

MRes/PhD - 2026/27 Handbook

1 - The Department

Welcome from the Director of MRes/PhD

Welcome to our MRes/PhD Programme in Economics at Warwick. We hope that you find your study with us to be interesting and rewarding and that your time here will be enjoyable and worthwhile. This Handbook describes the structure of the MRes/PhD programme and outlines what you can expect from your time spent in the Department. It contains most of the information that you will need to get started and it can be a useful reference in the future. You should read it carefully and refer to it if you have any questions.

The MRes/PhD programme formally consists of two separate degree programmes. The first two years of taught coursework lead to the award of the MRes degree (for candidates satisfying all of the requirements). If you pass the MRes at a sufficiently high level of performance, you will then proceed to the PhD programme. You have a maximum of four years to complete the PhD. You are expected to be ready to go on the job market at the beginning of your fourth year and to be ready to submit your thesis in the following spring. You should complete the examination process before the end of your fourth year. We aim to provide you with a professional training in modern economics, including tools and techniques of analysis as well as knowledge, and an opportunity to apply this in extended research. Our objective is to produce doctoral students who are able to pursue research driven careers at the highest level in academia, government agencies or private institutions.

With regards to the PhD programme, as you know, the primary activity of a research student is to complete a thesis that provides an original and relevant academic contribution. However, other activities are also important, since they expand expertise and increase human capital. This handbook sets out what the Department expects of its research students and what they can expect from us. If, after reading it, you have any queries, then please feel free to drop me an email.

We wish you all an enjoyable and successful time studying in the Department.

Dr Pablo Beker

Director MRes/PhD Economics
University of Warwick

Pablo.beker@warwick.ac.uk

1.1 - The Department of Economics

The Department of Economics was one of the founding departments of the University of Warwick when it 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've recently been ranked:

- **1st in the UK** in the Good University Guide 2026 for the fourth consecutive year
- **2nd in the UK** in the Complete University Guide 2027
- **2nd in the UK** for research excellence in the 2021 Research Excellence Framework (REF)
- **25th globally** in the QS World University Subject Rankings 2026 for Economics and Econometrics

We have an academic community of around 150 staff, including 37 professors, with approximately 1,700 undergraduate students and 250 postgraduates. The Department is international in terms of both the staff and student body.

1.2 - Communication and Information Sources

Tabula

Tabula is the University's secure web-based portal that supports teaching and learning and 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 Support and Feedback 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 when you log in to Tabula.

Moodle

Moodle is the University's virtual learning environment. Every module has a Moodle page where you can log in to view lecture notes, recordings and coursework.

Current Students webpages

We have created a webpage 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

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 and you should use it to email members of staff.

Please check your email everyday as it is our primary method of contacting you.

Economics Updates

These are emails that we send 2-3 times a term and they focus on important issues related to your academic study and student experience.

It is really important that you read them.

My Warwick mobile App

In the MyWarwick app students can access key links and contact information, links to careers information and advice and regular news updates and announcements. The app can be downloaded onto mobiles and tablets and customised to your needs and preferences. It can also be used to view teaching timetables, coursework deadlines, check emails and create alerts. 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 mobile device.

Please do not disable the alerts feature on My Warwick app as you may miss important communications.

Social Media

We use social media to keep current students up to date with departmental news and events via Facebook, Instagram and YouTube:

facebook.com/warwickeconomics

instagram.com/warwickeconomics

youtube.com/user/warwickeconomics

We also engage with former students of the Department via a LinkedIn showcase page and Warwick Economics Alumni Group:

[Department of Economics showcase page](#) - please follow this page

[Warwick Economics Alumni Group](#) - please join the group

Keeping your details up to date

When you enrolled for your course online, you will have submitted various personal and contact details; these include the contact details we will use in the event that we need to contact you urgently. If any of your contact details change, especially your mobile phone number it is vital that you inform us via [Student Records online](#).

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

1.2.1 - Lecture capture

At the discretion of lecturers, some MRes Y1 lectures will be captured. Lecture Capture allows you to view an mp4 file which should include sound from the relevant lecture and may show accompanying projected images used in the lecture (slides and/or visualizer). The recordings will be published on the appropriate module Moodle page. Please note that in order to watch

LectureCapture videos (regardless of whether created by the lecturer or recorded in the lecture theatres/classrooms) you first have to have logged in to Echo360: click on the LectureCapture box in the top right of the Moodle page of any of your modules. You only need to do this once and you will be able to click on any video on any page from then on even if you close your browser and reopen it at a later stage.

Recordings in the lecture capture system are intended for use by students registered on the relevant module. Access is limited to University staff and students and you are not allowed to share recordings further.

If attendance at lectures falls to a level that we deem be unacceptable, the department may withdraw recording of lectures.

We do not permit audio recordings of lectures, classes or meetings 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.

1.2.2 - Administration of the MRes/ PhD Course

The Department is located in the Social Sciences Building on the corner of Library Road and Gibbet Hill Road. You will find the interactive campus map [here](#). The key committees responsible for administration of the MRes/PhD programme are:

- The [Graduate Student-Staff Liaison Committee](#) (GSSLC MRes/PhD): an important forum within the Department where MRes and PhD students meet with departmental staff to discuss issues relating the learning experience. (Please see also the Student Voice section).
- The Graduate Management Committee (GMC): monitors the quality of all postgraduate programmes in the Department and reports to the Department's Teaching and Learning Committee, which oversees the strategy of all aspects of teaching and learning in the Department (in the context of University Education Strategy). The student Chairperson of the GSSLC attends both committees.

The key academic staff in the department with responsibility for the MRes/PhD programme are:

Professor Jeremy Smith, Head of Department

Room: S2.124

Email: Economics.HoD@warwick.ac.uk

Professor Daniel Sgroi, Deputy Head of Department (Research)

Room: S2.101

Email: Daniel.Sgroi@warwick.ac.uk

Dr Pablo Beker, Director MRes/PhD

Room: S2.93

Email: Pablo.Beker@warwick.ac.uk

Professor Anant Sudarshan, Deputy Director MRes/PhD

Room: S2.92

Email: Anant.Sudarshan@warwick.ac.uk

Dr Claudia Rei, Deputy Head of Department (Teaching and Learning)

Room S0.73

Email: C.Rei@warwick.ac.uk

Dr Han Zhang, Postgraduate Senior Tutor (MRes)

Room S0.68

Email: Han.Zhang.5@warwick.ac.uk

Professor Manuel Bagues, Wellbeing Officer (PhD)

Room: S2.122

Email: Manuel.Bagues@warwick.ac.uk

Advisor Disabilities and Disabilities Champion **Dr Juliana Cunha Carneiro Pinto** **Room**

S1.123 **Email:** Juliana.Carneiro@warwick.ac.uk

The key administrative staff in the department with responsibility for the **MRes** programme are:

Tina Jones, Programmes Manager (PGT)

Room: S0.86

Email: Tina.e.Jones@warwick.ac.uk

Andrea Wyld, Programmes Coordinator (MRes)

Marion Nicholson, Programmes Administrator (MRes)

Room: S1.130

Email: economics.pgoffice@warwick.ac.uk

Natalie Deven, Programme Officer (PGR)

Room: S2.138

Email: N.S.Deven@warwick.ac.uk

View the [full staff list for the Department](#).

1.2.3 - How to contact us

The Postgraduate Office

The Postgraduate Office team, which is your point of contact as a MRes student, has a daily presence on campus, in room S1.130. Please bear in mind that, if you do visit the PG Office, the person with expertise for your particular query may not be in the office on that day, and so we may need to refer to a colleague working remotely.

See the MRes/PhD [Get in Touch](#) page, where you can :

1. Access contact details and profiles of members of the MRes/PhD programme team.
2. Consult the [Frequently Asked Questions](#) (FAQs).
3. Email us on economics.pgoffice@warwick.ac.uk.

Finding Rooms

The Postgraduate Office is located in room S1.130 (where the letter 'S' denotes the Social Sciences building; '1' denotes the first floor; and '130' denotes the room number).

Email

Sending an email can be a good way to ask straightforward questions or make an appointment and all members of academic staff have a Warwick email account. Please do not send the same email to multiple people as this can cause confusion and results in a waste of staff time and always use your Warwick email address, to avoid your email going into a junk folder. Please do not use an external email account to communicate with us and do not set up an auto forward from your Warwick account into any private email account.

If you are having problems contacting a member of the academic staff, please let the Postgraduate Office know by emailing economics.pgoffice@warwick.ac.uk.

Telephone

You can also contact staff members by telephone. Internal numbers are available through the People Search tool on [Insite](#). You can also speak to teachers at the end of lectures and seminars.

Advice and Feedback Hours

All academic members of staff (including Support and Feedback Class Tutors) have two hours allocated for advice and feedback every week, whereby students can meet with them on an individual basis for guidance or clarification on aspects of a particular module. These hours will be posted on staff web pages. 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 make an appointment to meet at a different time. Appointments should be made by email.

1.2.4 - What you can expect from us

We want you to have an enjoyable and productive time at Warwick and as part of this we aim to ensure that you have all of the information you need about your modules and required assessments in good time and in sufficient detail to enable you to perform at your best.

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;
- Lecture notes may be made available for some modules, but this will depend on the individual lecturer;
- A well-prepared lecture, which has the aim of engaging you and encouraging participation in discussion beyond the lecture;
- An outline of how different learning components will be delivered should be provided on Moodle.

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.

You should 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;
- All tutors to be available for a minimum of two hours per week in term time to meet you to offer advice and feedback.

There will be times when we have to make changes to the timetable and we will alert you to these as soon as possible through the MyWarwick App and Tabula.

1.2.5 - 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 and Student Conduct

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 which you can access through the [Student Training webpage](#).

1.2.6 - What we expect of you

To help you 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, in line with the University's Regulation 36. Should your attendance fall below required standards we will contact you and take actions where necessary.

Engaging with your study

You are an autonomous learner and active participant in your education. You should take responsibility for managing your learning, and your engagement is demonstrated in many ways:

- in attending all prescribed lectures, classes, and meetings with your Personal Tutors/Supervisor(s);

- in preparing for and participating in classes or carrying out your own research;
- in directing your own learning beyond that specified by your teachers;
- meeting your monitoring points;
- in completing formative and summative assessment tasks;
- in monitoring and reflecting on your own progress;
- in taking the initiative in seeking support when necessary from the Department and the wider University (e.g. Director of MRes/PhD, Centre for Student Careers and Skills, Students' Union, Senior Tutor, Disability Coordinator);
- adhering to University and Departmental regulations and seeking guidance when unclear.

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 can demonstrate engagement 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 'Monitoring Points' under MRes/PhD course.

1.2.7 - Student Visa holders

Please make sure you are aware of your responsibilities whilst studying in the UK; there is a webpage for [international students](#), which includes [visa advice](#). You can arrange to [meet with an adviser](#) from the Student Visa Advice team to discuss visa issues.

International Student Support

The University have compiled a wide ranging [guide](#), including tips and resources to including tips and resources to introduce you to living in the UK, help you prepare for your studies, and offer ongoing support during your entire time at Warwick. <https://warwick.ac.uk/students/welcome/internationalstudents/>

Employment

There are restrictions on the amount of work you can do as a Student Visa holder in that you may not work more than 20 hours per week until after your course end date and this applies to both term time and vacation. Further information on employment during and after your studies is given on the [Student Visa Advice Service](#) webpage.

Change of Study Location

It is essential that you inform the Postgraduate Office if you intend to change your study location. MRes students must seek permission by completing the [Change of Study Location Form](#). PhD students should inform the Programme Officer (PGR). This is particularly important for students with Student Visa status, as the University is required to inform the UKVI if you are planning to be away from Warwick for more than 12 weeks. You must still be engaging with your studies during this time and we will continue to monitor your attendance and progress.

Authorised Absence

You may request an [authorised absence](#) from your course for a compelling reason such as illness or bereavement for up to 42 calendar days in a single 12-month period. Please complete an authorised absence request form in Student Records Online. Periods of authorised absence are not reported to UKVI and as such the Student Visa will not be curtailed, although we are required to maintain records of absence for immigration purposes.

1.3 - The University

Warwick is one of the UK's leading universities, with an acknowledged reputation for excellence in research and teaching, for innovation, and for links with business and industry. The Department of Economics is based within the Faculty of Social Sciences, which is one of three faculties in the University.

1.3.1 - Student Administrative Services

Student Administrative Services (SAS) is part of the [Education Group](#) and delivers services and support to students at all levels of study from the point of enrolment to graduation. This includes managing central student records, centrally scheduled examinations, oversight of module registration, and production of award certificates, official transcripts, as well as the Higher Education Achievement Report (HEAR). We work closely with academic departments and other professional service teams to support and enable students' to succeed in their studies at Warwick .

If you wish to talk to someone in Student Administrative Services then you can find out the Student Reception's contact details and opening hours [here](#).

1.3.2 - Doctoral College

The Doctoral College focuses almost exclusively on postgraduate research students (including master's students on a research degree). The Doctoral College is accessible and available when needed, and proactively intervening when appropriate.

Find out further information on the [Doctoral College web page](#).

1.4 - Facilities

MRes/PhD Common Room - S2.127 or S2.132

This social area is equipped with comfortable chairs and coffee tables for relaxing.

Kitchen - S2.127B

Equipped with a microwave, fridge and access to filtered and tap water

MRes workspaces - S0.56 & S0.58

A limited number of lockers are available for use by students living off campus.

Printer and photocopier facilities - S2.130 and S0.72.

Bloomberg terminals - can be booked for half hourly sessions S0.55.

PhD students will each be allocated a work space within the Department.

The University provides dedicated study space and facilities for postgraduate students, including the PG Hub and the Wolfson Research Exchange.

We seek to provide regular exposure to the latest world-class research by inviting external speakers to regular weekly seminars covering all areas of economics. Research seminars and lunchtime workshops are the key regular events around which the research life of the Department revolves. You can review our Seminar Schedule to find out about all upcoming seminars in the Department.

