follow the instructions: <https://warwick.ac.uk/services/its/servicessupport/software/list/pdfconverter>
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, including checking graphs and equations.
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 (holding down the Ctrl key while selecting your files allows you to select multiple files).

- 8.

Upload the document(s) via Tabula. If you have a technical problem with your submission, you should take a screen shot or print off the error message/page and submit mitigating circumstances with your evidence via the personal circumstances portal in Tabula. You should submit your document(s) via Tabula as soon as the issue has been resolved. However, given that you should have left enough time to resolve any difficulties, this may not be accepted as an excuse for a late submission.

### 3.1.3 - Deadlines

Each piece of work for your Economics modules must be submitted by 14:00 (2.00 pm) (GMT) on a particular date, as set by the UG Office and approved by the module leader. You will be given notice of these deadlines through Tabula. The University's guidance to markers specifies a minimum of four term-time weeks' notice of deadlines. If you are taking a module in another Department, you should check with that Department to find out the submission deadline and method.

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. 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 and errors after the deadline will receive a penalty. Also bear in mind that demand on the system is likely to be high in the last hours before the final deadline.

### 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	Submission Deadline				
	Mon	Tues	Weds	Thurs	Fri
After deadline Mon and Before deadline Tues	5				
After deadline Tues and Before deadline Weds	10	5			



After deadline Weds and Before deadline Thurs	15	10	5		
After deadline Thurs and Before deadline Fri	20	15	10	5	
After deadline Fri and Before deadline successive Mon	25	20	15	10	5
After deadline Mon and Before deadline successive Tues	25	20	15	10	5
After deadline Tues and Before deadline successive Weds	30	25	20	15	10
After deadline Weds and Before deadline successive Thurs	35	30	25	20	15
After deadline Thurs and Before deadline successive Fri	40	35	30	25	20

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.

All cases (extensions/class/test/examination absences) of mitigating circumstances evidence should be submitted via the personal circumstances portal in Tabula. 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. Further details regarding mitigating circumstances for examinations are given in [section 4.11.4](#). Some departments may have their own form for an extension or exemption, which might need signing by the Student Support and Progression Officer, once you have submitted evidence. It is your responsibility to check this for each module you are taking.

All extension and exemption requests are considered by the Student Support and Progression Officer, in consultation with the Director of Undergraduate Studies. They are not considered 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 action to avoid this. 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. Self-certification is available for the following module assessments:

EC346 - Assignment 2 Written Report

All other module assessments are not eligible for self certification.

This must be submitted to the department within 3 days. **Only two self-certifications are permitted each academic year and they are closely monitored.** All other assessments worth less than 10% are not available for self-certification. For any assessment worth more than 10% or one that is less than 10% but where self-certification is not permitted, 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 submission will not be condoned.

### **3.1.5.1 - Extensions**

If an extension is granted, a new deadline will be set by the Student Support 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 undergraduate 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 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.

**Please note** that you can only be condoned for the non-submission of assessed work up to 6 CATS in any one academic year (and up to 3 CATS on any individual piece of assessment and up to 4 CATS in any one module). If you exceed these limits you will automatically be awarded a mark of 0 for any subsequent assessments that are missed.

**Any claims for missed assessed work that are put forward for condoning by the Student Support and Progression Officers will have the weight of that component equally re-distributed across all the other components for the module, including the exam.**

### **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:** It is your responsibility to plan your academic work around other commitments, which might include obtaining books, journal articles and references from the University library before you travel. Many of the resources from the University library are online and hence you should still be able to access them from abroad. If you know that you will not be able to do so, then you should plan for this in advance.

***"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 some cases, 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.

**Please note** that you can only be condoned for the non-submission of assessed work up to 6 CATS in any one academic year (and up to 3 CATS on any individual piece of assessment and up to 4 CATS in any one module). If you exceed either of these limits you will automatically be awarded a mark of 0 for any subsequent assessments which are missed.

**Any assessed work that missed up the limits mentioned in the previous paragraph, will have the weighting equally distributed across all the other assessed work (including the exams) for the module.**

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 to 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, your tutor will re-schedule your presentation so long as you provide valid evidence for your mitigating circumstance to the Student Support and Progression Officer through Tabula mitigation.

If you are not sure into which category a given assessment falls, please ask email [economics.pastoral@warwick.ac.uk](mailto:economics.pastoral@warwick.ac.uk).

### **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 in your programme will include a written assignment. However, good writing skills are needed across all aspects of your degree. A well composed response can have an impact on the grade you receive. After all, if your reasoning is not clear, how can it be understood and graded correctly?

Sources of advice on essay writing include:

- Departmental guidance in the form of marking criteria;
- Information Skills for Economists; in particular, section 6 on Referencing and avoiding plagiarism;
- your module Support and Feedback class tutor, module lecturer, and module leader.
- the study skills sessions organised by Careers & Skills;
- the Warwick Library's Economics resources;
- regular drop-in session with the Economics Librarian in the Department.
- in-session English language classes provided by Warwick Foundation Studies.

Written assessments take a long time to complete. Plan carefully the amount of time you need to research, plan, compose, reference, and edit your essay. Do not leave the submission of your work until the last minute. Build in some time to put things right in case your computer crashes or there are issues with the Tabula submission portal. Finally, please back up your files regularly.

### **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 and write complex equations 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 Director of Assessment and Feedback in the first instance.

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

Marked assessed work (excluding examinations) 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 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, as a separate linked document, or as a summary of comments on the feedback sheet. These may indicate what was done well in your assessment, 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. Feedback may be in the form of your submitted answers along with the correct test answers. In addition, we provide generic feedback on assessments, which will provide more general comments on the cohort's performance. It will outline particular aspects that were done well, common problems, 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 approach 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 hours to further discuss your feedback, noting, however, that markers are not permitted to re-mark your assessment. Academic judgement cannot be challenged. If you still need more information email the UG Office.

### **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 in person 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 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 are accessible by email and available for Advice and Feedback hours to receive and respond to individual clarification questions.

- 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**

**The following policy does not apply to exam papers, where arithmetical checks are already completed during the marking and moderation process.**

University regulations state that students may not query a mark awarded on a piece of assessed work on the basis of academic judgement. We will reject any requests by students to have their work reviewed on the basis that they disagree with the marker's evaluation of their performance, whether it is based on the mark or the feedback. Here are some examples of what we mean by challenging academic judgment:

- You believe that your analysis met the assessment criteria;
- You think that your work covered all the important points;
- You believe that your assessment is of a similar standard to your peers.

Any student taking a module operated by the Department of Economics, who, upon receiving their marks for an assessment, cannot understand how it has been determined, should first review the comments and annotations made by the markers and review the generic feedback that is provided electronically. If you are still unsure about the mark, having reflected on the feedback, you should then approach the module leader or lecturer to discuss your performance in the assessment, but not to request a re-mark.

If you still believe there has been an error in the assessment mark, 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 from the date on which the feedback was published in Tabula. We will then carry out a check of the marks. If no discrepancy is found, you will be advised of this. 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. The Department has the right to adjust the mark upwards or downwards after the checking process.