1.5 - Teaching Dates

We use a numbering system to cover the main teaching weeks during the year. After the two week MRes pre-session course (Y1 MRes only), week 1 of the Autumn Term starts on Monday 5th October 2026 and runs for 10 weeks. The Spring Term runs from week 15 to 24 and Summer Term is from weeks 30 to 39.

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

Term 1	Term 2	Term 3
Week 1 = w/c 5 Oct	Week 15 = w/c 11 Jan	Week 30 = w/c 26 April
Week 2 = w/c 12 Oct	Week 16 = w/c 18 Jan	Week 31 = w/c 3 May
Week 3 = w/c 19 Oct	Week 17 = w/c 25 Jan	Week 32 = w/c 10 May
Week 4 = w/c 26 Oct	Week 18 = w/c 1 Feb	Week 33 = w/c 17 May
Week 5 = w/c 2 Nov	Week 19 = w/c 8 Feb	Week 34 = w/c 24 May
Week 6 = w/c 9 Nov	Week 20 = w/c 15 Feb	Week 35 = w/c 31 May
Week 7 = w/c 16 Nov	Week 21 = w/c 22 Feb	Week 36 = w/c 7 Jun
Week 8 = w/c 23 Nov	Week 22 = w/c 1 Mar	Week 37 = w/c 14 Jun

Week 9 = w/c 30 Dec Week 23 = w/c 8 Mar Week 38 = w/c 21 Jun

Week 10 = w/c 7 Dec Week 24 = w/c 15 Mar Week 39 = w/c 28 Jun

As a postgraduate taught student (MRes students only) you are considered to be 'in-term' all year.

An explanation of the academic weeks system is available [online](#). All [term dates](#) are published on the University website.

In practice, teaching sessions normally 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 the hour so that teaching can begin promptly.

2 - MRes/PhD Course

2.1 - Induction and enrolment

Your induction timetable is available [here](#).

You are required to complete the Course Registration to enrol to your course, and you can do this online before arriving on campus. Once arriving in the UK, you will also need to attend an in-person right to study check event on Monday 21 September from 9:00 - 9:30 in Rootes Building. Please note, you cannot take part in any study until you have completed both Course Registration (online) and cleared the in-person checks. Please follow the University's guidance by visiting the [student enrolment](#) pages.

Although the Advanced Mathematics for Economics course takes place in the two weeks before term starts (Monday 21 September onwards), lectures for your other Autumn Term modules start on the Tuesday 6th October of Week one.

Details of important dates are given below. For other key dates and departmental events, please see the [Department of Economics website](#).

2.2 - Important dates

Pre-Term

Monday 21 Sept - Friday 02 October	EC9A0 Advanced Mathematics for Economists
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Autumn Term starts 05 October 2026

Monday 05 October - Friday 9 October 2026	MRes Year 1 - Personal tutor week
Monday 12 October - Friday 16 October 2026	MRes Year 2 - Personal tutor week
Monday 14 December - Friday 18 December 2026	MRes Year 1 - Class tests

Spring Term starts 11 January 2027

Monday 01 February - Friday 05 February 2027	MRes Year 1 and Year 2 - Personal tutor week
Monday 22 March - Friday 26 March 2027	MRes Year 1 - Class tests

Summer Term starts 26 April 2027

Monday 26 April - Friday 21 May 2027	MRes Year 1 - Exam Period
Monday 17 May - Friday 4 June 2027	EC9AA lectures

June 2027	MRes Year 1 & Year 2 June Exam Board
Monday 21 June 2027	MRes Year 2 - Dissertation Proposal deadline
August - September 2027	Resit and deferral exam period
Thursday 02 September 2027	EC9B4 Dissertation submission deadline
September 2027	MRes Year 2 - September Exam Board

2.3 - Timetable

Please note that the timetable is subject to change at short notice, so we do not include it in this handbook. Your individual timetable of lectures and classes can be viewed in [Tabula](#). It will be complete when you are registered for all (core and optional) modules and you have signed up to your module Support and Feedback classes and any other timetabled teaching.

Please make sure that you check your timetable regularly. A summary timetable for your course can also be viewed on the [MRes website](#). We will notify you by email if any lectures or classes need to be cancelled at short notice, and we will also update Tabula.

Your classes take place in a variety of places across campus so make sure you know how to access the campus map. The University of Warwick [interactive campus map](#) is a great way to find your location and help plan your route. Classes will usually 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, unless otherwise advised by your class teacher.

2.4 - Online module registration

When you arrive at the University in September you will need to be registered your module/exam choices for the 2026/2027 academic year. The department will register you for all your core modules in the first year. You will be able to see a personalised page of the modules you will be taking via www.warwick.ac.uk/evision at the beginning of term 1. ITS username and password are required to log on.

For year 2 MRes modules, you will be asked to make your initial choice of optional modules in the second term of your first year. The choices you submit at this stage will not be final and you will be able to change your optional modules before the end of week 1 of the Autumn term. The department will use your choices in Y1 to decide which modules will / will not run in your second year.

If you wish to take a Y2 module that is outside the Economics department, you must get permission from the module leader and your MRes Course Director. Both approvals must be forwarded to the PG Admin team before your modules can be approved.

2.5 - Course Specification

This programme will provide future Economics PhD holders with a thorough understanding of research techniques and in-depth appreciation of principal areas of concern for researchers in economics. The programme is distinctive in the length of training given to the students (two years), unusual in the UK but common among top universities in the US and other parts of Europe.

MRes Economics Learning Outcomes

Learning Outcomes

- Economic principles. In-depth knowledge and understanding of advanced core concepts and methods of analysis in Microeconomics and Macroeconomics.
- Applied economics. Comprehensive knowledge and understanding of how advanced economic models and quantitative techniques are applied to problems arising in public policy and in the private sector; Advanced knowledge and understanding of comparative and interdisciplinary approaches.
- Economic data. Advanced knowledge of economic trends and patterns; survey data; and an in depth understanding of problems and solutions in economic measurement, including evaluation methods. Ability to identify and process data to produce original results.
- Research and debate. Comprehensive knowledge of contemporary theoretical and empirical debates and research outcomes in core economics and in some specialised areas of economics chosen for the module options in Year 2. A critical knowledge of which research methods are most suited to address specific questions and an appreciation and experience of how these methods can be used in practice.

Cognitive skills

- Analytical Thinking. Verbal, graphical and mathematical analysis at an advanced level; Comprehensive understanding of concepts of equilibria including equilibria in strategic contexts; the ceteris paribus method and counterfactual analysis.
- Critical Thinking. Critical evaluation of received ideas through exposure to recent research developments. Sound ability to formulate hypotheses and viable explanations based on received ideas and in combination with other comparable data.
- Strategic thinking. Detailed familiarity with models of multi-agent decision making, where pay-offs depend on the actions of others particularly asymmetric information games, repeated games and evolutionary models.
- Solvability and Problem-Solving: Ability to critically evaluate existing models and systematically analyse their effectiveness and explanatory potential with a view to formulating revised or new models.

- Abstraction: Advanced ability to balance simplification (for tractability) against literalness (for relevance).
- Social Awareness. Private versus social costs and benefits and their distribution; rationale for government and international policy. Ability to establish and critically analyse the impact of policy and to determine potential future outcomes as well as current and future trade-offs in policy making. Understanding the role of the researcher in policy-making and policy analysis.
- Understanding Institutions: What institutions exist and why, and how incentives work in them. Comprehensive understanding and the ability to critically analyse the role of different actors within institutions and their independence/ interdependence.
- Understanding simultaneity and endogeneity. Understanding complex inter-reactions between economic variables and behaviours.
- Understanding optimisation. Conceptual understanding of an optimum and efficiency.
- Understanding uncertainty. Conceptual understanding of expectations and surprises; Conceptual understanding of probability and its applications.

Subject specific professional skills

- Research skills. Advanced ability to locate, evaluate, and extract information; organise, survey, summarise, and interpret material using library and internet sources. Ability to use complex primary and secondary sources for research, comparing and critically evaluating sources for accuracy, fitness to purpose and scope.
- Numeracy and quantitative skills. Ability to use complex mathematics and diagrams, an advanced understanding of data, and statistical analysis.
- Use of IT: including word processing and spreadsheet packages; specialist econometric, statistical, and other software; and the internet. Advanced ability to correctly identify, select and evaluate primary and secondary sources on the Internet. Advanced knowledge and understanding of publication and dissemination of research output through the Internet and other digital media.

PG Diploma in Advanced Economics (exit)

Learning Outcomes

- Economic principles. In depth knowledge and understanding of advanced core concepts and methods of analysis in microeconomics and macroeconomics.
- Applied economics. Comprehensive knowledge and understanding of how advanced economic models and quantitative techniques are applied to problems arising in public policy and in the private sector. Knowledge and understanding of comparative and interdisciplinary approaches.

- Economic data. Advanced knowledge of economic trends and patterns; survey data; and an understanding of problems and solutions in economic measurement including evaluation methods.
- Research and debate. Comprehensive knowledge of contemporary theoretical and empirical debates and research outcomes in core economics and in some specialised areas of economics chosen for the module options in Year 2. Ability to critically evaluate and match research methods with data to produce positive research outcomes.

Cognitive skills

- Analytical thinking. Verbal, graphical and mathematical analysis at an advanced level; Comprehensive understanding of concepts of equilibria including equilibria in strategic contexts; the ceteris paribus method and counterfactual analysis
- Critical thinking. Promote the critical evaluation of received ideas through exposure to recent research developments.
- Strategic thinking. Detailed familiarity with models of multi-agent decision making, where pay-offs depend on the actions of others – particularly asymmetric information games, repeated games and evolutionary models.
- Solvability and problem solving. Finding whether a solution to a problem exists; and developing new applications of existing models. Ability to critically evaluate existing models and systematically analyse their effectiveness and explanatory potential.
- Abstraction. Advanced ability to balance simplification (for tractability) against literalness (for relevance).
- Social awareness. Private versus social costs and benefits and their distribution; rationale for government and international policy. Ability to establish and critically analyse impact of policy and to determine possible future outcomes as well as current and future trade-off in policy making. Understanding the role of the researcher in policy making and policy analysis.
- Understanding institutions. What institutions exist and why, and how incentives work in them. Comprehensive understanding and the ability to critically analyse the role of different actors within institutions and their independence/interdependence.
- Understanding simultaneity and endogeneity: Understanding complex interactions between economic variables and behaviours.
- Understanding optimisation. Conceptual understanding of an optimum and efficiency.
- Understanding uncertainty. Conceptual understanding of expectations and surprises; Conceptual understanding of probability and its applications.

Subject specific professional skills

- Research skills. Advanced ability to locate evaluate and extract information; organise, survey, summarise and interpret material using library and internet sources.
- Numeracy and quantitative skills. Ability to use complex mathematics and diagrams, an advanced understanding of data and statistical analysis.
- Use of IT including word processing and spreadsheet packages; specialist econometric, statistical, and other software; and the internet.
- Written communication Skills. Advanced ability to select appropriate registers and writing plans and outlooks for the specific aim (reports, essays, research papers etc.).
- Oral communication skills
- Working with others
- Problem solving
- Information technology
- Numeracy

PG Certificate in Advanced Economics

Learning Outcomes

- Economic principles. In depth knowledge and understanding of advanced core concepts and methods of analysis in microeconomics and macroeconomics.
- Applied economics. Comprehensive knowledge and understanding of how advanced economic models and quantitative techniques are applied to problems arising in public policy and in the private sector.
- Economic data. Advanced knowledge of economic trends and patterns; survey data; and an understanding of problems and solutions in economic measurement including evaluation methods.
- Research and debate. Comprehensive knowledge of contemporary theoretical and empirical debates and research outcomes in core economics.

Cognitive skills

- Analytical thinking. Verbal, graphical and mathematical analysis at an advanced level; Comprehensive understanding of concepts of equilibria including equilibria in strategic contexts; the ceteris paribus method and counterfactual analysis
- Critical thinking. Promote the critical evaluation of received ideas through exposure to recent research developments.

- Strategic thinking. Detailed familiarity with models of multi-agent decision making, where pay-offs depend on the actions of others – particularly asymmetric information games, repeated games and evolutionary models.
- Solvability and problem solving. Finding whether a solution to a problem exists; and developing new applications of existing models. Ability to critically evaluate existing models and systematically analyse their effectiveness and explanatory potential.
- Abstraction. Advanced ability to balance simplification (for tractability) against literalness (for relevance).
- Social awareness. Private versus social costs and benefits and their distribution; rationale for government and international policy. Ability to establish and critically analyse impact of policy and to determine possible future outcomes as well as current and future trade-off in policy making.
- Understanding institutions. What institutions exist and why, and how incentives work in them. Comprehensive understanding and the ability to critically analyse the role of different actors within institutions and their independence/interdependence.
- Understanding simultaneity and endogeneity: Understanding complex interactions between economic variables and behaviours.
- Understanding optimisation. Conceptual understanding of an optimum and efficiency.
- Understanding uncertainty. Conceptual understanding of expectations and surprises; Conceptual understanding of probability and its applications.

Subject specific professional skills

- Numeracy and quantitative skills. Ability to use complex mathematics and diagrams, an advanced understanding of data and statistical analysis.
- Use of IT including word processing and spreadsheet packages; specialist econometric, statistical, and other software; and the internet.
- Written communication Skills. Advanced ability to select appropriate registers and writing plans and outlooks for the specific aim (reports, essays, research papers etc.).
- Oral communication skills
- Working with others
- Problem solving
- Information technology
- Numeracy

The MRes/PhD is a 2+4 year programme, with two years of taught courses (at the end of which, successful students will be awarded the MRes Economics). Students who achieve the required progression criteria, proceed to four years of research leading to award of PhD.

The table below shows the modular structure of the programme and forms the course specifications for the programme. Please also see the MRes Assessment and Examination Scheme (included in Section 3 of this handbook), which includes the credit weighting (by year of study) for the calculation of the degree. In brief, the total credit weighting (of 240 CATS) is equally distributed between years 1 and 2 of the MRes.