### **3.1.8 - Referencing**

Include a complete reference list (bibliography) at the end of your essay. It should contain all references that you cite in the text; no more and no less. Markers are wise to 'padding' a bibliography which is including references that have not been cited in order to make the essay appear better researched.



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.

In Economics we recommend using the Harvard referencing style. If you choose to use a different style, you must do so consistently within any particular assignment. More information on how to use the Harvard referencing style can be found on the university library's webpage for [Economics - Referencing](#).

Your reference list should be sorted alphanumerically: by author(s)'s last name(s) and then publication date. The book or journal title should be italicized with the title of the article or chapter in single quotation marks. This is in accordance with the principle that the library catalogue entry gets italicised. The place of publication and publisher should be included when referencing published books. When citing an article (chapter) you should also include the page number range (first and last) for that article in the journal (book).

Here are a few examples:

1. Reference list entry for a book:

Allen, R. (2009) *The British Industrial Revolution in Global Perspective*. Cambridge: Cambridge University Press.

1. Reference list entry for a chapter in an edited book:

Howlett, W.P. (1994) 'The Wartime Economy, 1939-1945', in Floud, R. and McCloskey, D. (eds) *The Economic History of Britain Since 1700: Vol. 3. 1700-1860*. 2nd edn. Cambridge: Cambridge University Press, pp. 1-31.

1. Reference list entry for a journal article:

Lucas, R.E. (1972) 'Expectations and the Neutrality of Money', *Journal of Economic Theory*, 4, pp. 103-24.

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](#).

## **3.2 - Examinations**

A significant proportion of your assessment will be in the form of University examinations. In 2024/25, students will take all of their exams in person on campus.

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 exam as you will not be permitted to bring it into the examination room with you. The use of PDAs or mobile phones, or any other hand-held devices that facilitate wireless communication is not normally permissible in examination conditions. If you are found to have an electronic device in an examination or test that is not permitted, 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.

The exams will be timetabled and will start at set times. The exam timetable is normally published towards the end of the Easter vacation or at the start of the summer term.

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

For Diploma students, 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 exams are scheduled centrally by the Examinations Office and, as such, the Department has no control over which exams are held on which day. The scheduling process is very complex and, whilst direct clashes will be avoided, it is quite common for students to have two papers on the same day, or papers on adjacent days, and this is comparable to the position at other UK universities similar to Warwick in size and complexity.

It is your responsibility to check the date and time of your exams and ensure you arrive at the exam venue ahead of the exam. Exams usually start at a set time (either 9.30am GMT/BST or 2pm GMT/BST). Exams with reading time start at 9.10am GMT/BST or 1.40pm GMT/BST. Students with Reasonable Adjustments may be asked to start their exams at an earlier start time of either 9.00am GMT/BST or 1pm GMT-BST. If you are late to an exam, you will be permitted to enter up to thirty minutes after the start time, but you will only receive the time remaining on the exam. If you miss an exam, you are not permitted to sit at a later time and you will be marked as absent. You will receive a mark of zero.

### **3.2.2 - Reasonable adjustments for exams**

To be considered for reasonable adjustments, we encourage you to [meet with a Disability Adviser](#). Disability team's recommendations are informed by information about your disability, including any relevant, recent medical or other professional evidence. If you don't already have any information or evidence, you can get a medical professional to complete the [medical evidence form](#). If you have a diagnostic assessment or medical evidence you can also use this to apply for Disabled Students' Allowance (DSA).

If you do not have any documentation related to your disability or long-term health condition, we would still encourage you to make an appointment to speak with a Disability Adviser, as there may be other options available to you.

### 3.2.3 - Writing Legibly in Examinations

The Department believes the onus for writing legibly should rest with students. Students are responsible for ensuring that handwritten answers in exam scripts are legible and can be read by markers.

- Markers will make reasonable efforts to read scripts, and those found to be illegible will be checked by a moderator to confirm whether or not the handwriting can be deciphered.
- If the marker and moderator are unable to read a script it should be forwarded to the Director of Undergraduate Studies, Director of Graduate Studies (Taught Degrees), or Director of MRes/PhD, as appropriate, for scrutiny.
- If the answers are still deemed illegible, the indecipherable sections will not be marked.
- The relevant Programme Manager will annotate the mark grid to indicate to the Board of Examiners any scripts with illegible handwriting (using the notation  $\hat{?} IL(ECXXX)$ , to help inform the Board's decisions about resits and borderline cases.
- The Department does not allow scripts with sections deemed to have illegible handwriting to be resubmitted as a first attempt, unless there is medical evidence of mitigating circumstances that would have affected a candidate's handwriting in exam conditions.
- Except for circumstances in which an impairment to writing in exam conditions could not have been anticipated, students should provide medical evidence for alternative exam arrangements by the deadlines set by the Student Administrative Services: [https://warwick.ac.uk/services/academicoffice/modules\\_marks\\_assessments/students/alternative\\_examination\\_arrangements](https://warwick.ac.uk/services/academicoffice/modules_marks_assessments/students/alternative_examination_arrangements)
- Students who have failed a paper where sections were deemed illegible will be offered the chance to type their answers for that paper in the resit exam.

### 3.2.4 - Good practice in examinations

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

- Familiarise yourself with the instructions for each of your examinations and ensure that you follow them when completing your exam paper.
- Answer the correct number of questions, as set out in the exam rubric. [Exam rubrics](#) can be viewed on the [Exam Resources](#) webpage. 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.

- Each question of your exam will be answered in a separate answer booklet. Be sure to write your student ID onto each answer booklet in the space provided. Also, add your student ID to any spare sheets of paper used in the exam.
- Familiarise yourself with the answer booklets for each of your examinations. They are available to view on the [Exam Resources](#) webpage. Use the correct answer booklets, as set out in the rubric. For answer booklets for optional questions, be sure to state which question you are choosing on the front of the booklet.
- Write legibly - we will make a reasonable attempt to read your exam paper, but if we cannot read it, the indecipherable sections will not be marked. You will not be permitted to re-write or type it.
- Strike out any material that is not to be read or marked (e.g., unwanted attempts at the question).
- Check the exam rubric to see if you are permitted to have a calculator in the exam. Except for the display of error or function messages, calculators with non-numeric displays are not allowed. Note, that this means that graphical calculators and calculators with algebraic capabilities that are acceptable in GCSE and A-level examinations, are not allowed for exam in any EC-coded module. There are many calculators which meet the criteria laid out above and we are unable to list them all here or answer the question as to whether a calculator type is appropriate. We do note that the Casio FX82, FX83 or FX85 series are all appropriate and are reasonably priced. Invigilators will carry out checks of their suitability before the exam.

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 and exam resource pages - 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 through these links:

- [Examinations Office website](#)
- [Students' Union](#)
- [University Counselling Service](#)

### 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 our [Assessment and Feedback](#) webpages.

Following the September examination period, you will be provided with feedback from the main examinations,

- The exam paper for each of your modules;
- Summary statistics for each of your modules, showing the range of mark classifications for the exam paper ;
- A cumulative distribution function for the exam paper for each of your modules;
- Summary statistics per each exam question that you attempted for each of your modules,
- For your modules, the module leader's comments per question on the areas on which the cohort generally did well and not so well.
- For your modules, the module leader's comments on the kind of answers that may have scored highly in this exam paper, or other guidance on assessment criteria 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.

Furthermore, please be aware that for modules with small numbers of registrations, data will be withheld in order not to breach anonymity, consequently we are not providing feedback on Special Syllabus papers, modules with less than ten students and the September exam papers.

If you are re-sitting exam(s) in September /January, you will be given your failed exam script to see how this has been marked. Please note this policy does not apply to exams that were failed because of an academic integrity penalty. We provide the scripts as a way for you to review and reflect upon your performance and as a way of helping you to prepare for your resit. This copy represents all of the information that can be provided. You are not permitted to request a re-mark on any exam or receive any further feedback on your exam script from any member of staff, as all exams have been thoroughly checked and academic judgement cannot be challenged.

We do have a robust marking and moderating process in place and hence please do be reassured of the accuracy of your marks, even though they may be below what you were

expecting. Note, also, 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 answer. This policy applies only to EC-coded modules. Other departments may have their own policy for their own modules, you will need to ask the department that owns that module for details.

If you have any concerns or feedback about the examination process, please contact the 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: To broadly achieve at least a third class honours standard.

Guidelines: (i) Pass (> 40%) at least 90 CATS  
(ii) An average mark of 40.0% or better over 120 CATS

2.

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

Aim: Normally you would be required to achieve at least an upper second class honours standard

Guidelines: (i) Pass (> 40%) at least 90 CATS  
(ii) An average mark of 58.0% or better over 120 CATS  
(iii) A mark of 60.0% or better on at least 60 CATS

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 a 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 the 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. All mitigating evidence related to exams should be submitted no later than **five working days following the affected exam**. All other mitigating circumstances claims must be submitted as soon as possible and no later than 3rd June 2025 for Diploma students.

The University expects that all mitigating evidence is brought 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](#) and then will only be considered if there is a detailed and convincing explanation for why the evidence was not supplied on time.

#### **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 several 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 Diploma students the Mitigating Circumstances Officer is the Student Support and Progression Officer.

We are aware that in some cultures it is considered shameful or embarrassing to disclose the details of these kinds of circumstances 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 Support 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 the Wellbeing Services 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 Assessment, the Director of Student Experience and Progression, the Year Tutor and the Student Support 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 Support 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](#).

### **Deferral of an Examination Period**

If you have severe circumstances which mean that you will be unable to take assessments such as examinations during an official University examination period (e.g. January, June, Sept Examination period) you may request to defer the **entire** examination period to the next available opportunity (for Undergraduates normally the September resit period).

Deferral of an examination period is governed by the [University's Deferral of Examination Policy 2020](#).

Students who need to apply for deferral will need to submit a mitigating circumstances application on Tabula and discuss it with the Senior tutor. Applications should be submitted **at least five working days before** the beginning of the exam period (i.e. the first exam in the exam period). Applications submitted within the five working days before the exam period may not be considered given any time constraints. Please refer to the policy to check if you are eligible for a deferral.

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

For severe mitigating circumstances the Exam Board might recommend the candidate sit 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 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 will 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 (RAs) 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 assessment.
- 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.

Students are strongly advised to approach Disability Services before their assessments and exams. Late recommendations may not be organised for that assessment or exam.

### **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).

## **3.3 - Academic Integrity**

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

**Academic integrity means committing to honesty in academic work, giving credit to the ideas of others, 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 framework, and with [Regulation 11](#), which governs academic integrity at the university level.

**The Department of Economics has a dedicated [Academic Integrity webpage](#) with detailed information and guidance on all aspects of Academic Integrity and Misconduct. We expect all our students to familiarise themselves with these pages.**

The University also provides Moodle courses on [Avoiding Plagiarism](#) and [Introduction to Referencing](#). All students are expected to complete these.

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, for example due to being in a rush to complete an assignment, or by not checking what's being submitted.

**Academic misconduct includes (this list is not exhaustive):**

- Plagiarism. Presenting someone else's work or ideas as your own without acknowledgment, examples can include:
  - verbatim copying of another's work without acknowledgement (this can include the use of shared/group notes);
  - close paraphrasing of another's work by simply changing a few words (this can include the use of shared/group notes);
  - unacknowledged quotations;
  - deliberate and detailed presentation of another's concepts as your own, including through the use of Generative Artificial Intelligence, for example ChatGPT.
- Self-plagiarism. Submitting the same work (fully or partially) that you have already submitted for another assessment, unless this is permitted;
- Taking a copy of another student's work;
- 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 worked on and submitted individually;
- 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, including code);
- 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/test, or to obtain or share unseen materials in advance of an in-person or online examination/test, 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.

### **3.3.1.1 - Use of Generative Artificial Intelligence (AI)**

Each module leader has the liberty to decide whether to allow the use of generative artificial intelligence (AI) or not in their coursework assessments subject to specifying in the coursework guidelines what the position is. If the module leader decides to allow the use of AI, they will make clear how this can be used in the assignment. Following University [guidelines](#), the use of AI must be appropriately referenced and documented.

Unless module leaders give you specific instructions, disclosure of generative artificial intelligence (AI) use should take the form of a statement in a sensible location in your assessment, such as at the top of the references section.

The statement should clearly explain:

- Which AI was used;
- Why it was used;
- What input was used;
- Where in the submission the AI output appears.

The Department strongly recommends that if you are using AI, you keep accurate records of its use, such as screenshots.

Please be aware that when submitting coursework on Tabula, you will have to declare that the submission complies with these guidelines.

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

Warwick distinguishes between academic misconduct and poor academic practice.

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)*

*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). (A4.2 Regulation 11)*

*Judgements about poor academic practice are academic judgements against which there is no appeal. (A4.3 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 further on in this section of the Handbook.

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

The Department of Economics has an established process for investigating potential breaches of Academic Integrity. Once the Academic Integrity team receives a notification of possible misconduct, the Department's Academic Integrity Lead will determine the need for further investigation and whether the student will be required to attend a meeting of the Academic Conduct Panel (ACP). Please refer to the Department's dedicated [Academic Integrity webpage](#) for further information.

In the event the investigation concerns a group work assessment, all students within the group will be asked to attend the Academic Conduct Panel, and penalties may be applied to all students within the group.

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.

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

Breaches of academic integrity are quite damaging. They damage the perpetrator, who does not learn how to be an economist, but learns how to be dishonest. They damage relations between tutors and students, because it generates suspicion. They damage all students when they leave Warwick, because such misconduct cases lower the reputation of a Warwick degree, which is perceived by employers as very high. They damage academic staff, who spend time policing the rules instead of teaching and researching.

Breaches of academic integrity are regularly detected and penalised. The penalties are severe. The policies are strict even if it's the first time your work has not met standards of academic integrity. The Department of Economics has a formalised range of penalties that we apply to cases where Academic Misconduct has been found, ranging from reductions in marks for specific parts of an assessment to up to a 100% reduction in mark for an assessment. Please refer to our dedicated [webpage](#) for further information.

In 2023/24, the Academic Integrity team logged 286 referrals and investigated 363 students across UG and PG cohorts (175 for poor practice and 188 for misconduct). Out of the 188 misconduct referrals, 122 students had penalties applied to their marks.