In the first year of the MRes, you will follow four core modules: Advanced Microeconomic Theory (EC9A1), Advanced Macroeconomic Analysis (EC9A2) and Advanced Econometric Theory (EC9A3), followed by The Practice of Economics Research (EC9AA). The latter is a core module taught in term three of the first year (after the conclusion of the examination period), but assessed at the beginning of the second year. For module EC9AA, you will be required to undertake up to 80 hours of research work over the summer vacation on which you will base your assessment. You have the option of doing this in the Department or outside the Department, but in all cases you will require a supervisor based at Warwick, who will mark your work. You will not receive additional payment from the Department for this research work, other than your MRes Studentship (where applicable), which is paid monthly over the duration of the programme.

Year One: 4 Core Modules Only*

Autumn (Term 1)	Spring (Term 2)	Summer (Term 3)
EC9A1 Advanced Microeconomic Theory (35 CATS) 45 hours of lectures and seminars	EC9A1 Advanced Microeconomic Theory 45 hours of lectures and seminars	
EC9A2 Advanced Macroeconomic Analysis (35 CATS) 45 hours of lectures and seminars	EC9A2 Advanced Macroeconomic Analysis 45 hours of lectures and seminars	
EC9A3 Advanced Econometric Theory (35 CATS) 45 hours of lectures and seminars	EC9A3 Advanced Econometric Theory 45 hours of lectures and seminars	
		EC9AA The Practice of Economics Research (15 CATS) 30 hours of lectures

Year Two: 5 Option Modules and Dissertation*

Autumn (Term 1)	Spring (Term 2)	Summer (Term 3)
Option modules (2 or 3 per term)	Option modules (2 or 3 per term)	EC9B4 - MRes Dissertation (60 CATS) submission early September

****NOTE:** Students take five optional modules amounting to a total of 60 CATS in year two. Each of the Economics modules offered is 10 weeks long and has 30 hours of teaching. Please note that the structure of the programme may be subject to change.*

In the second year, you will choose five field options (weighted at 12 CATS each) to be attended over autumn or spring term, and complete the dissertation. The balance of modules between autumn and spring term should be taken into account when students make their choices. The final list of options is not yet available as this will depend on a number of factors including the module choices of students (at least three students must register for an option module to run) but an indicative list of MRes field options is available on the [programme web page](#).

You should regard your degree course specifications as largely static throughout your time in the Department. However, you should also be aware that the Department does sometimes have occasion to amend these specifications. We do this for positive reasons: we want to keep the content of your degree course up to date and reflective of developments and trends in the field; we may have new academic staff joining us with new perspectives and ideas for the modules. Sometimes, we may need to adjust the CATS weighting of a module or revisit which students should be able to take it and in which term it is taught. On other occasions we may feel it necessary to suspend or discontinue a module, perhaps because of staffing changes or in order to keep the curriculum fresh and dynamic. Whatever the reason for such change, the Department is committed to consulting with our students prior to major changes to our degree programmes. The consultation may happen via the Graduate Student Staff Liaison Committee (GSSLC) or wider means. If you are affected by any changes to course specifications, you will be informed in a timely manner.

Concerning the availability of modules, we cannot guarantee that all modules listed in this Handbook will be available every year or that the same lecturers will continue to deliver the modules. There are reasons why at times the Department may have to remove or make changes to a module, for example: a lecturer going on study leave or leaving Warwick or a new module becoming available, so another module is removed to avoid overlap.

Please note in all situations, the [Regulations](#) as set out by the University in the [Calendar](#), course regulations and examination conventions have ultimate authority.

Entry Requirements

Minimum requirements

First Class undergraduate degree (or equivalent) in a related subject and/or Distinction at Master's level. A GRE General Test quantitative section score would be useful but not essential. Scores of around 800/166 are typical for previously successful applicants.

English language requirements

You can find out more about our [English language requirements](#). This course requires the following:

- Band B
- IELTS overall score of 7.0, minimum component scores of two at 6.0/6.5 and the rest at 7.0 or above.

Additional Information

- Key Dates and Features of the Academic Year section 2.2

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

- Course code - Master of Research plus PhD L1PL
- Home Department - Economics
- UCAS code - no code for PGT courses
- Course Leader - Pablo Beker
- Contact Information - see section Administration of MRes / PhD
- Course Duration is 2 years from the course start date for MRes students, extending to 6 years if you meet the requirements to progress to PhD.
- The maximum period of study for MRes is 4 years from your start date.
- Course Delivery - your course will be delivered in-person at the University of Warwick campus.
- The framework for Higher Education Qualifications level is 7 (MRes).
- Full credit load and breakdown and details - section 2.8 MRes Progression Requirements
- The assessment strategy - [Assessment and Feedback](#) and section 3
- Details of which modules are studied, how they link to progression - section MRes assessment and examination scheme and progression requirements 3.2.2
- All details in this handbook relate to students starting their course in the academic year 2026/27.

- Examination conventions (including progression information) - section MRes Assessment and Examination Scheme and Progression Rules
- There are no additional costs associated with this course.
- Rules for Award (including associated exit awards) - section MRes Assessment and Examination Scheme and Progression Rules 3.2.2

2.6 - Class attendance and reporting absences

You are required to attend all of the classes you have signed up for in Tabula and attendance is recorded.

Attendance is recorded using the University's Automatic Attendance Data Capture system. When attending a teaching session, you should tap your University ID card on the card reader when entering the room. Your attendance will then be automatically recorded in Tabula. This ensures we monitor your engagement with your course and attendance also forms part of your monitoring points. It is your responsibility to ensure that you bring your University ID card to all classes and tap it on the card reader each time you attend.

Your tutor will review the attendance data during or after the class and make any necessary amendments. Late arrival (more than 15 minutes after the start of the class) may result in an absence being recorded by your tutor. If you have been recorded as absent, a flag will appear on your Tabula page next to the relevant class. If there is a reason why you could not attend, you can provide evidence to explain your absence by sending an email to the [Postgraduate Office](#), providing evidence as to why you could not attend. The Postgraduate Office will decide whether or not the reason is valid and either condone or uphold your absence accordingly. If you believe an error has been made, you should contact the Postgraduate Office immediately.

If you have teaching in a room that does not have a card scanner, your attendance will be noted by your lecturer/tutor.

For short-lived illnesses, you should provide a self-certification form as evidence, which you can obtain from the [MSc forms](#) webpage. You can submit a maximum of 2 absences per academic year using the self-certification process.

2.7 - MRes/PhD Progression requirements

First year: In order to proceed to the second year you must pass the three core modules: EC9A1 (Advanced Microeconomic Theory); EC9A2 (Advanced Macroeconomic Analysis); and EC9A3 (Advanced Econometric Theory). The pass mark is 50% for each of the modules.

Second year: In the second year you must pass the core module EC9AA and all field option modules in order to proceed to the dissertation. The pass mark is 50%. *In order to progress to the PhD, students must achieve an average of 65% (over all taught modules in year 1 and 2) and demonstrate strong performance in the Year 1 core modules (i.e. an average of not less than 60% across EC9A1, EC9A2 and EC9A3) and achieve a mark of at least 65% in the dissertation.* Calculation of the averages for both taught and core will be weighted by the number of CATs for each module.

The final Exam Board is permitted to exercise discretion with regard to progression requirements where appropriate (for example where there are approved mitigating circumstances).

The research part of the degree (the PhD programme, is in years 3 to 6) can be, up to four years long. You are expected to defend your thesis at some point in the sixth year. Extension beyond the sixth year is only granted in truly exceptional circumstances.

Years 3-6: At the end of the first year of research (year 3), you will present your first paper to a formal academic panel at the PhD Forum. You will be required to present your second paper at the end of the second year (year 4). We expect you to be ready to submit after three years of research (at the end of year 5) and to use the fourth year (year 6) to polish the job market paper and go on the job market.

PhD students must give workshop presentations on their work (a minimum of one per year) and are required to attend at least one research seminar series and one internal workshop series in their field. Students are expected to carry out teaching assistantship duties from their third year onward, including training sessions. Some limited teaching opportunities will be also available for students in year 2 of the MRes.

The final year: You are required to submit your thesis via the Doctoral College, prompting your supervisor to arrange examiners. You will be required to attend an oral examination and make any subsequent changes deemed necessary. For further information on submission and examination of theses, visit the [Doctoral College](#) web page or come and talk to the Programme Office (PGR).

2.8 - Award of MRes Economics

If you successfully complete all of the requirements for the MRes, the final Exam Board (in September of your second year), will recommend the award of the MRes Economics degree and you will be invited to the next graduation ceremony, which normally takes place the following January. Further information on graduation, your degree certificate and official transcript is available on the [Awards and Ceremonies](#) webpage.

2.9 - MRes dissertation

The MRes dissertation is submitted after the summer term in the second year of study. Later in September, you are required to make a presentation based on the dissertation. Detailed [guidance](#) on the dissertation process and the presentation of the dissertation is available on the module web page.

A 20-minute slot will be allocated for your presentation, after which you will receive questions and feedback and the staff present will consider the strengths and weaknesses of your work. There is no unique formula for making a presentation. Different people do it in different ways. The most important thing is to stress your ideas and how you intend to develop them and to indicate that you have a sensible plan. The following points might be helpful:

- Contact staff members whom you think could provide you with useful comments and arrange to meet with them prior to your presentation. You can give them a hard copy of your paper and ask them if they will read it and attend your presentation.
- Begin your presentation by explaining, very simply, why your problem matters. Do not start with technical issues. Instead, state what economic question you hope to answer and why it is worth addressing. If an audience starts off thinking that the presenter's topic is of minor interest, it is hard for a presentation to go well. Remember that the audience will contain economists who work in different research areas. This means that it is very important to motivate your work before you go into details.
- You should prepare slides that are uncluttered and easy to read. They should contain the central ideas, not all of the details.
- After motivating your problem, you should give your audience an indication of how you will address your question. This normally means presenting a few key equations, not an entire model. If you have regression equations, focus on one or two that really matter, rather than putting up so many that you confuse your audience. Present only those equations or tables that you plan to discuss in detail, so that your listeners can understand the information that they are meant to convey.
- It is a mistake to prepare slides by duplicating pages from your dissertation. Such slides are too detailed and usually impossible to read. You should use a magnification factor of at least 1.5. When you know what room has been chosen for your presentation, you can make a few sample slides and take them to the room. Then stand at the back and decide which magnification/font size is most legible.
- Do not be afraid to start and end by stating the essential idea (perhaps using the same slide twice). If you have something worth saying, your listeners need to hear it more than once if it is to stick in their minds.
- When you have worked out how you will make your presentation, stop and ask yourself how you would feel about it if you were sitting in the audience and knew virtually nothing about the topic. Then make the necessary changes. Most presenters greatly overestimate what an audience is able to absorb.

- Do not read from your proposal. It is important to be prepared but still be able to give a spontaneous presentation. Try to look the audience in the eye and do not spend too much time looking at your slides. If you point at your slides, it is better to point at the screen rather than at the projector. Some people find it useful to use a pointer for this purpose.

Ethical Scrutiny: At Warwick, any research, that involves direct contact with participants, through their physical participation in research activities (invasive and non-invasive participation, including surveys or personal data collection conducted by any means), that indirectly involves participants through their provision of data or tissue, or that involves people on behalf of others (e.g. parents on behalf of children), requires ethical scrutiny.

Please refer to section 4.8 Ethical Scrutiny for further information. MRes students should consult with their supervisors and, if appropriate, submit the completed form to your programme coordinator in the Postgraduate Office by the deadline stated in your Dissertation Guidance document.

Dissertation submission deadline Thursday 02 September 2027

2.10 - Engaging with your programme: MRes and PhD monitoring points

As a student, you have some responsibilities to the Department, just as we have responsibilities to you. We expect you to attend all your lectures and all your allocated module Support and Feedback classes (MRes) or meet at least monthly with your supervisor (PhD). We want to be sure that you are coping with your work and not falling behind, so we ask that you meet set 'Monitoring Points' throughout the academic year. Meeting your monitoring points is crucial and the consequences of missing three or more (MRes) or two or more (PhD)* of these monitoring points can be significant.

2.11 - Monitoring Points for MRes students

As you progress through the academic year you will be able to see on your Tabula page how many Monitoring Points you have successfully made and how many you have missed. Please inform the Postgraduate Office if you believe a mistake to have been made in your Monitoring Points record. You can contact your Personal Tutor or the Director MRes/PhD if you have concerns about your academic progress and engagement with your course.

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

- 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. Where the missed monitoring points are consecutive, and there is no alternative evidence of engagement, you will be invited to meet with the Director MRes/PhD and a support plan will be put in place.
- After four Monitoring Points are missed you will be invited to meet with the Director MRes/PhD to discuss your academic progress (unless you have already met after three

missed monitoring points in the circumstances explained above). We may refer you to the relevant professional within the University welfare system who could help you, such as the Senior Tutor, Dean of Students, the Disability Coordinator or Mental Health Coordinator, as appropriate.

- After six Monitoring Points are missed you will be invited to a second meeting with the Director MRes/PhD, and a report will be made by the Department to Student Records regarding your non-engagement with your studies. You are now at serious risk of your registration being terminated.
- If you are absent from classes for a period of at least five weeks, or you miss eight departmental monitoring points, the Department and University is likely to invoke Regulation 36 to begin termination of registration proceedings and your case is handed over to the Academic Office.

International Students should be particularly aware of the consequences of missing Monitoring Points: the University is obliged to report to UK Visas and Immigration (UKVI) of the Home Office if any students have been found not to be engaging with and attending their degree course. This has serious implications for your visa status.

Postgraduate students are considered to be in-term all year so we are required to monitor throughout your registration, not just term time.

MRes Economics (L1PL Year 1)

	Description	Timing
Monitoring Point		
1	Attendance at MRes Welcome and Introduction Session	Week 51
2	Meeting with Personal Tutor	Week 1
3	Attendance at a core module class	Week 3
4	Attendance at a core module class	Week 5
5	Attendance at a core module class	Week 7
6	Submission of Economics module evaluation (online)	Weeks 9-10
7	Attendance at a core module class	Week 15
8	Meeting with Personal Tutor	Week 18
9	Attendance at a core module class	Week 21

10	Attendance at core module class	Week 24
11	Submit 2nd year option module choice	Week 26
12	Attendance at EC9A1 exam	April
13	Attendance at an EC9AA lecture	May
14	Submit EC9AA topic and supervisor name	June
15	Contact with the PG Office	July
16	Contact with the PG Office	August
17	Contact with the PG Office	September

MRes Economics (L1PL Year 2)

Monitoring Point	Description	Timing
1	Welcome Meeting for Year 2 MRes	Week 1
2	Meeting with Personal Tutor	Week 2
3	Attendance at option module lecture	Week 4
4	Attendance at option module lecture	Week 6
5	Attendance at dissertation workshop	Week 8
6	Submission of Economics module evaluation (online)	Weeks 9-10
7	Attendance at option module lecture	Week 15
8	Meeting with Personal Tutor	Week 18
9	Attendance at option module lecture	Week 21
10	Attendance at option module lecture	Week 24
11	Submission of proposed supervisor form	Week 30
12	In-person/online meeting with supervisor(s)	Weeks 33-34
13	Submission of EC9B4 dissertation proposal	Week 38
14	Contact with the PG Office	July
15	Contact with the PG Office	August

2.12 - Monitoring points for PhD students

All PhD students are expected to meet with their supervisors **at least every two weeks** and to submit a report of the meeting on Tabula. This forms a record of your progress but also serves as your monitoring point. Details of monitoring points you must meet are listed below.

Your meeting should be recorded on Tabula on the day of the meeting wherever possible. The last day of each month will be classed as the deadline to record a meeting for that month. Please record your meeting within the specified month to avoid being marked as 'missed'.

Departments are required to instigate an 'early intervention' process at the point where **two** consecutive monitoring points have been missed. If there is no subsequent engagement and **three** monitoring points are missed, the Compliance Team will instigate a process to withdraw the student (Student Visa holders). Departments will be given 10 working days to establish re-engagement and request a stop to the withdrawal. If not, the student will be withdrawn and visa sponsorship stopped.

PhD Economics (L1P2)

Autumn

Monitoring Point	Description	Timing
1	Attendance at PhD Welcome Back (in person)	Week 1
2	Meeting with supervisor (in person)	October
3	Meeting with supervisor (in person)	November
4	Meeting with supervisor (in person)	December

Spring

Monitoring Point	Description	Timing
5	Meeting with supervisor (in person)	January
6	Meeting with supervisor (in person)	February
7	Meeting with supervisor (in person)	March

Summer

Monitoring Point	Description	Timing
8	Meeting with supervisor (in person)	April

9	Supervisor Committee Meeting and Submission of Annual Progress Report (all years)	May
10	Meeting with supervisor (in person)	June

Summer vacation period

Monitoring Point	Description	Timing
11	Meeting with supervisor (in person)	July
12	Meeting with supervisor (in person)	August
13	Meeting with supervisor (in person)	September

Notes:

1. The University requires in-person monitoring points in Terms 1 and 2 for ALL students. (Supervisors should be present in term time. If supervisors are not present, you must record a meeting that takes place online but present yourself to the Department administrators and sign an attendance sheet). In Term 3 at least one meeting in every two-month period should be in-person and the same for the summer vacation period.
2. Supervisor meetings should be recorded in Tabula on the day that the meeting took place, with a brief summary of the topics discussed.
3. Supervisor meetings should take place at least 7 days apart to meet the monitoring point requirement. Absolutely no period of over 59 days of non-engagement must take place.
4. Students studying away from the University (e.g., as a visiting research student, fieldwork etc.) will be expected to fulfil monitoring points in the same way as other students, in terms of maintaining contact with their supervisor. This will be done online or via email and recorded in Tabula as usual.
5. PhD students in extension will continue to be expected to fulfil monitoring points through monthly supervisor meetings.
6. After submission of the thesis, PhD students will have attendance at their viva voce examination and any resubmissions/second viva voce examinations as monitoring points. If corrections are required, monthly supervisor meetings should resume as monitoring points until final submission and examiner approval.
7. Visiting research students are expected to fulfil the monitoring points above in the same way as a regular PhD student, for the time they are in the department. Where a 12 monthly progress report is listed, visiting students should record a supervisor meeting.

8. A strict intervention process must be instigated at the point of two (consecutive) missed monitoring points. At three missed monitoring points a student is at risk of being automatically withdrawn from the course and visa sponsorship stopped.
9. International students should be particularly aware of the consequences of missing Monitoring Points: The Visa Compliance Team is obliged to report to the Home Office UK Visas and Immigration if any students holding Student Visas have been found to not be engaging with and attending their programme. This will normally lead to the curtailment of their visas.

2.13 - 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 Senior Tutor. If, after discussion, you are resolved to withdraw from your course, you must complete the online Permanent Withdrawal Request form. The Director of MRes/PhD will approve the form and the Academic Office will be informed of your departure.

International Students should contact the International Student Office for details on visa implications.

Regulation 36.4 explains the grounds and procedure if the University requires you to withdraw temporarily or permanently.

2.14 - Temporary Withdrawal

A temporary withdrawal is an approved period of time when you are not studying for your award and it is governed by University Regulation 36.1. You may request, in the first instance, a maximum of 12 months' temporary withdrawal from your course of study. In order to make a temporary withdrawal request, you should first talk with your Personal Tutor or Senior Tutor, and then complete a Temporary Withdrawal Request form, which should be submitted along with the relevant medical or other evidence. The Director of MRes/PhD will recommend that the request be approved or declined. If it is recommended for approval, the request will be sent to the Academic Office for final approval or decline.

You should inform Student Finance 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 classes. 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.

Note: If you are a Student Visa holder you should seek advice from an Immigration Adviser as temporary withdrawal will affect your visa. You can access information here.

If you are returning part-way through an academic year, you will be assessed on the basis of the syllabus you have personally followed during your period of study. 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.

3 - Assessment and Examinations

In this section of the Handbook, we provide information about the assessment methods that are 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 our [Assessment and Feedback](#) webpage. In particular, here you will find a link to the Department's Assessment Strategy.

We have always been focused on enhancing teaching and learning. 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 assessment.

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

You will receive feedback on your work in a variety of ways and it we encourage you to make use of all opportunities for feedback, as a means of developing your skills, reflecting on your work and enhancing your student experience.

3.1 - Marking criteria

Coursework and examinations are marked to an absolute standard, not a relative one. There are no "quotas" for failures or for the numbers gaining a particular class of degree. All examinations are marked and moderated independently by two examiners and all coursework that forms part of student assessment is also marked and moderated by two examiners. The pass mark for all postgraduate modules is 50%.

Assessment criteria

We list below the criteria which we use in the Economics Department for marking students' work. All work is marked on a percentage scale and it is our policy to use the whole range. The MRes dissertation has different marking criteria, which can be found in the dissertation guidelines.

80 PLUS

An outstanding piece of work, showing complete mastery of the subject, with an exceptionally developed and mature ability to analyse, synthesise and apply concepts, models and techniques. All requirements of the set work are covered, and work is free from errors. The work demonstrates originality of thought, with strong critical reflection and the ability to tackle questions and issues not previously encountered. Ideas are explained with great lucidity and in an extremely organised manner.

70-79

An excellent piece of work, showing mastery of the subject, with a highly developed and mature ability to analyse, synthesise and apply concepts, models and techniques. All requirements of the set work are covered, and work is free from all but very minor errors. There is good critical reflection and the ability to tackle questions and issues not previously encountered. Ideas are explained very clearly and in a highly organised manner.

60-69

A good piece of work, showing a sound grasp of the subject. A good attempt at analysis, synthesis and application of concepts, models and techniques. Most requirements of the set work are covered, but there may be a few gaps leading to some errors. There is some critical reflection and a reasonable attempt is made to tackle questions and issues not previously encountered. Ideas are explained clearly and in a well organised manner, with some minor exceptions.

50-59

A satisfactory piece of work, showing a grasp of major areas of the subject, but probably with areas of ignorance. Analysis, synthesis and application of concepts, models and techniques is mechanical, with a heavy reliance on course materials. The requirements of the set work are covered but with significant gaps. Little or no critical reflection and limited ability to tackle questions or issues not previously encountered. Ideas are explained adequately but with some confusion and lack of organisation.

40-49

A failing piece of work. There is a weak attempt at analysis, synthesis and application of concepts, models and techniques. Only some of the requirements of the set work are covered. Inability to reflect critically and difficulty in beginning to address questions and issues not previously encountered. Ideas are poorly explained and organised.

Below 40

A failing piece of work. There are extremely serious gaps in knowledge of the subject, and many areas of confusion. Few or none of the requirements of the set work are covered. The student has failed to engage seriously with the subject and finds it impossible to begin to address questions and issues not previously encountered. The levels of expression and organisation in the work are very inadequate.

If you need any clarification on the marking criteria, you should speak to your Personal Tutor.

3.2 - Coursework and Examinations

3.2.1 - MRes module examinations and assessment

MRes Year 1*

Code	Title	Type of Assessment, Timing and Weighting
EC9A1	Advanced Microeconomic Theory	2 x 2 hour term tests in Dec & Mar (40%) 1 x 3 hour exam in April/May (60%)
EC9A2	Advanced Macroeconomic Analysis	2 x 2 hour term tests in Dec & Mar (40%) 1 x 3 hour exam in May (60%)
EC9A3	Advanced Econometric Theory	2 x 2 hour term tests in Dec & Mar (40%) 1 x 3 hour exam in May (60%)
EC9AA	The Practice of Economics Research	1 research report (100% of module mark) in term 3

In MRes year 1, all modules are compulsory. In year 2, you choose five field modules (from the list below) and complete a dissertation. You are permitted to take up to two (15 credit) modules from outside the department (along-with three of the modules listed below) but you must gain the agreement of the Director of MRes/PhD to do so. All of the (Economics) second year modules are based on 100% assessment, which in most cases will be concluded by the end of term two, allowing you to concentrate on the dissertation from the start of term three. The list below is indicative rather than definitive and we cannot guarantee that all of the options listed will be offered in every year.

MRes Year 2*

Code	Title	Type of Assessment, Timing and Weighting
EC9B8	Topics in Advanced Economic Theory 1	2 pieces of coursework weighted at 50% each.

EC9B9	Topics in Advanced Economic Theory 2	2 pieces of coursework weighted at 50% each.
EC9C0	Topics in Development Economics	2 pieces of coursework weighted at 50% each.
EC9C1	Topics in Economic History	2 pieces of coursework weighted at 80% and 20%.
EC9C2	Empirical and Behavioural Political Economy	2 pieces of coursework weighted at 50% each.
EC9C3	Topics in Industrial Organisation and Data Science	2 pieces of coursework weighted at 50% each.
EC9C4	Topics in International Economics	3 pieces of coursework weighted at 20%, 30% and 50% each.
EC9C5	Topics in Labour Economics	2 pieces of coursework weighted at 50% each.
EC9C6	Topics in Macroeconomics	2 pieces of coursework weighted at 50% each.
EC9C7	Political Economy Theory and Experiments	2 pieces of coursework weighted at 35% and 65%.
EC9C8	Topics in Advanced Econometrics	2 pieces of coursework weighted at 50% each.

**Please note the structure of the programme may be subject to change. We consult you (through the GSSLC) about any proposed changes for the programme.*

3.2.2 - MRes assessment and examination scheme and progression rules

The following are guidelines only and the Board of Examiners reserves the right to exercise its discretion in individual cases. The exam scheme should be read in conjunction with the [Rules for Award](#).

Examination Components

The examination components for the MRes in Economics are as follows, with the weighting of the module mark towards the final average mark being in proportion to the number of CATS listed:

Examined Component in Year 1	CATS weighting	Weighting in Overall Average for Year 1
EC9A1 Advanced Microeconomic Theory (core)	35	33.3%
EC9A2 Advanced Macroeconomic Analysis (core)	35	33.3%
EC9A3 Advanced Econometric Theory (core)	35	33.3%
Examined Component in Year 2		Weighting in Overall Average for Year 2 (Taught)
EC9AA The Practice of Economics Research (core)	15	20%
5 Option Modules (@12 CATS)	60	80%
Dissertation (core)	60	

Note: Students are permitted in year 2 of the MRes to take up to two 15 credit modules from outside the Department. These students will overcat by a maximum of 6 CATS.

Pass Marks: The pass mark for all modules is 50%.

Progression Rules: First year to second year: you must pass each of the core modules EC9A1, EC9A2 and EC9A3. Second year to dissertation: you must pass EC9AA and each of the option field modules to progress to the dissertation.

To be awarded the MRes in Economics: A candidate who passes each of the taught modules and passes the dissertation will be awarded the MRes.

MSc in Advanced Economics (in place of the MRes): A candidate who passes each of the taught modules, but fails the dissertation (having resubmitted the dissertation once), will be awarded the MSc Advanced Economics.

PG Diploma in Advanced Economics (in place of the MRes): A candidate who has taken 120 credits, passed at least 90 credits at 50% or above, and passed at least 30 credits at 40% or above, will be awarded the PG Diploma Advanced Economics.

PG Certificate in Advanced Economics: A candidate who passes two of the core modules only (minimum of 60 credits) will be awarded the PG Certificate Advanced Economics. This qualification will be awarded at the end of the first year to those who do not meet the requirements to progress to the second year.

Progression to the PhD

In order to automatically proceed onto the PhD programme, the candidate must:

(i) pass all modules and

(ii) achieve an average of 65% over all taught modules in year 1 and 2 and

(iii) demonstrate strong performance in the year 1 core modules (i.e. average of not less than 60% across EC9A1, EC9A2, EC9A3) and

(iv) achieve a mark of at least 65% in the dissertation.

(Calculation of the averages for both taught and core, will be weighted by the number of CATs for each module).