### **3.3.5 - Academic referencing**

It is important that you familiarise yourself with the Academic Referencing approach used at Warwick. The fact that you may not have written essays before coming to this University, or that you may come from a different school system, are not acceptable excuses

for incorrect referencing. You must take the initiative to ensure you have all the skills needed to produce good work as it is expected here. 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](#).

We also have a dedicated Economics Librarian coming to the Department regularly that is available to help and guide students in need.

If you are ever in doubt about referencing and avoiding plagiarism speak to your module leader/tutor or your personal tutor, before you submit your piece of work.

### **3.3.5.1 - When to acknowledge sources**

One of the most important skills to develop at university is the recognition of when you need to acknowledge a source. You should acknowledge a source:

- when you quote directly using other people's words. Text taken directly from someone else must always be in quotation marks. You are strongly advised to avoid this practice, which, if done repeatedly, demonstrates only copy-paste skills. Use your own words to show knowledge and understanding of the material.
- when you paraphrase the ideas, arguments, or theories of others, including lecture material, in your own words.
- when you use evidence from the work of others to support your own arguments.
- when you rework published data or use it as the basis of your own calculations.
- when you include charts, tables, and diagrams produced by other people. If the source you have taken the material from has been copied from someone else, you must reference both the original author and the source you have used yourself.
- when you reuse material that comes from work you have previously submitted for assessment whether at Warwick or elsewhere.

In each of these cases you need to incorporate a specific citation into the text or tables of your coursework. You must also include the source in your bibliography, but it's not enough just to include the source in a bibliography or list of references at the end.

Any textbooks you do use should be included as a reference in your bibliography at the end of your coursework. However, you do not need to give references for ideas and theories which have passed into the public domain and appear in any number of textbooks: for example "Economic theory suggests that demand curves for normal goods are negatively sloped." The same logic means that you can refer to a vacuum cleaner as a Hoover, even if it is made by Panasonic or Miele, because the Hoover Corporation failed to register its name as a trademark before it entered the public domain.

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

### 3.3.5.2 - How to acknowledge sources

There are many possible forms of citation. The one we favour takes the form of abbreviated references in the text (rather than footnotes or endnotes) coupled with a list of references with full detail at the end. Each text reference is limited to the author's last name, date of publication, and page reference. Some examples:

(1) According to Howlett (1994, p. 3), the need for rapid mobilisation is a crucial reason why market institutions may not sufficiently adjust the allocation of resources to wartime priorities.

(2) The original application of rational expectations to macroeconomics is usually attributed to Lucas (1972).

(3) One theory argues the first industrial revolution occurred in Britain due to a unique combination of factor prices (Allen 2009).

Avoid the use of footnotes to add extra comments and asides. If what you need to say matters it should go in the main text. If it doesn't belong in the text, leave it out. If you are required to or choose to use footnotes as the means of referencing, you should include the full reference in the footnote, as well as in the bibliography.

### 3.3.5.3 - Common pitfalls in academic referencing

Citations and references can be misused. Here are some points on which to take care:

- An essay is an exercise in writing, not in using other people's words. This means that, unless something is extremely effective, you should not quote. You can summarise the thoughts of others, but make sure that the writing is your own style. We want to know what you think.
- Do not use citations as a substitute for argument. What gives your argument authority is logic and evidence, not the number of scholars you can find who agree with you, so don't pad the bibliography with material you haven't used. It will not impress the marker. The marker does want to know that you have read widely, but to read widely without understanding benefits no one. Using large quantities of references can sometimes actually signal to the marker that you do not really grasp the topic in detail. Use references selectively as proof of your good faith as a scholar, not to batter down disagreement or bury points of difficulty.
- Only cite what you yourself have used. For example, you may read something that itself refers to another source. Thus Gordon (1998), *Macroeconomics*, p. 490, discussing excess volatility in aggregate consumption, refers to an article by Marjorie Flavin (1981) in the *Journal of Political Economy*.

Suppose the point matters to your essay. Whom do you cite: Flavin or Gordon? If you cite only Flavin it makes you look good: here's a student who seems to have gone into the subject in depth. But you run the risk of making an inappropriate citation: you have to trust Gordon; was his purpose in making the citation really the same as yours? The correct form is Flavin (1981), cited by Gordon (1998, p. 490). That makes Gordon, not you, responsible should the citation prove incorrect or inappropriate. Better still, if the point really matters, go to the



original reference and read it yourself. Then you can cite it confidently without risk of being caught out.

It is particularly important to note when a table, chart, or diagram has been reused by someone you are citing. You must include the reference to the source you used but also show that the author(s) themselves took the material from someone else.

### **3.3.6 - 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, and/or your Personal Tutor. For advice on the Department's Academic Integrity Procedure, please refer to the Academic Services Manager on [economics.integrity@warwick.ac.uk](mailto:economics.integrity@warwick.ac.uk).

There is also an Economics Department [Academic Integrity page](#), where you will find detailed 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.

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

- Module Evaluations twice a year
- Your Personal Tutor or Year Tutor
- Attending a focus group
- Advice and Feedback hours of the Senior Tutor
- Advice and Feedback hours of the Director of Student Experience and Progression: Christian Soegaard
- The Student-Staff Liaison Committee (SSLC)
- Warwick Student Experience Survey (WSES) in term 1
- the National Student Survey (NSS) in the final year
- Departmental online feedback form (which is anonymous)

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.

#### 4.1.1 - Module Evaluation

We evaluate you by marking your coursework and exams. In turn, you evaluate us. In the final weeks of the Autumn and Spring terms you will be asked to fill in an online evaluation for each Economics module that you take. This gives you the opportunity to express your views on various aspects of the module. Feedback is most useful when it is provided in a considerate and thoughtful way. Module evaluations at the end of Terms 1 and 2 are used as Monitoring Points.

#### Why is feedback collected?

We are seeking to improve our teaching provision and your learning experience on a

continuous basis. We need to identify problems in order to mitigate or eliminate them. We need to know what you find helpful so we can disseminate best practices in teaching and learning throughout the Department. Your responses are an essential input into these processes. If you treat it seriously and responsibly, so can we. The information collected from Module Evaluations is considered by the module teaching team and is then reviewed by senior management in the Department and used in staff performance reviews. As a Department, we also look at your suggestions for improvement across modules and consider changes based on these.

### **What is useful feedback?**

You receive feedback whenever your coursework is marked and returned to you with the marker's comments. Thinking about what you like and dislike as feedback on your coursework will help you recognise what is useful feedback for your module lecturers and tutors.

### **Be honest**

The process of 'teaching and learning' requires participation by two people – the teacher and you. The benefit to you from taking a module will depend in part on your own input. This is not just your physical presence at lectures and module Support and Feedback classes and the number of essays you have submitted. Amongst other things, it is also your preparation and background reading, your participation in discussion and joint work and so on. If you feel you did not get much out of a module, ask yourself honestly how much you put in. Learning new things is rarely achieved without effort and discomfort and is normally accompanied by temporary confusion. If you experienced boredom or a failure of motivation, consider how you should apportion responsibility between your lecturers/tutors and yourself.