Marking Conventions

For the purposes of the individual elements of the course, the following marking conventions are in place:

Mark	Grade
70.0% and above	Distinction
60.0% - 69.9%	Merit
50.0% - 59.9%	Pass
49.9% and below	Fail

The MRes degree carries a Distinction, a Merit and a Pass classification. Any candidate having an average mark of 70.0% or higher taken across all components of the course, with no individual module mark of less than 50.0%, will be normally considered for a Distinction. Any candidate having an average mark of between 60.0% and 69.9% taken across all components of the course, with no individual module mark of less than 50.0%, will be normally considered for a Merit.

Where the weighted average for classification is within 2 percentage points of the borderline for the Distinction or Merit category, students should be promoted if at least 50% of the weighted credits counting towards the classification are above the class boundary and this should include the dissertation.

Right to Remedy Failure

The candidate will be offered the right to remedy failure on one occasion in each module. All resit marks are capped at 50%. The reassessment method can vary from one module to another, and candidates are advised to check the module catalogue for the definitive information. If you undertake a resit for a module and achieve a lower mark than your original attempt, your original (higher) module mark will be retained.

Where a candidate has a further first attempt (FFA) for a module that contains more than one element of assessment, the candidate shall normally be required to be examined only in the element(s) of the assessment which has(have) not met the minimum pass mark, noting that the appropriate method of assessment is determined by the Board of Examiners.

3.2.3 - Methods of coursework submission

You should submit assessed coursework via electronic submission in [Tabula](#).

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

It is your responsibility to check carefully that you have uploaded the correct file via e-submission. Failure to upload the correct file will result in a penalty of five marks per day until the correct file is produced. Penalties only accrue on working days (not weekends or public holidays).

If you are submitting a piece of group work, double check with your group members that it has been submitted. It is still your responsibility to make sure your work has been uploaded. If you are not the person submitting, you will receive a warning on Tabula for non-submission, but if the person responsible has submitted, you can ignore this. It is always a good idea to check with the person responsible that they have submitted. Where possible, at least two group members should be present when the final submission is made and group members should verify that the correct file has been uploaded.

Here are some key points to follow to ensure you don't make a mistake:

- You must ensure your document includes your student ID number, but not your name, as all marking is carried out anonymously. You should also include the final word count.

- The assignment must be a 100% electronic submission and so any object such as graphs, figures or equations will have to be incorporated into your electronic document.
-

To submit your document online, you will need to create a PDF document. You can download a copy of the free software [PDF Converter](#) from ITS and follow the instructions. Alternatively, on a Warwick PC go into Software Center and install Power PDF. You will then be able to create a PDF within Word by choosing the Nuance PDF tab and then selecting Create PDF. If you do not have any PDF software installed and can only use the Microsoft Word SaveAs PDF feature you **MUST** select the options button and then untick [Bitmap text when fonts may not be embedded](#). If you do not the file will be unreadable and you will be asked to resubmit your work and may receive a late penalty.

- Name the resultant PDF file as follows: module code-assignment number.pdf.
- Check the final document before uploading to ensure it has been converted accurately.
- Double check that you are submitting the correct document and that you are submitting it to the correct module/assessment.
- If you submit more than one document for your assignment these documents should be submitted simultaneously.
- You must take care that you have logged into Tabula using your own username and that you are not logged in using a friend's account who has used the computer before you.

3.2.4 - Deadlines

Each piece of work must be submitted by a particular date set by the Postgraduate Office and module leader (and displayed in Tabula). You will be given notice of these deadlines at the beginning of term and notified of any changes. It is your responsibility to arrange your own programme 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 and so on. The University stipulates that markers have a maximum of twenty University working days for completion of marking, so you should receive your marks within 20 University working days of your submission unless otherwise advised.

Please note that the submission deadlines and test dates can be found in Tabula.

3.2.5 - Specific deadline extensions

To seek a specific extension for assessed work you must make a request in [Tabula](#) via the Coursework Management portal. Please email economics.pastoral@warwick.ac.uk if you have any difficulties. The Student Support and Progression Officer will consider all extension requests for modules delivered by the Department of Economics. Requests must be supported by evidence, which should be submitted within 5 working days of making your request.

Evidence that is in any other language than English must be accompanied by an official translation. Should there be an unexplained delay of more than one week before submitting your evidence we may not be able to agree to your extension request. Please submit extension requests in a timely manner, ahead of the assessment deadline.

If you are taking an external module that does not use Tabula coursework management, then please submit a Mitigating Circumstances claim in Tabula and we will liaise with the delivering department. Students taking external modules who do not wish to disclose information outside their home department may contact their home department to request support for a specific extension request.

Extensions are not available for technological difficulties – you should anticipate that your hard drive may crash, your work may be destroyed by a virus, or that your laptop may get stolen. Make sure you back up to One Drive or your network disk space. Do not store your backup with your computer and definitely not in your laptop bag. Note also that extensions will not be granted on the basis of a student being in full- or part-time employment, or undertaking a summer internship.

Dissertations take a long time to complete, and it is expected that most students will experience some challenges during that period. Students are therefore expected to plan for and manage minor setbacks. For this reason, short-term illnesses or minor health issues will not normally qualify for an extension.

3.2.6 - Late submission or failure to submit

Work submitted late will be marked subject to a penalty, unless an assessment deadline extension has previously been approved. All work submitted late (after 12.00 noon on the due date) will incur a five-mark penalty per day (not including weekends, University closure days and public holidays) with a minimum mark of zero for an assessment. Late work must be submitted by the original method of submission for that particular module.

It is your responsibility to ensure that you are submitting the correct assignment to the correct link by the deadline. For work that is submitted electronically, do not leave it too close to the submission time. 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. 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. Penalties cannot be removed in situations where the network was busy around the time of the submission deadline. If personal circumstances contributed to a submission error, you should notify the department as soon as possible and submit details through the Personal Circumstances process where appropriate.

If a piece of group work is submitted late, penalties will be applied to all group members. Penalties will not be removed on group work if you thought that another member of your group was supposed to submit. This includes situations where a group has designated one member to submit on behalf of the group.

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.

A zero mark will be recorded when a candidate fails to present themselves for a test or submit an item of assessment for a module for which they have been registered.

3.2.7 - Marking

A percentage mark will be awarded and recorded on each piece of assessed coursework. All marks that contribute towards degree credit 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 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.

Marks for assessed work will be returned to you within 20 University working days of the submission deadline/test date through Tabula unless otherwise advised. Please note that this excludes weekends and other days when the University is closed. You will receive a notification when your mark is available in Tabula. All assessment and examinations marks are only provisional and will not become finalised until after the Exam Board. The 20 University working day deadline does not apply to the final test/exam on a module or dissertations/projects; these marks are released after the Exam Board.

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

3.2.8 - Feedback on your assessed work

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. Therefore, our aim is to provide you with as much feedback as is reasonably achievable, given the volume of students taught on any module. The Department takes very seriously the provision of feedback on assessed work. We are sensitive to the importance of this and have mechanisms in place to enhance the quality of the feedback on assessed work.

You will receive a written evaluation of your coursework on a range of relevant criteria including comprehension, analysis, critique and presentation. You may also receive written comments in the margins of your work. These 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 find the mark you received on Tabula.

Where relevant, the lecturer will provide feedback about what was expected, together with reflections on what students typically did well or where they might have struggled.

If you are not satisfied with the quality of the feedback you have received, you should approach the module lecturer or tutor. However, prior to doing this, you must be able to demonstrate that you have reviewed your personal feedback and the feedback provided for the assessment, and reflected on them 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-read your assessment. If you still need more information, contact the Postgraduate Office, who will forward your request for more feedback to the Director of MRes/PhD.

Understanding Feedback

3.2.9 - Querying assessed work 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

If you don't understand your mark on a module taken in the Economics department, first look at the comments and feedback on your assessment. If you're still unsure after reading the feedback, speak to the module leader or lecturer about your work. They can help explain the mark, but they cannot re-mark the assessment.

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 Postgraduate 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.

3.2.10 - Class tests

A number of modules have mid-term tests that contribute to your final marks in the module concerned. Class tests are organised by the Department rather than by the central examinations team, but the following normal exam conditions apply unless advised otherwise:

- You should not use any books, papers, calculators, mobile phone or any other information storage and retrieval device to the test unless this is expressly permitted in the test rubric.

- All coats and bags must be left at the side or back of the classroom.
- You must not talk or communicate with other candidates or pass information to one another during the test.

Please note that the Department reserves the right to take group photographs of students attending a test, in order to discourage cheating through assumed false identities. Please see section below entitled 'Good Practice in Exams', as a class test will be treated in the same way as an examination.

The Department cannot grant an extension to a test or reschedule the date of any test. If you are unable to take a test, or your illness is of such long duration that it prevents you from submitting a piece of work within an appropriate extension, please submit an application for mitigating circumstances in Tabula with supporting evidence.

3.2.11 - Mitigating circumstances

Detailed guidance on how to submit a case for mitigating circumstances and the evidence required to substantiate a case is available [here](#). All mitigating circumstances must be submitted via the personal circumstances tab in Tabula.

Mitigating circumstances are:

- 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 student's ability to study (normally within three weeks of the relevant assessment event deadline).

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

Deadlines for submitting mitigating circumstances

If 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. Failure to submit mitigating circumstances by department deadlines cannot be considered by the Department and may only be considered as part of an academic

appeal and only if there is a convincing explanation for why the evidence was not supplied earlier.

Medical evidence

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

Who to talk to

There are many people you can talk to in the department and university if you have any mitigating circumstances and it is vital that you make the department aware of them. We cannot consider something if we are not aware of it. You could begin by talking to your Student Support and Progression Officer or another member of the Pastoral Team. Daily drop-in sessions are offered throughout term-time so there is always someone available. If you feel inhibited from talking to someone in the department, you could talk to a member of staff in the Wellbeing Services for initial, informal advice. All information is treated in a confidential manner and when making a claim for mitigating circumstances, your information is submitted securely on Tabula. If your submission contains sensitive personal information, you may mark it as strictly confidential and make arrangements to show evidence to just one person.

We are aware that in some cultures it is considered shameful or embarrassing to disclose the details of these kinds of circumstances. This is not the case in the UK. We will be fully supportive of students in difficult circumstances.

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 assume it is a panic attack. If you do experience a panic attack during an exam, you should make the invigilator aware so that support can be offered. In the event that you are not able to complete your exam, you should seek medical advice for your symptoms and obtain an official medical note. It will be necessary to create a Personal Circumstances claim on Tabula and provide supporting evidence so that the mitigation panel can review your case. In most, though not all cases, mitigation claims relating to a panic attack will only be considered severe if there is documentation to evidence a history of panic attacks.

Mitigating Circumstances Panel

The Mitigating Circumstances Panel considers all mitigating circumstances relating to examinations. Its remit is: 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.

Deferral of an Examination Period

If your mitigating circumstances are considered to be severe, such that you are unable to take examinations, you may request to defer the entire examination period to the next available opportunity. You must submit your mitigating circumstances for this at least five working days before the beginning of the exam period, otherwise they may not be considered, given time constraints. Deferral of an examination period is governed by the [University's Deferral of Examination Policy \(2020\)](#). Further information can be found on the [Deferrals webpage](#).

Possible action by the Exam Board

For severe mitigating circumstances, the Exam Board might recommend the candidate has a further first attempt in September or the following Jan/May/June. A student cannot resit an exam/module that has been passed in any circumstances.

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.

Reasonable Adjustments

Reasonable adjustments are typically not part of mitigation. If you require reasonable adjustments for your examinations, please make sure you contact Disability Services prior to the deadline. However, a significant deterioration of a permanent or chronic condition already reported and covered by reasonable adjustments is classed as a mitigating circumstance. If you are unsure, please talk to a member of the department's Pastoral Team.

Deadlines: where you are applying for an extension to a coursework deadline because of mitigating circumstances, you must apply as soon as possible/ and definitely before the submission deadline.

All mitigating circumstances claims must be submitted as soon as possible. The submission deadlines for each exam period are given below:

- January exams - 22 January 2027
- May/Summer exams - 28 May 2027
- September exams - 5 working days after your last exam

Without wanting to invade your privacy, the University does expect that you bring such circumstances to the Department's attention in a timely manner, despite the discomfort you might feel in so doing. The Department will do all it can to support you in difficult situations.

You should be aware that the Department will only consider mitigating circumstance claims after exam results have been released if there are exceptional reasons why the submission could not be presented at the correct time accompanied by supporting evidence. Please note that claims of being too embarrassed to talk about your case at the time will not be considered as exceptional reasons for late submission. Any claim that would not be considered by the Department may only be considered by an Academic Appeals Committee as part of an [academic appeal](#). An Academic Appeals Committee will not consider mitigating

circumstances reported outside the deadlines as set out by the Department unless there is an exceptional reason why the submission was not presented at the correct time, accompanied by supporting evidence.

Online examinations

All Economics exams take place in-person. If you have online exams in an external department, please be aware that the University do not allow late exam submissions to be marked and these will receive a mark of zero. Under the Right to Remedy failure policy you will usually be offered a resit and if you have accepted mitigation you may be offered a further first attempt. You will be required to upload screenshots to show loss of internet connection or errors to support your claim and a detailed timeline.

3.2.12 - 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 policy. However, a significant deterioration of a permanent or chronic condition already reported and covered by alternative arrangements, is classed as a mitigating circumstance. Guidance in relation to alternative arrangements is available on the University web pages and is summarised below.

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

- Noting ‘substantial’ is defined as ‘more than minor or trivial’ and that a disability is defined as ‘a physical or mental impairment that has a substantial and long-term negative effect on the ability to carry out normal day-to-day activities’;
- Students who have long term chronic conditions or disabilities and who believe they are entitled to reasonable adjustments should in the first instance contact Disability Services or Mental Health and Wellbeing and request an appointment to discuss their support requirements;
- A reasonable adjustment may be unique to the individual and could include special examination arrangements, delayed deadlines but also alternative methods of assessments;
- Any reasonable adjustments made are evidence based; students are required to supply appropriate and recent medical evidence, or, in the case of a specific learning difference such as dyslexia or dyspraxia, a full diagnostic assessment. The type of appropriate evidence required can be discussed with Disability Services or Mental Health and Wellbeing;
- Once a student has met with Wellbeing Support Services, the adviser will contact the student's department and the Examinations Office (with their permission) to recommend any alternative exam arrangements;

- Alternative exam arrangements must be made before the annual deadlines as set out by the Examinations Office. 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 support for specific disabilities is available here.

If you have reasonable adjustments and are sitting exams in department, please pay particular attention to the timings of your exams.

3.2.13 - Religious Observance

If you are unable to sit an exam on a particular date because of religious observance, you must notify the Postgraduate Office by email and also the Examinations Team by completing the Religious Observance Form before the published deadline. Further information is available on the Religious Observance webpage.

3.2.14 - Examination schedule and feedback

MRes examinations take place during April/early May (weeks 30 and 31). The exam rubric for each module can be found on the module webpage. April/May exam marks and feedback are only released after the June exam board. September exams are available for students who fail to pass a module at the first attempt in June. These take place end of August/beginning of September.

3.2.15 - Good practice in exams

All of the assessment on the MRes course, (in the form of class tests and final exams) is classed as internal to the Department (i.e. outside the University examination timetable).

- 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.
- Use the correct answer booklets, as set out in the rubric.
- 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.
- State which question(s) you are answering on the front of each answer booklet.
- You must hand in your exam paper in accordance with instructions provided by the invigilator in the exam room. This includes handing in all parts of your script, appropriately fastened together.

- Write legibly - we will make every attempt to read your exam paper, but if we cannot read it, you will not be permitted to re-write or type it.
- 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. 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 - 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](#)
- [Wellbeing and Support](#)

3.2.16 - Use of calculators in exams

The University Regulations forbid the use of programmable calculators and any calculators which can store formulae or text in examination rooms. The Regulations also forbid you to take manufacturer's instructions in the use of calculators into the examination room.

Please 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. Invigilators will carry out checks of their suitability before the exam.

3.2.17 - 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 '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
- 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.

3.2.18 - Examination boards

The Board of Examiners comprises a subset of full-time members of the academic staff in the Department of Economics, members of the academic staff from other departments for joint programmes and external examiners appointed by Senate. The Board, chaired by the Director of MRes, makes recommendations that are subject to confirmation by Senate.

The 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 generally to act as independent arbiters and scrutinisers and to ensure that the Board's decisions are fair.

3.2.19 - Exam board decisions

The general range of decisions available to the Board is set out below. The Assessment and Examination Scheme provides guidelines only and the Board reserves the right to exercise its discretion in individual cases.

June Exam Board

The Board will consider the progress of students in the taught component. It will determine whether the student shall:

1. Proceed to the second year of the MRes (for first year students)
2. Be permitted to submit the dissertation (for second year MRes students).
3. Be required to be re-examined in specified modules

September Exam Board (Final)

This is the Board at which students who have completed the full requirements of the degree are considered. It will determine whether a student shall:

1. Be awarded the degree
2. Be awarded the degree with distinction or merit
3. Be permitted re-submission of the dissertation
4. Be awarded a lower qualification (as specified in the MRes examination conventions)
5. Not be awarded a qualification

3.2.20 - Exam marks

Following the decisions of the Exam Board, you will be notified by email when exam results are available. We will **not** give out examination or assessment marks over the telephone or to any third party without your prior written permission.

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.

3.2.21 - Degree certificates and transcripts

If you attend a Degree Congregation you will be presented with your certificate on stage. If you do not attend a ceremony your certificate will be posted to you or it can be collected from Student Reception (Senate House). Digital certificates will be issued in addition to hard copy certificates.

The main degree congregation for PGT students is held in January each year. The [Awards & Ceremonies](#) website provides detailed information on award certificates and degree congregation registration and includes a [Frequently Asked Questions](#) section.

You can download an interim transcript from your [current students](#) page at any time during your course.

Your official electronic transcript, known as the [Higher Education Achievement Report \(HEAR\)](#), will be accessible via our approved third-party provider [GradIntelligence](#). Once you have [activated your account](#) you will be able to view and share your HEAR via a share code with institutions and employers. If you have not had a Gradintelligence activation email, or you have any further questions about your HEAR please contact aotranscripts@warwick.ac.uk or visit the [GradIntel FAQ Page](#).

3.2.22 - Appeals

Following the decision of the Board of Examiners, you have certain rights of appeal under Regulation 42. These include the right to appeal the particular degree classification or award; a decision not to award any qualification or to require withdrawal; award of an alternative qualification or requirement to transfer to another course. Appeals must be submitted within 10 University working days of the date of notification of the decision of the Board of Examiners that is the subject of the appeal. The academic appeals process is to be completed typically within 80 University working days. Regulation 42 sets out the process for considering appeals and is available [here](#). You are required to complete a form if you wish to appeal against the decision of the examiners, and this can be found on the [Appeals](#) website.

The appeal procedure may not be used to challenge the academic judgement of examiners, dispute marks awarded in individual modules or pieces of work, appeal against the requirement that a student has to resubmit work or resit exams.

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

- (a) You are in possession of evidence relevant to your examination performance which was not available to the Board of Examiners when their decision was reached. You must provide evidence of good reason for not having made the Board of Examiners aware of this evidence prior to the assessment decision;
- (b) There is evidence of procedural irregularity in the examination process; or
- (c) There is evidence of prejudice or bias on the part of one or more of the examiners.
- (d) 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 under the [Student Complaints Resolution Procedure](#) was not made at an earlier stage.

If you have any queries about appeals, please contact pgappeals@warwick.ac.uk

3.3 - Academic Integrity

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.

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.

A breach of academic integrity is called 'academic misconduct'. This term can include deliberate cheating, but also includes unintentional things, such as failing to reference or acknowledge sources correctly. It is important that you are familiar with academic misconduct and poor academic practice rules so that you can avoid breaching them. Academic misconduct includes but is not limited to:

- Plagiarism or close paraphrasing of another's work, including self-plagiarism;
- Unacknowledged quotations;
- Presenting another's concepts as your own, including through the use of Generative Artificial Intelligence, e.g. ChatGPT;
- Contract cheating;
- Collusion;
- Allowing others to use your work for submission;
- Impersonating someone in an exam or allowing someone to impersonate you;
- Attempting to access assessment material in advance of an assessment;
- Submitting fraudulent mitigation claims.

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. ([A4.1 Regulation 11](#)). Poor academic practice is less serious than academic misconduct, but should be avoided nonetheless.

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.

If you have any questions on academic integrity, you can check [university](#) and [department](#) webpages, speak to your lecturer or Academic Tutor or speak to the Academic Services Manager on economics.integrity@warwick.ac.uk.

3.3.2 - Academic Referencing

It is important that you acknowledge sources and reference them correctly in your work, as this can be an easy way to avoid unintentional academic misconduct. You must familiarise

yourself with proper academic referencing, noting that approaches in departments do vary. 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.

There are numerous online resources to help you grasp proper academic referencing including the Library's dedicated [Economics webpage](#). We also have an Economics Research and Academic Support Librarian who is available to help and guide students. Further guidance is provided in the [Moodle course](#).

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. Further information can be found on our [Academic Integrity](#) webpage and in our [Economics Academic Referencing guide](#).

3.3.2.1 - Creating a bibliography

Complete references belong at the end of the essay. These should contain precisely those articles and books that you cite in the text, no more and no less. In particular, markers will be alert to you including references to sources that you have not used and have only listed to make your bibliography appear larger.

Your references might comprise books, chapters, and journal articles, alphanumerically by author's last name and publication date, with the book title or journal title underlined or in italics, and article or chapter titles in quotation marks. The principle here is that it's the library catalogue entry that gets italicised or underlined. Place of publication and publisher are optional for University coursework though not if you aspire to publishable scholarship. Note that if you cite articles or chapters you should also give first and last page numbers. For example:

Howlett, W.P. (1994). "The Wartime Economy, 1939-1945." In Floud, R., and McCloskey, D., eds, *The Economic History of Britain Since 1700*. 2nd edn, vol. 3, 1-31.

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

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

For further guidance on reference style, consult a well-known economics journal such as the *Economic Journal*.

3.3.3 - Use of Artificial Intelligence (AI)

Each module leader can decide whether or not to allow the use of generative artificial intelligence (AI) in their coursework assessments. If AI is permitted, its use must be appropriately referenced and documented, as set out in [University webpages](#). Please also refer to the guidance on our [Academic Integrity webpage](#) for further information.

If you are using AI, you are required to 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. AI use is not permitted in online tests unless explicitly authorised by the Module Leader/Lecturer. If you have any doubts about whether AI use is allowed in a specific piece of work, ask the module leader/lecturer/tutor. All written assessments must be completed in the student's own English, unless stated otherwise (for example, in language modules). The use of automated or assisted translation of the student's work from another language is not permitted and may be considered academic misconduct.

3.3.4 - Investigation and consequences of breaches of academic integrity

Breaches of academic integrity are regularly detected and penalised. All cases are reviewed by the Department's Academic Integrity Team to determine if there is a need for further investigation and if the student(s) involved will be required to attend a meeting of the Academic Conduct Panel (ACP). If an investigation concerns group work, all members will be asked to attend a meeting.

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(s) committed academic misconduct.

The penalties are strict and severe, even if it's the first time your work has not met standards of academic integrity. The penalties for academic misconduct range from reductions in marks for specific parts of an assessment up to a 100% reduction in mark for an assessment. For group work this may be applied to all members of a group where relevant. All decisions and penalties are reported to the end of year Exam Board who will make the final decision on progression, outcomes, or resit examinations. Any mitigation submitted will be considered at the Mitigation Panel and Exam Board. Students can appeal the decision of the ACP under certain circumstances. Please refer to our dedicated [webpage](#) for further information.

In 2025/26, there were 100 cases and 121 students were investigated in the Department, 35 students were found to have committed poor academic practice and 33 students were found to have committed misconduct and had penalties applied to their marks.

4 - Research - The PhD

4.1 - The nature of a thesis

It is not possible to define a passable thesis precisely. By its nature, research is hard to pigeonhole. University regulations talk about the thesis being in principle publishable, but that criterion relies on the judgment of the examiners. If you work on the basis of producing correct and original analysis of a well-defined problem, and rely on your supervisors' advice as to when the work has reached the right standard, you should succeed.

Although there are no set rules (other than the fact that you should aim to do your best), the following points should be kept in mind:

1. A thesis often consists of a number of essays on a related subject. Many students believe that three essays are required, but one large project that embodies the highest research standards can substitute for several more modest efforts. However, it is up to the discretion of your advisors initially and the examiners subsequently to decide whether the thesis is sufficient to pass.
2. Our preferred model is the following: a thesis with three significant pieces of work, one of which would be designated the 'job market paper.' The third chapter may be less developed than the other two, e.g. some limited exploration of a third idea. Co-authoring of aspects of the overall package is not ruled out, but you must clearly state your contribution to the work at the beginning of your thesis.
3. Once you submit your thesis for examination, you are NOT permitted to make any changes and you must be examined on the work you originally submitted. Depending on when exactly you submit, for job market purposes you may continue to work to improve the job market paper after submission of the thesis but this will be for job market and not for the examination.

Most research students in the department will be awarded a PhD in Economics; however, it is possible for the degree to name more than one subject if the research covers not only economics but also another field. In this case the University's regulations 38.1 (2) require that the student has a supervisor and also an examiner in each of these subjects. A degree in multiple subjects can only be awarded if the examiners recommend this and therefore no firm decision can be made until after the student defends their thesis at the viva. Where a student is aiming for a joint degree, it may be possible for training or coursework undertaken in another department, to replace part of the MRes. Where the second year of the MRes is partly or wholly 'replaced' by other training, the student may be awarded a PhD in Economics plus another subject. However, if a student seeks to undertake training in another department to replace the first year of the MRes, the student can only be awarded PhD in 'Subject (of choice)' plus Economics. In all cases you should let the department know as early as possible if you are considering a joint award, so that we can assess the equivalence (to the MRes) of the training proposed.

We are not particularly concerned with the precise details of the formatting, paragraphing and other matters of style relating to the thesis and set no more specific requirement on this than the general university requirements. The main thing is that the content is good and clear, that

readers can navigate the thesis and that you fully reference sources and document your data carefully.

The hardest part of doing research is to stay focused. The most successful researchers are not (necessarily) the smartest ones, but the ones with the most drive to keep trying. It is important to find a way to motivate yourself. Everyone goes through a hard time. Research is intrinsically a lonely job and everybody has to deal with problems of self-motivation, self-esteem, discipline etc. Your first contact for these (or any other issues) is your supervisor. The Department also assign a Wellbeing Officer for PhD students, so feel free to contact this person also. If you feel you could use some additional help, the University offers various resources: [PG Hub](#); [The Wolfson Research Exchange REx](#); workshops in self-motivation, time management, working effectively with your supervisor, as well as counselling services ([PhD Wellbeing](#)).

4.2 - Research supervision

What you can expect from your Supervisors

Students are independent researchers and are responsible for their own work. You should expect your supervisor to take a relatively passive role, where you are expected to take the initiative in arranging meetings and driving the direction of the research. You are expected to meet with your supervisor on a regular basis. The Department recommends you meet at least every two weeks. During these meetings you should present your research ideas and receive advice on possible directions that you can take or fruitful extensions that you can make. A supervisor should also be able to suggest appropriate literature that you can read. It is important to prepare written documents at an early stage and to continue to polish and extend those documents. This helps you organise your ideas and gives your advisors a better feel for what you are doing. Supervisors are expected to comment on what you have written and to make suggestions for improvement. Supervisors should also indicate when your research is sufficiently advanced so that you can defend it. Finally, they are expected to write letters of recommendation when you are seeking employment.

The University expects you to meet with your supervisor on at least a monthly basis. You should keep a note of what is discussed at these meetings and what you are advised to do before the next meeting. These notes will form the basis of your supervisor meeting reports, which you need to upload to Tabula on a regular basis to fulfil your monitoring points as a PhD student.