### **Try to separate content from personality**

During your time at Warwick you may be taught by dozens of members of staff. It would be surprising if you liked them all equally as people or if some, at least, didn't have habits that are irritating to you. Try to distinguish between your reactions to their personality and to their teaching. It is possible for you to dislike someone but still derive benefit from their teaching (and the other way round, of course).

### **Be considerate**

Lecturers have feelings too. Sometimes criticism is justified, but try to offer criticism in a sensitive way. Comments such as 'X is the worst lecturer I've ever had' aren't useful or constructive. Think what it would mean to you to be told: 'This is the worst essay I've ever marked'. It would hurt your feelings. Then you might get angry and think: 'That says more about you than me.'

### **Be conscientious**

Please complete the online evaluation forms in weeks 10 and 24, respectively. If only a small proportion of forms are returned, our perceptions of students' views may be biased as a result. Don't lose your chance to be heard.

## What happens to your feedback?

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 Deputy Head of Department (Teaching) and the Head of the Department. The written comments will also be reviewed by a small number of senior PSS to enable them to create an overall summary of the data and feedback.
- At the end of the Spring term each module leader writes an Annual Module Report, incorporating both qualitative and quantitative feedback results (see more on this below).
- Each module leader writes a response to students and shared with students on the main points raised in the module evaluation.
- A summary of the responses to module evaluations is shared with the SSLC and made available on the Module Evaluation webpage.
- 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.

### 4.1.2 - Annual Module Review

As part of our efforts to monitor the quality and standards of our degree courses, the Department engages in an annual process of review each year. This forms the cornerstone of the internal scrutiny of our degree courses.

At the end of Spring term each academic year, every module leader is required to complete a report on the operation of their module during that year, commenting on aspects such as the performance of the student cohort, any changes introduced that year and proposed for next year, any issues raised in relation to this module at the SSLC, and the data and comments generated by Module Evaluation. The module leader also writes a summary of this which is shared with students.

All Annual Module Review Reports are considered by the Director of Undergraduate Studies, who then summarises key points and presents them to the Undergraduate Management Committee. This identifies causes for concern, suggests action to overcome problems, and monitors trends from year to year.

### 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 using this [form](#).

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 Year Tutor, 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 follow the University's [Stage 2: Formal Departmental Investigation and Resolution](#).

You should initially seek support and advice and there are a variety of sources available to you: [Wellbeing Support Services](#) (including the [Dean of Students' Office](#)), the [Students' Union Advice Centre](#), and/or your Personal Tutor or Year tutor.

You should then download and complete the [University Stage 2 Form](#), and once completed you must submit this [online](#). You will be expected to provide full details and the resolution you wish to achieve, along with all relevant supporting evidence and documentation.

You can expect to receive a response within 30 University working days. For further information please refer to the Stage 2 [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. A Stage 3 complaint must be submitted with 10 University working days of receiving the Stage 2 outcome.

A Stage 3 review may be requested when:

- there is evidence of procedural irregularity or bias at Stage 2;
- the Stage 2 outcome is considered unreasonable;
- material evidence is available that was unavailable at Stage 2 and it is determined that it would not be appropriate for the relevant Department to re-open the case within Stage 2.

You should initially seek support and advice and there are a variety of sources available to you: Wellbeing Support Services (including the Dean of Students' Office), the Students' Union Advice Centre, and/or your Personal Tutor or Year tutor.

You should then download and complete the University Stage 3 Form, and once completed you must submit this online. You should include full details of the complaint and outcome of the Stage 2 request.

This stage of the complaints resolution procedure is concluded within 28 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 twelve months of the date of the Completion of Procedures Letter from the University, and complainants are subject to eligibility criteria.

## 5 - Student Voice and How to Get Involved

### 5.1 - Student Voice

There are a number of ways in which you can get involved in the life of the Department, and contribute towards our successes, such as:

- Involvement and engagement with the Student-Staff Liaison Committee (SSLC)
- Engage in Department activities such as Careers events, Warwick Economics Lectures, Economics Bites sessions, social events
- Join one of the Economics Societies
- Share your views in a student focus group
- Become involved in the Warwick Internship Scheme for Economists (WISE)
- Apply to take part in the Undergraduate Research Support Scheme (URSS)

These are interesting and fantastic opportunities for you to develop skills that you might not ordinarily use. Through contributing in this way you can demonstrate your resourcefulness, adaptability and willingness in your CV.

### 5.2 - Director of Student Engagement and Progression

The Director of Student Engagement and Progression (DSEP) [Dr Christian Soegaard](#), will act as champion for the student voice in the department and is responsible for working with you to enhance the student experience. This includes a focus on building a learning community, supporting student learning, and developing department policies and practice to improve student experience. The DSEP works closely with the undergraduate Student-Staff Liaison Committee (SSLC), and is always keen to hear your views and feedback.

### 5.3 - Student-Staff Liaison Committee (SSLC)

#### 5.3.1 - What kind of issues does the SSLC discuss?

The SSLC provides you with the opportunity, as a student, to take an active part in the development of department policies. The agenda of the SSLC contains some fixed items such as gender, diversity and inclusivity issues as well as items related to student careers and library issues. In addition, students and staff have the opportunity to raise items to be discussed at the meetings such as:

- Student Engagement - e.g. reintegration ideas for returning students and social opportunities
- Teaching issues e.g. lecture and module support and feedback class content, and new module development.
- Education quality e.g. issues related to the expected standard of your course.
- Assessment issues e.g. marks distribution



Please note that the above list is not exhaustive. The SSLC is a platform to address any issue that is deemed to be important in improving the teaching quality and overall student experience in economics.

The Student-Staff Liaison Committee (SSLC) is an important platform to have your say and provide feedback to us. The Committee has also 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. SSLC agenda items should only be issues that concern a wide population of students. The SSLC should generally not be a channel for evaluation of individual modules, or to address a specific problem that concerns only one student. Instead, this should be done via the module evaluation form or by contacting the UG office. However, if the SSLC representatives feel that there are some issues that have not been addressed via these channels, they are then free to raise these in the SSLC meetings.

During the Diploma course, the SSLC representatives will meet with staff and students in other degree programmes within the Department five times. SSLC reps are advised to 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.

### **5.3.2 - Membership of the SSLC**

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.

The committee is led by an SSLC Chair and two Deputy Chairs, elected by the student SSLC reps. For a full list of the duties of the Chair and Deputy Chairs of the SSLC see the [SSLC webpage](#) and Handbook.

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 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](#).

### **5.3.3 - Meetings and Attendance**

There are two SSLC meetings in term one, two in term two and one meeting in term three, making a total of five meetings per academic year.

Meetings are placed evenly through term in order to conduct effective follow-ups on any issues as required. Each meeting is to be kept within 60 minutes, unless pressing matters demand an extension.

As the committee only meets twice a term, representatives are expected to be present at all meetings. In the event of absence or an early departure, all members are expected to send their apologies to the SSLC Deputy Chair, before the meeting, clearly stating the reason for their absence. This will be kept on record for future reference. In extenuating circumstances, with prior information, one absence may be condoned. If a student representative misses more than one meeting, the attendance policy dictates that the said representative must attend a meeting with the SSLC convenor about their continuation on the committee. This is subject to a case-by-case review and exceptional circumstances are taken into consideration.

### **5.3.4 - Agenda, Minutes and Annual Report**

The meeting details, agendas, minutes, annual report and any other publications relating to the current and previous year's SSLCs can be found on our [website](#).

### **5.3.5 - How to get involved in the SSLC**

- Stand as a candidate in the autumn and summer elections.
- Vote for your preferred candidates in the elections.
- Submit an item for the agenda of the SSLC meeting by contacting one of your SSLC representatives.
- Keep up to date with the agenda and minutes of the SSLC meetings.

Please remember that personal problems or grievances are not a matter for the SSLC; these should instead be addressed by following the Department's Complaints and Grievances Policy.

For more detailed information and previous minutes and agendas please [see the SSLC information on the Economics website](#).

### **5.3.6 - Useful Information for SSLC representatives**

- 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 Deputy Chair 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 Deputy 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.

## 5.4 - Student Societies

### 5.4.1 - Warwick Economics Summit

Warwick Economics Summit is one of the largest student-run academic conferences in Europe, featuring world-renowned figures, engaging debates and educational workshops. The Summit covers a range of global issues from the fields of politics, development, finance and psychology. It provides an opportunity for anyone with an interest in economic affairs and politics to discuss the latest worldwide developments. In the past, the Summit has hosted Nobel Prize-winning academics such as George Akerlof and John Nash, along with key policy makers such as Andrew Bailey. The weekend offers the chance to meet and learn from a truly diverse group of students, and to socialise and network with delegates from around the world. Find out more at [www.warwickeconomicssummit.com/](http://www.warwickeconomicssummit.com/)

### 5.4.2 - Warwick Economics Society

Warwick Economics Society is one of the longest standing academic Students' Union societies and one of the largest on campus with more than 1700 members from 130 degree programmes. It aims to offer you a diverse range of events which help you to progress, not only academically but also within your chosen career path. With sponsors including top law, accountancy and banking firms, the society host some excellent careers events and talks. Warwick EconSoc put on some of the most talked about socials on campus, and also boast some of the strongest sports teams at Warwick. They also produce *Assumptions* magazine, and run an annual debating competition where the winners are able to debate in a larger competition against students from other top universities.

### 5.4.3 - Warwick Women in Economics

The Warwick Women in Economics Society (WWiE Soc) was launched after the successful Women in Economics Student-led workshop was held at the University of Warwick in January 2020. WWiE Soc is the UK's first student society dedicated to supporting female economics students at university and further down the economics career track. The society not only provides a safe and welcoming space for female students but a place in which everyone can come together to discuss important topics related to gender equality. The society welcomes all students to join them. For more information see: [Women in Economics Society \(warwick.ac.uk\)](http://www.warwick.ac.uk)

#### **5.4.4 - Rethink Economics Warwick**

The Rethink Economics Warwick student society is part of 'Rethinking Economics,' which is an international network of students, academics, and professionals aiming to build a better economics in society and in the classroom. As students, academics, and policy-makers, the society want answers to the fundamental questions of economics and of the economy itself, such as the nature of money, the role of the state, and the behaviour of households and individuals, among other such questions. The society would like to open up the discourse to different approaches, different models with different methods, making different assumptions. Whether it is different schools of thought within economics, or even fields outside of economics such as political science and anthropology, rethink economics wants to ignite debate within the discipline. You can find out more about the society here: <https://www.warwicksu.com/societies-sports/societies/48581/> .

#### **5.4.5 - Prosper Warwick**

Prosper Warwick Economics is a community dedicated to the early career journey with Warwick Economics (or wider joint degree) students who identify as black. They aim to help students bridge the gap between their economics degree and its real life vocational application, so they have finance, law and technology streams as well as a free flow stream for those still figuring things out. They provide great connections with firms across a wide variety of industries as well as opportunities for upskilling and mentorship. You can find out more about the Society here.

## 6 - Careers & Personal Development

### 6.1 - 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 can take advantage of a range 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 Warwick Award](#).
- Support with the practical process of [making applications](#), including CV reviews, interview support and [practice psychometric tests](#)

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

### 6.2 - 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 Subham Kailthya](#) 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. His 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 Progression, 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.

In term time you will receive an email with a Careers Bulletin, a bespoke communication listing the most important careers and job opportunities relevant to students from the Department of Economics, developed by the Senior Careers Consultant.

### 6.3 - 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.

#### 6.3.1 - Cognitive skills

- **Analytical thinking and communication:** Your study of Economics requires you to develop a deep understanding of often complicated issues using a variety of analytical frameworks, tools and approaches and to communicate your understanding in a variety of ways, including through verbal, graphical, mathematical and statistical techniques. You have to demonstrate your ability to understand formal analysis and communicate your understanding through: engagement and contributions in module Support and Feedback classes and group project presentations, completion of exercise sheets, problem sets, and non-assessed essays, and through tests and formal examinations.
- **Analytical reasoning:** Some key concepts in Economics have wider significance in aiding analytical reasoning: e.g., the ceteris paribus method, counter-factual analysis, the concepts of opportunity cost, trade-offs, and comparative advantage.
- **Critical thinking:** Developing the habit of questioning received ideas, forming judgements and making evaluations, e.g. comparing Keynesian with neo-classical approaches to macro; evaluating the case for or the efficiency of government interventions.

- **Creative thinking:** e.g., if there is no model to explain some observed behaviour, we need to develop an appropriate model. Economics provides tools with which to build models of behaviour.
- **Strategic thinking:** e.g., through game theory with multi-agent decision making where payoffs depend on the endogenous actions of others.
- **Problem solving:** Knowing how to approach various types of problem, determining whether a solution exists.
- **Abstraction:** Judging how to balance simplification against realism. Knowing how to isolate separate effects of different factors as with marginal or ceteris paribus effects.
- **Policy evaluation:** Being aware of the policy context and also of methodological issues involved in evaluation such as with the identification of causal effects of policy interventions.
- **Analysis of institutions:** Understanding the roles of institutions and through political economy analysis of the origins and behaviour of these institutions.
- **Analysis of incentives:** Understanding economic motivations of individuals and the limits of economic explanations.
- **Concepts of simultaneity and endogeneity:** Understanding complex inter-reactions between economic variables and behaviours.
- **Analysis of optimisation:** Understanding choice and decision-making based on analysis of the interplay of preferences, objectives and constraints.
- **Understanding of uncertainty and incomplete information:** Probability, expectation and risks asymmetric information.

### 6.3.2 - Subject specific and professional skills

- **Research skills:** Use of library and internet as information sources. Knowledge of how to locate relevant data, extract appropriate data and analyse and present material.
- **Numeracy and quantitative skills:** Use of mathematics and diagrams; statistical analysis of data.
- **Data-based skills:** Downloading, filtering, managing, coding and analysing data.
- **IT skills:** Word processing, spreadsheets, specialised econometric and statistical packages, drawing and equation-writing skills and internet applications.

### 6.3.3 - Subject knowledge and understanding

- **Economic Principles:** Knowledge and understanding of core concepts and methods in micro and macro economics.