Your supervisor will have many other things to do apart from supervising you and may forget details. Amongst other things, this means you should keep them regularly updated. Remember, you are driving your research, not them.

View the Doctoral College pages on [PhD Supervision](#).

Allocation of Supervisors

Students who achieve the required standard in the MRes (please see progression requirements in section two of this handbook) will proceed to PhD research and it is at this

point that the student will start to form a research supervisor committee. You should make sure that you consider the research interests of faculty in the Department when you choose your research topic, to ensure that suitable supervision exists within the Department. Progression to the PhD may not be possible if you cannot match with a suitable supervisor.

Research students have a supervisor committee (sometimes referred to as an advisors committee) made up of up to three members of faculty. You will spend the two years of the MRes talking to members of faculty about your research interests, in order to build your committee. By the time you submit your MRes dissertation, you would have a main supervisor (who will be the first marker of your dissertation). In most instances this supervisor would carry over to become your supervisor at the beginning of your PhD. If this is not the case, please let the Department know (via the Programme Officer (PGR)) who will become your main supervisor. Please also inform the Programme Officer of any co-supervisors you wish to add to your committee. Typically, you should have a second committee member by the end of your 1st PhD year (3rd overall) and a third one by the end of your 2nd PhD year (4th overall). Supervision arrangements will be approved by the Director of MRes/PhD shortly after you enter the PhD.

Changes can be made to supervision arrangements on the initiative of either the student or the supervisor, but in all cases, changes must be communicated to the Programme Officer (PGR). Special permission from the Director of MRes/PhD will be required where a student in the third year of PhD, wants to change supervisory arrangements. If you do wish to make changes to your supervisory arrangements or you are experiencing difficulties with finding a supervisor, please contact the Programme Officer (PGR), in the first instance.

View the University's guidelines on the [Supervisor Code of Practice](#).

Every effort will be made to ensure that the supervisory arrangements put in place for your doctoral work continue to work as well as possible throughout your period of study. However, the Department is aware that difficulties do sometimes arise between doctoral students and their supervisors, often through no fault on either side. If you should have any concerns relating to your supervision, please feel free to raise the matter directly with your supervisor or, if you prefer, to discuss the matter in confidence with the Director of MRes/PhD or the Programme Officer (PGR). Any difficulties raised relating to supervision will not prejudice you in any way. However, it is important to note that it is your responsibility to bring the difficulties to the attention of the Director or, in the last resort, to the University Doctoral College, in good time. The University cannot remedy difficulties or failings of which it was not made properly aware. If, for any reason, your supervisor should become absent or unavailable to direct your work for a period of four weeks or longer, the Director of MRes/PhD will meet with you at the earliest available opportunity to discuss the support you need. They may assign a replacement supervisor, on either a temporary or a permanent basis. Alternatively, if return of your supervisor is expected within a short period and you find that you have adequate support (e.g. from second supervisors, tutors or other members of the research group), the Director will agree a support plan with you. Be sure to advise us fully of your requirements; it may be difficult to recoup time lost if your research falls behind schedule.

It is important to remember that the thesis is your work so you need to drive progress on it, seeking out assistance from your supervisors. Constantly discuss your research ideas and the ideas of others with other fellow PhD students and with other fellows and faculty members.

4.3 - Your progress

Once you embark on the PhD, your progress will be monitored closely as it is very important for both the Department and the University that you complete within your four-year period of registration. Progress will be assessed in a number of ways. Departmental monitoring consists of an annual presentation (the PhD Forum), a written annual progress report to be discussed in a meeting of your whole supervisor committee (usually May) plus documented monthly meetings with your supervisor. These monthly meetings also form part of the monitoring point system. You can meet with your supervisor more frequently if desired and the monthly meetings should be seen as a minimum. A meeting every two weeks is recommended by the Department.

The PhD Forum

Your annual progress presentation is a key event in your PhD journey. You will participate in the PhD forum for the first time at the end of your 1st PhD year, when you are expected to present a draft of your first substantial chapter. At the end of your 2nd PhD year you will present your second chapter. The PhD forum will give you an opportunity to present your work to each other, to your supervisors and to other faculty members and students. Your supervisor will attend your presentation and will submit a statement on your progress. The format for your presentation will be as follows: 15 minutes presentation; five minutes discussion led by a formal discussant; 10 minutes general discussion; making 30 minutes total per student. You will be required to send your paper to your named discussant some weeks prior to the event to allow them to carefully read your work and prepare a discussion. You will receive formal written feedback from the review panel and supervisors will be informed of the outcome so that they can support you. The panel will highlight areas of best practice and concern and will offer advice and guidance to enable you to better undertake your research. The panel will also highlight areas where you may benefit from further professional development. A formal note of the outcome of the review, including any notes of guidance given, will be kept on your file.

Your annual progress report

You will be asked for a written progress report in May of each year. Reports, which are uploaded into Tabula and to the Director, are held on file and help us keep track of your progress and provide information to prospective employers or scholarship bodies. All members of your supervision committee will read your progress report and be asked to add their comments. The Director of PhD will then make a judgement as to whether you are making sufficient progress in order to submit on time.

Where a student is identified (by their annual progress report or the PhD forum) as making unsatisfactory progress, in the first instance an email will be sent to the student and the supervisors by the Director of PhD, noting concern about the student's progress. A follow-up meeting will then take place between the student and supervisor to ascertain whether

there are any extenuating circumstances that are impeding progress. If there are no extenuating circumstances the supervisor should attempt to identify the academic reasons for poor progress and agree with the student measures to improve and a plan of written work to be done. A written record will be kept, which will be copied to the Director of PhD. If progress continues to be unsatisfactory by the time of the next scheduled review, the Director of PhD and the supervisor will meet with the student and set a further deadline for review of progress. If the situation does not improve, ultimately the student will be advised to withdraw or to submit the thesis for award of a lower degree (e.g. MPhil). For further information see the [University Guidelines for the Supervision and Monitoring of Students](#).

Monthly meetings with your supervisor

You are required to meet with your supervisor on a monthly basis and to record these meetings on your Tabula profile page, under the heading 'Record of Meetings'. You should include details on the subject of discussion, the length of time of the meeting and actions to be completed before the next meeting with your supervisor. Your supervisor will be prompted, via Tabula, to read the report and to approve/add a comment.

In addition to the PhD Forum presentation, you are also required to make at least one presentation per year in one of our internal workshops. You will be required to report on presentations you have made during the year within your annual progress report, including the date and details of what you presented. It is an important check that you are making progress, as well as a self-disciplining device – unfortunately, it is easy for a PhD student to drift. In addition, a problem where the solution has eluded you for months, may be solved (or be on the path to being solved) through a thoughtful comment from an economist in another field.

Working away from Warwick

Sometimes students may be based away from Warwick for all or part of their studies because of the nature of their research project or to enable them to make best use of research facilities associated with the scholarship of their Warwick-based supervisor. In these circumstances you are required to inform the Programme Officer (PGR) before you make arrangements to leave Warwick. Arrangements for supervision of your research while you are away will be discussed, monthly meetings with your supervisor will still be required (although these are likely to take place over Teams or similar) and you will be expected to complete the regular progress reports as normal. Guidelines on supervision of students based away from the University are available [here](#).

Seminar attendance

PhD students must give workshop presentations on their work (a minimum of one per year) and are required to attend at least one research seminar series and one internal workshop series in their field.

Research groups

PhD students must be enrolled in at least one of the research groups of the department, and participate in the activities of the group including its reading group and the workshops organised by the research group.

Teaching duties

Students are expected to carry out teaching assistantship duties during their PhD, including training sessions. See more details below.

4.4 - Submission of your thesis

You will be expected to submit your thesis during your fourth year of PhD registration and early submission of a thesis is permitted. If you wish to submit more than one month ahead of the end of your fee-paying registration you should first seek your supervisor's support, then complete the relevant form and pass it to the Director of PhD for approval. If you wish to submit the thesis more than five months early, then an additional statement from you explaining the reasons for this request should be attached to the form.

You are able to access the [Doctoral College Guide to Examination for Higher Degrees by Research](#), which contains all of the guidance you will need when you come to submit your thesis. Answers to frequently asked questions regarding submission are available [here](#) . Leading up to submission, your supervisor should discuss potential examiners with you and take the lead in seeking the agreement of the chosen examiners to act.

Please note that the version of the thesis that you submit to the Doctoral College on your required submission date, is the version that you will be examined on. You are not permitted to send an updated version of the thesis to the examiners after the submission date. This is viewed as cheating and is taken very seriously by the University. Suspected instances of cheating will be referred to the Academic Registrar and on to the Investigating Committee of Senate.

Academic Integrity

The below will become effective from 16th November 2026

All theses submitted for examination* are screened using Turnitin.

Before the examination process can begin, internal examiners must review a candidate's Turnitin report to check for signs of potential plagiarism or other form of academic misconduct.

If the internal examiner has concerns about serious academic misconduct, they will refer the case back to their academic department's Academic Integrity Lead. The academic department must notify the Doctoral College, the rest of the examination team and the candidate, and share the Turnitin report with them. The examination process will be paused until the academic integrity process has been completed.

If the Turnitin report raises concerns about poor academic practice, the internal examiner should address these during the viva.

Internal examiners will need to exercise their judgement for the following:

- Signs of unethical use of AI, as Turnitin at Warwick does not currently analyse text for potential AI misuse (The university's position on AI use is being revised and will be included in its policy on academic integrity).
- Matched text must be correctly quoted and referenced.
- Common phrases or terminology considered acceptable in the discipline can be discounted.
- Candidates may include material arising from work on the thesis which has been published before the thesis was completed or examined either in a journal (Section 3 of the [Guide to Examinations for Higher Degrees by Research](#)) or onArXiv

See more information in Section 9 of the [Guide to Examinations for Higher Degrees by Research](#)

The recommendations open to the examiners are:

- *Award the PhD degree*
- *Pass with minor corrections* (e.g. typographical errors, minor errors of logic or referencing). The examiners must specify the time available for completion of the corrections up to a maximum of three months.
- *Pass with major corrections* (first submission only and not available for a re-submitted thesis). The examiners will specify the time available (up to a maximum of six months).
- *Resubmission of thesis* (i.e. that the degree not be awarded but the student be permitted to submit a revised thesis, within 12 months of notification by the University).
- *Award a lower degree* (e.g. MPhil rather than PhD, if the examiners believe it is not possible to bring the thesis up to the required standard within 12 months).
- *That no degree be awarded.*

Information about Reasonable Adjustments during the viva for disabled PGRs and students with certain health conditions or disabilities including Mental Health, Neurodevelopmental, Social, Communication differences, Autism, Neurodiversity/Specific Learning Differences (such as dyslexia, dyspraxia, ADHD), can be found in section 12b of the [Guide to Examinations for Higher Degrees by Research](#).

After your viva and once you have completed any corrections to the examiners satisfaction, your internal examiner will confirm this to the Doctoral College. The Doctoral College will send you instructions for submitting the final thesis. Once that is received, your name will then be placed on the pass list and you will be invited to the next [Graduation](#) ceremony.

4.5 - How to be an effective researcher

An introduction to Warwick Researcher Development

The University's Researcher Development Programme is designed to support the personal and professional development of all postgraduate researchers at the University of Warwick. Selected highlights include: How to be an Effective Researcher (an essential 1 day workshop for new research students). For further details and to book a place on any of the programmes offered, please follow the link on the [researcher development](#) web page. All courses offered are free of charge. Individual coaching and advice on academic-related issues is also available. You can email pgresearchskills@warwick.ac.uk to request an appointment.

The University's postgraduate [Researcher Professional Development Framework](#) requires that PhD students spend at least 10 days per year on activities that support professional development. However, there is a lot of flexibility around the type of activity (e.g. attendance at conferences, workshops and masterclasses would count) and the University recognises that the majority of training for an Economics PhD student is contained within the MRes programme. The University has an online portal, [Warwick Skills Forge](#) (skillsforge@warwick.ac.uk) to support your PGR development. SkillsForge allows you to:

- complete a Development Needs Analysis (DNA)
- book on to training
- record your development activities for future reference.

Both MRes and PhD students in the Department of Economics can access SkillsForge.

4.6 - Departmental seminars

There are weekly departmental seminars in most fields in economics. These talks are an indication of current areas of research interest and methods of analysis. You are required to attend at least one seminar series in your field of interest. Find out more on the [Department's event page](#).

Do not make the mistake of thinking that because a seminar topic is outside your area, it is of no interest or importance to you. Often, you can learn how best to do things by seeing how others do them. Also, in seminars, speakers will commonly explain the 'tricks' in their paper—the things that are omitted from the published version.

There are also regular workshops in each of the major research group areas (where students present work in progress), as well as reading groups for you to attend. The aim of these workshops is to provide a supportive atmosphere where all students can learn about and make suggestions concerning each other's research. An organisational meeting will take place early in the autumn term and further information on the [work in progress](#) workshops is given on the departmental web page.

4.7 - Annual PhD Conference

This is a three day event organised by research students of the Warwick Economics Department, supported and attended by the Warwick Economics Department and Faculty, that takes place towards the end of Spring term each year. Anyone can attend, but only PhD students can present. Presentations from PhD students from the top Economics departments across the UK and the rest of the world are invited. There is no restriction on what topic within

economics can be presented. MRes students are strongly encouraged to attend this event. Information about this PhD Conference can be found [here](#).

4.8 - Ethical scrutiny

Please do consider whether you might require ethical approval at an early stage of your research and discuss with your supervisor. It can be very stressful to discover at a late stage, perhaps just before you submit, that you need ethical approval.

It is vital that the ethical review must take place before any participant recruitment or fieldwork commences.