- **Applied Economics:** Knowledge and understanding of standard economic models and quantitative techniques with application to problems arising in public policy and the private sector.
- **Economic information:** Knowledge of economic trends and patterns; understanding of problems and solutions in economic measurement.
- **Research and debate:** Familiarity with contemporary theoretical and empirical debates and research outcomes in some more specialised areas of economics. Understanding of how to approach an economic problem from the perspective of a researcher in economics.

#### 6.3.4 - Key general skills

1. **Written communication skills:** Through submission of essays, problem sets, module Support and Feedback class work, tests, projects and examination scripts.
2. **Oral communication skills:** Through participation in module Support and Feedback classes and group work.
3. **Team work skills:** Through engagement in group project work and in module Support and Feedback classes.
4. **IT skills:** as above under Skill Set B(4).
5. **Mathematical, Statistical, data-based research skills:** As above under Skill Set B(1), B(2), and B(3).

#### 6.3.5 - Warwick Award

The Warwick Award gives you the opportunity to develop vital skills that will improve your employability after graduation. The Award is based around 12 core employability skills: Critical Thinking, Problem Solving, Self-Awareness, Communication, Teamwork, Information Literacy, Sustainability, Ethical Values, Digital Literacy, Intercultural Awareness, Organisational Awareness, and Professionalism.

The Award recognises the transferable employability skills you will develop through completing not only your academic modules, but also the extra-curricular training courses and co-curricular activities you get involved with during your time at Warwick. It also highlights training and development opportunities so you can craft a full range of skills. The Award can also be personalised to allow you to choose activities based on your own interests and focus on the skills that matter the most to you and your future.

Further details about the award are given at: [Warwick Award](#)

#### 6.3.6 - English language classes

Students from other countries may wish to take one of the free in-session 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: [Pre-Sessional and In-Sessional English at Warwick](#)

## **6.4 - Private tutoring**

This Private Tutoring policy sets out the Department's position on private tutoring arrangements between Graduate Teaching Assistants and undergraduate and postgraduate students.

It is applicable to all undergraduate and postgraduate students based within the Department of Economics and all Graduate Teaching Assistants employed to teach on Economics modules.

As a department we actively discourage private tutoring arrangements between undergraduate/postgraduate students and class tutors who are completing their PhDs, but do not prohibit it. Other staff employed in the Department are not permitted to engage in private tutoring with students from Warwick.

As a student in Economics, we encourage you to make full use of the resources available at the University and within the department. These are outlined in the sections 'MSc Courses', 'Pastoral Care and Welfare' and 'Resources' of this handbook. You can speak to your Personal Tutor, the Senior Tutor or our Student Support and Progression Officer if you feel like you are struggling with your studies

We know that private tutoring arrangements are likely to persist so we do ask that you follow these rules:

- A tutor employed in the Department of Economics is not permitted to tutor privately on a module that teach or have previously taught.
- A tutor undertaking private tutoring must not access any materials not available to other students registered for the module.
- Private tutoring must not take place on University premises, except within campus student accommodation.
- The tutor must make sure that the tutee knows that the tutoring arrangement does not form part of the tutee's Warwick degree, that it is not governed by any of the University's or Department's quality assurance mechanisms, and that the Department will not be accountable for any misinformation given out as part of the private arrangement.

**Point of Contact for Policy Queries** - Head of Administration (Teaching and Learning) in the Department of Economics.

## **7 - Student Support**

### **7.1 - 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 Student Support and Progression Officers, Tina Macskimming and Inga Turner who are available for all students based in the Department of Economics.

#### **7.1.1 - Personal Tutor**

The Deputy Director of Undergraduate Studies, Dr Emil Kostadinov, 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).

### **7.1.2 - 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 Eleanya Nduka. The role of each of the Year Tutors will be based on the following responsibilities:

- Any medical or personal extenuating circumstances that are affecting your ability to study and/or engage in your degree course. Any evidence should be submitted via the mitigating circumstances portal on Tabula under 'personal circumstances'.
- Any additional support that you may require from University Support Services.
- Any concerns you have over your engagement.
- 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 or non-engagement at seminars.

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

The Director of Undergraduate Studies oversees the academic success of all undergraduate students. They collaborate with the Senior Tutor, Year Tutors and Student Support and Progression Officers to ensure your academic well-being. If you encounter academic challenges, they will proactively reach out to you. We will use various methods, including face-to-face meetings and Microsoft Teams calls, to schedule these meetings.

### **7.1.3 - Senior Tutor**

Under the guidance of the Director of Undergraduate Studies, the Senior Tutor Amira Elasa for term 1 and Emil Kostadinov for term 2 has overall responsibility for the operation and design of the Personal Tutor system in Economics. The Senior Tutor also directs the Academic and Pastoral Support team involving Personal Tutors and Year Tutors, who may defer cases needing higher-level support to the Senior Tutor, particularly those in which support at a University committee, is required.

Another aspect of their role is to review cases of students with poor attendance or study records. When records identify cases of students with poor attendance or with other apparent study problems, the relevant Year Tutor will have the responsibility of contacting students to

suggest a review meeting. If a meeting is required we will use various platforms to contact you such as email and Microsoft Teams. Students might choose to involve the Personal Tutor in this discussion.

Find out more about the Senior Tutor on the [Pastoral Support webpage](#).

#### **7.1.4 - Daily drop-in sessions and the Academic and Pastoral Support (APS) team**

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 discuss your concerns and signpost you to the appropriate person or service when needed. It is important to understand the mitigating circumstances process and make the department aware of any extenuating circumstances that could affect your degree course.

To support you the departmental [APS team](#) provides twice-daily drop-in sessions where you are welcome to make an appointment to speak with one of the members of our team. The [drop-in sessions](#) will be held during term time in the Student Welfare Support room (S0.90).

Our Student Support and Progression Officers, Tina MacSkimming and Inga Turner are members of the department APS team. They are here to offer pastoral support to students. They are available to discuss concerns about your ability to engage efficiently with your degree course and they will provide you advice on how to apply for mitigating circumstances or extensions. You can meet them in their sessions available through our daily [drop-in sessions](#). Should you need to speak to them or the APS team outside of these sessions, you can email them at [economics.pastoral@warwick.ac.uk](mailto:economics.pastoral@warwick.ac.uk) to arrange a meeting.

Please note: none of the above meetings is to be a replacement for attending your Personal Tutor meetings.

There may be times when you will experience academic or personal issues or have [mitigating circumstances](#)[Link opens in a new window](#). If you do, please consider contacting us during our working hours between 9:00am-5:00pm Monday to Thursday and 9:00am-4:00pm on Fridays. We are here for you. If you are on campus and require out-of-hours emergency help please contact [Community Safety](#) on 024 7652 2222 or read the [emergency contact information](#).

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

#### **7.2 - 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.

### **7.2.1 - 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 the 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.](#)

### **7.2.2 - 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.

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 the material
- lead discussion
- invite you to lead the 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.

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.

### **7.3 - 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.

### **7.3.1 - 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.

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.

### **7.3.2 - 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 are on campus and require out-of-hours emergency help please contact Community Safety on 024 7652 2222 or read our [emergency contact information](#).

### **7.3.3 - 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, and 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)

### **7.3.4 - The Residential Community Team**

If you have accommodation on campus you are provided with a network of support staff called the Residential Community Team. The Residential Community 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 Community Team:

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

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

### **7.3.5 - 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)

### **7.3.6 - The University Mental Health Advisors**

The Mental Health Advisors 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 Advisor, 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)

### **7.3.7 - The Health Centre**

If you are a 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)

### **7.3.8 - The Students' Union Advice 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)

### **7.3.9 - 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)

### **7.3.10 - Compliance, Immigration and Mobility**

The Compliance and Immigration team has a team of qualified advisers to assist you on all immigration and related matters (including student visas and travel overseas), working closely with other University and Students' Union services to offer induction and generalist support with welfare matters and crises.

The Student Mobility team offer opportunities for post-study work. There are also regional specialists including a team that administers student exchange/study abroad programmes. More information on the opportunities can be found [here](#).

### **7.3.11 - The University Community Safety Team**

The Community Safety 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)

## **7.4 - 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 will 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 on 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.

### 7.4.1 - Contacting the Library

#### General Enquiries

The Library is open 24 hours 7 days a week, and the Help Desk is available from 8.00 am to 8.00 pm

w: <https://warwick.ac.uk/services/library/>

t: +44 (0)24 7652 2026 e: [library@warwick.ac.uk](mailto:library@warwick.ac.uk)

#### Economics Enquiries

A guide to library resources for economics is available at <https://warwick.libguides.com/economics/>

Your Librarian is happy to help you find the information you need for your research, and can advise on all library, research and referencing matters.

Jackie Hanes can be contacted by email or telephone, 9.00am - 4.00pm Monday to Friday, and you can also book a 1-2-1 appointment to see her.

t: +44 (0)24 7657 2588

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

### [Book an Appointment](#)

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.

## **7.5 - Information Technology (IT) Services**

### **Your email address**

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

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

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

### **7.5.1 - IT Services Help Desk**

IT Services provide a dedicated Help Desk to assist with IT-related issues. You can contact them online, via email, by phone or by coming to the drop-in centre on the first floor of the Library. Further information on how to contact IT Services can be found at [warwick.ac.uk/helpdesk](http://warwick.ac.uk/helpdesk)

### **7.5.2 - Network access from student residences**

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

### **7.5.3 - Computer security**

Any computer attached to a network is susceptible to attacks from viruses and spyware. IT Services provide free [anti-virus and firewall software](#) to help keep your computer safe.

### **7.5.4 - 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 10 operating

system (except room A0.01 which has SUSE Linux). Further information can be found at: [www.warwick.ac.uk/workareas](http://www.warwick.ac.uk/workareas)

### 7.5.5 - 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)

### 7.5.6 - 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. It is very important that you download and have access to STATA. You will use this software extensively in EC226.

All software available to students at Warwick can be found in the IT services [software list](#).

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

### 7.5.7 - Microsoft Windows and Apple Mac software

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)

### 7.5.8 - Bloomberg room

The Department has three Bloomberg Terminals in room S0.55. 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. 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)

### **7.5.9 - 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.

### **7.5.10 - 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 at [economics.it@warwick.ac.uk](mailto:economics.it@warwick.ac.uk).

### **7.5.11 - IT Training**

The University of Warwick has recently teamed up with [LinkedIn Learning](#) to provide learning opportunities for learning IT skills for 2024/25.

The provision includes opportunities for you to learn Microsoft applications and academic software including:

- Stata
- SPSS
- Mathtype
- Mathematica
- Matlab
- Qualtrics

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.

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## **7.6 - General information**

### **7.6.1 - Dignity at Warwick**

We are committed to ensuring a working and learning environment in which all University members (staff and students) are treated fairly and with dignity and respect, and where bullying and harassment are not tolerated.

All staff and students have the right to be treated fairly, a responsibility to encourage a culture of dignity and respect and to challenge inappropriate behaviour. It is expected that we all contribute to ensuring that the University continues to be a safe, welcoming and productive environment, where there is equality of opportunity, fostered in an environment of mutual respect and dignity.

We are all responsible for ensuring that individuals do not suffer any form of harassment or bullying. We encourage the constructive discussion of differences of views and to raise issues with the relevant individuals before they escalate.

The [Dignity at Warwick Policy](#) outlines unacceptable behaviours. If you experience an incident(s) of sexual misconduct, bullying, harassment, discrimination, or hate crime, please tell us what happened via secure and confidential online platform called '[Report + Support](#)'. You can report anonymously or speak with an advisor. If you submit a report to speak to an advisor, a specially trained Liaison Officer will contact you within 2 University working days.

### **7.6.2 - 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](#).

The Head of Department, Professor Ben Lockwood, 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 Director of

Operations, 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.

The Social Sciences building is open 07:00 – 22:00 everyday. These hours apply to all work rooms in Economics and therefore rooms must be vacated outside of these hours. If you would like to continue working after this time, the Library across the road is open 24 hours a day. Please may we remind you, for your wellbeing, it is good to take regular breaks. We would also like to make you aware of the Social Sciences [lone working policy](#). We ask you not to leave personal belonging unattended in any of the study rooms at any time.

### **7.6.3 - Student Data**

#### **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.

#### **Statement on use of Student Data**

The Department of Economics believes that the investigation of student data is integral to the success of our students and the development of the programmes we provide. As a quantitative discipline, the department values the appropriate, secure, and accurate use of these records to inform internal policies related to the academic success and wellbeing of students.

Engagement with student records forms a central part of the administrative roles held by professional services and academic staff. As always, our goal is to do so in accordance with university's policies on data sharing and privacy, which fall within the GDPR guidelines.

In addition to these standard uses, we analyse individual-level student data using appropriate statistical methods to better understand the engagement and performance of our students. This research often requires us to combine records from a range of official repositories. For example, we may match demographic information with pre-university student characteristics

(e.g., secondary school qualifications) and academic performance to better identify and understand inequalities within our programmes. We also try to measure engagement with educational resources, such as class attendance and usage of online material, to better understand the relationship between effort and attainment.

When doing so, the focus is never on the individual student, but rather the distributions of key variables and correlations between them. This practice of data-usage has helped us target our resources better by first identifying shortfalls in the provision of our programmes. It has also provided important insights into the usage of resources we provide and how this translates into academic success.

We encourage students to participate in data collection exercises. We actively promote participation in the National Student Survey, the results of which play an important strategic role within the department. We also run internal surveys to measure key variables that are not captured in administrative records; for example, student expectations and well-being.

To better promote the academic success and well-being of our students, we need to measure and analyse these outcomes. As a department, we aim to do so in a manner that is transparent and preserves the privacy of all students. We therefore encourage all students to engage with the department in this process and welcome any queries.

#### **7.6.4 - Policies and regulations**

- [Warwick Student Community Statement](#)
- [Children on Campus](#)
- [Data Protection Regulation](#)
- [Personal Conflicts of Interest Policy](#)
- [Feedback and Complaints](#)
- [Smoking Policy](#)
- [Anti-Bribery Policy](#)
- [Examination and Assessment Policies](#)
- [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 Academic Integrity
- 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.