At Warwick, any research proposals that involve [any](#) direct contact with participants, through their physical participation in research activities (invasive and non-invasive participation), or that indirectly involve participants through their provision of data or tissue or that involve people on behalf of others (e.g. parents on behalf of children) [must](#) require ethical scrutiny. Certain types of primary research, where you are collecting or using individual level data may also require scrutiny, and it is always best to check. It is your responsibility to ensure that ethical approval is secured. Note that your research does **not** require ethical scrutiny if it does not involve direct or indirect contact with participants. For example, most research involving previously existing datasets where individual-level information is not provided, or where individuals are not identified, or are anonymised, or using historical records, does not require ethical scrutiny. This is likely to include most research conducted in the Department. Research involving laboratory or field experiments, or the collection of new individual level survey data, **always** requires ethical scrutiny. If in doubt, you must consult your adviser. The burden of responsibility for seeking the necessary scrutiny and approval lies on **you**.

Where your research work may require ethical scrutiny and approval, the HSSREC has delegated the ethical review of student research to the department. For information please see the [Guidelines for Student Research](#) page. It is expected that all Postgraduate Students whose research involves human participants, their data or tissue, will have their work ethically approved by a member of staff other than their direct supervisor to ensure an independent review. The Department has a nominated ethical expert/advisor within the department. Please forward your requests to the Programme Officer who will then liaise with the advisor to ensure your case is considered. The form to complete can be found [here](#).

The University's Research Support Services provide a fuller account of [university policies and procedures for ethical scrutiny and approval](#), including a Warwick [University Research Code of Practice](#), a statement on the ethical conduct of research, and other guidance.

Ethical approval (if relevant) must be obtained before you embark on any fieldwork. In order to support the community's understanding of the principles and practices that protect the integrity of research, the University provides [online research integrity training](#) relevant to all those involved in delivering or supervising research. The University expects all staff and PGR students delivering research to complete the training.

4.9 - Risk Assessments

If you are planning to spend a period of your time outside the UK during your PhD, perhaps to collect data or to spend time in another department, you must complete a risk assessment(s) before departing.

Further information can be obtained from the University's [health and safety web page](#).

For general travel to a conference etc to another country, initially complete this form - [travel risk assessment](#). If this flags a country as higher risk (amber or red), you will then be required to complete a more in-depth risk assessment: [Form](#)

For fieldwork visits please see the information here: [Fieldwork](#) and complete the following form: [Fieldwork risk assessment](#). Once completed your supervisor will be required to sign off your Field Work Risk Assessment, so please ensure you discuss this with them. The completed and approved form should be sent to the Programme Officer (PGR).

4.10 - Extensions/leave of absence

It is important to point out that studying for a PhD is not something that can take an indeterminate amount of time. You should not assume (whatever your supervisor may say) that you can easily get an extension to your period of study as this will only be considered in truly exceptional circumstances. If you do need to apply for an extension, then you will need to make a reasoned case, setting out a timetable to completion. Your supervisor and the Director of PhD, will add a supporting statement (assuming it is a credible case) before it goes to the Academic Director of the Doctoral College, who will make the final decision.

It is tempting to believe that because of the length of the PhD programme as a whole, you will not need to apply for leave of absence if, for example, you have a period of illness or a new baby. Nevertheless, experience shows that this can affect progress and that, in retrospect, many students wished they had applied for such leave, given that they come up against such deadlines later on, and cannot then apply retrospectively. If such circumstances arise you should apply for a period of [Temporary Withdrawal \(TWD\)](#). TWD stops the clock on the registration period and ensures that you are not disadvantaged if you need to take a break. It does, however, have particular implications for Student Visa holders, who will be required to return home and if you have a studentship this cannot be paid during a period of TWD.

Further guidance on student maternity leave, parental leave and adoption leave is available in the Changes to Registration section [here](#).

The University recognises that in some circumstances it would be preferable for a student to be able to take a short period of time away in order to deal with a personal issue or undertake minor medical treatment, without their visa being curtailed. Where the time needed is quantifiable and equates to less than a total of six weeks in an academic year, it is possible for the University to record this period of time as an Authorised Absence rather than TWD. However, a student will not be able to apply for extension to their registration as a result of

Authorised Absence. If you need to apply for a period of TWD or Authorised Absence or an extension, you should speak to the Programme Officer in the first instance. During a period of TWD (or resit without residence), you are not permitted to attend classes either formally or informally. However, in order to help students prepare for their return to study, access to University IT facilities and the Library will normally continue during these periods.

4.11 - Contributing to teaching and marking (and UKVI restrictions)

Acquiring teaching experience is extremely valuable for students in securing an academic career. You are therefore expected to take on a reasonable amount of undergraduate class teaching from the first year of the PhD and may be able to do so from the second year of the MRes. Three or four classes a week (in one course) normally takes up the equivalent of one day, after allowing for preparation and marking. This seems sensible for most students.

Please note that the UKVI places a restriction of a maximum of 20 hours that someone on a Student Visa can work. This includes teaching, advice and feedback hours, marking, invigilating, research assistant work - and also unpaid work and any work outside of the University. It is the responsibility of the student to ensure they do not breach the 20 hour rule, as this is treated as a criminal offence by the UK authorities. Please note that hours cannot be averaged over more than one week and a week in this case runs from Monday to Sunday.

During the two years of the MRes there are opportunities to undertake marking and invigilation duties, providing additional paid work alongside your departmental scholarship. As you will still be attending classes during the MRes, we advise that you restrict any marking and invigilation duties.

Note that teaching training and guidance is given and it is mandatory that you attend the training sessions offered. These will be made available and you will be notified of the relevant times and dates by the Graduate Teaching Assistant Coordinator. You will be paid for attending the training sessions and this therefore counts as work hours.

The lecturer in charge of the course you are teaching should consult with you regularly and give every help he/she can. Before undertaking any teaching, please familiarise yourself with the Tutor's Handbook, a copy of which will be provided to you before you start teaching.

View the University's [policy on employment of postgraduates as teachers](#).

4.12 - Support for Research Expenses

The Department of Economics has a PGR Research Funding [policy](#) to fund some research expenses of our MRes/PhD students, including journal submission fees, presenting in conferences, data purchase, experiments. Eligible applications will be considered by the Director (and Deputy Director) of the programme. We will prioritise high-quality conferences where the student presents her/his research in a plenary or parallel session. Please refer to the [PGR Research Funding Procedure](#) before applying. If you need any further clarification, please contact the Programme Officer for further details. Note that funding must be agreed in advance (retrospective claims will not be considered). All expenditures must comply with the [University Financial Regulations and Procedures](#).

5 - The Job Market

In preparation for the job market we prepare our PhD students in terms of writing and presentation skills as well as interview practice, with the timeline of preparation starting at least 12 months in advance of the job market. In year three, students are required to attend the job market talks of external candidates, particularly the junior candidates, which take place in the department throughout January and February. The job market paper is expected to be ready at the beginning of year four in preparation for launch in October of the same year.

But whether you decide to enter the academic job market or you opt for employment outside academia, we have a range of support in place to help you find the right opening. We work closely with the Economics Careers Advisor to arrange events which bring you into contact with potential employers in a range of fields or Economics alumni who have made the transition into work outside academia. For those seeking an academic career, our support programme is detailed and aims to help you achieve the best placement possible for you.

5.1 - Support to develop your presentation skills

The academic labour market in economics is highly specialised and increasingly coordinated through international job-market platforms and events. Most recruitment for academic positions takes place through the American Economic Association's Job Openings for Economists (JOE) network and the European Job Market for Economists (EJME), supported by the European Economic Association, Royal Economic Society and Spanish Economic Association. Applications are normally submitted during the autumn, with initial interviews typically taking place virtually in December.

PhD students intending to pursue an academic career are usually encouraged to enter the job market during their final year of study, typically in the autumn and winter before submitting their thesis. By this stage, students should have made substantial progress on their dissertation and have a polished job market paper that demonstrates their research agenda and potential as an independent researcher. The job market paper is often the most important component of an academic application.

In addition to universities and research institutes, the economics job market includes opportunities in central banks, government departments, international organisations, consulting firms, and private-sector employers. Some technology and data-focused companies also recruit candidates with advanced quantitative and econometric skills through the same channels.

In addition to a job market paper, successful candidates usually have additional work that is sufficiently polished to be posted online and discussed with potential employers. To support you in this process, we offer help with academic writing and proofreading.

The next most important thing is your presentation. It takes time to learn to be a good presenter - so start early. In addition to presenting at the PhD Forum in years 2 and 3 of their PhD and presenting annually in one of the internal workshops, students will present their job market paper in Spring/Summer of their 3rd year in the Job Market Presentations event. This event is led by the Job Market Placement Officer, who will offer you lots of valuable advice on improving your presentation. Presentations can be recorded so that you have a record of the

event and how you can improve. A final presentation of the job market paper will take place in the autumn of the 4th year.

The following sources of help are also available:

- The Doctoral College [Researcher Development Programme](#) has a huge range of resources available both online and in person, offering support and skills training throughout the year e.g. academic writing, how to be an effective researcher, working with your supervisor, PhD in Second Language Series.

Students are expected to discuss job market prospects with their supervisors in the spring of third year, with the decision regarding job market participation to be confirmed to the Placement Officer by the supervisor, in the autumn of the fourth year.

Orient yourself on the job market early. It is a good idea to read the following guides at least a year beforehand:

- [Cawley \(updated in 2018/19\)](#)
- [Tips for Oxford DPhil students](#)

Students considering the Chinese Job Market should seek advice from James Fenske.

5.2 - European job market

The European Economic Association (EEA) supports the academic job market through the European Job Market for Economists (EJME). Launched in 2018 and co-organised since 2019 by the EEA, the Royal Economic Society (RES) and the Spanish Economic Association (SEA), the EJME provides a coordinated recruitment process for economists seeking academic and research positions. Most active European universities and research institutions participate in the market.

The EJME takes place annually towards the end of the calendar year and is designed to help recruiters and candidates engage in a coordinated hiring process. Initial interviews are typically conducted virtually in mid-December, while flyouts and campus visits normally take place during the following January to March period, either in person or online. Students are encouraged to consult the [EJME website](#) for the current year's timetable and guidance.

Positions in the UK are also advertised through a range of channels, including [Jobs.ac.uk](#), [EconJobMarket](#), and the [American Economic Association's Job Openings for Economists \(JOE\) network](#).

5.3 - US job market

Traditionally, job market candidates attended the annual meetings of the American Economic Association (AEA) and the Allied Social Sciences Associations (ASSA), where initial interviews for academic positions were conducted. In recent years, however, the economics job market has moved largely online. The AEA now recommends that initial interviews be held virtually, typically during December, with campus visits ("flyouts") taking place later in the recruitment cycle.

The ASSA meetings, held annually in early January, remain an important event for the economics profession, providing opportunities for networking, presenting research and engaging with employers. The market is international in scope, with universities, research institutes, central banks, government agencies, international organisations and private-sector employers recruiting candidates from around the world.

The AEA's Job Openings for Economists (JOE) Network and EconJobMarket are widely used platforms for advertising vacancies, managing applications and supporting the recruitment process. Many UK and European institutions also participate in the international job market through these systems.

Recruitment for academic positions typically follows a structured annual cycle, with most vacancies advertised in the autumn and applications submitted during the autumn and early winter. By contrast, opportunities outside academia—including positions in government, central banking, consulting, international organisations, data science and the private sector—are advertised throughout the year.

Useful sources of job advertisements include:

[AEA Job Openings for Economists \(JOE\)](#)

[EconJobMarket](#)

[Jobs.ac.uk](#) (UK academic vacancies)

[INOMICS](#)

[European Job Market for Economists \(EJME\)](#)

[UK Government Economic Service](#)

Students considering entering the job market should discuss their plans with their supervisors and advisors at an early stage. Before applying for positions, candidates should normally have a well-developed job market paper, strong references from at least three faculty members who are familiar with your work, and a clear timetable for completing their thesis. Since reference letters are confidential, you must supply your referees with the names of all of the places where you plan to apply. You should ask your referees to send a PDF or Word file of their reference letter to the Programme Officer (PGR).

5.4 - Timescales and Other Essentials

For both the US and the European job market, your job market paper should be ready for September at the beginning of your fourth year. Having previously decided on your chosen referees, the final version of your job market paper should be sent to your referees by mid October. At the same time you will be asked to upload the abstract of your job market paper and a copy of your polished CV to the departmental web page and attend an individual meeting with the placement committee.

The schedule for the European Job Market is very similar to that for the US: jobs are posted on the platform and candidates submit their packages (job market paper and references) late October/ early November. Screening then takes place and successful candidates are invited to

interview. Flyouts follow for successful candidates to deliver seminars and meet local faculty, before offers are made.

In November students work on their mock interview practice. Mock interviews will be arranged with members of faculty in early December to prepare you for job market interviews. This is a valuable experience, since it gives you an idea of what to expect in a real interview. You should have prepared a speech of not more than fifteen minutes that describes your research. However, be prepared to respond to questions before you finish your presentation and to change that presentation if your interviewers seem to be interested in questions that you did not anticipate.

You should ensure you present your paper in one of the Work In Progress meetings, which regularly take place in the department. There is a WIP meeting in each of the main research areas in the department. Be sure to get in touch with the organiser of that workshop at the beginning of the first term to ensure you schedule a presentation in term one. It is useful for your presentation to occur before you have any interviews or job talks.

If you want to obtain interviews, it is important to have a telephone number where you can be reached. This can be either a mobile phone that you always carry or a telephone that is capable of recording messages.

5.5 - Other departmental support

The Department maintains a web page for job-market candidates. It is important that you participate in this process if going to an academic job market, since the web page is the principal vehicle that the Department uses to promote its candidates. If your name does not appear, people who are searching for recruits will have no way of knowing that you are on the market. Your web page should include your CV, abstracts of all of your dissertation papers, and at least one completed paper  your job-market paper. For further information please contact Dr Devesh Rustagi, Job Market Placement Coordinator (2026-27), Dita Eckardt, Placement Director or Natalie Deven Programme Officer (PGR).

6 - Your feedback and concerns

6.1 - Your feedback to us

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

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

- Module Evaluations
- Your Personal Tutor or Senior Tutor
- the Graduate Student-Staff Liaison Committee (GSSLC) for MRes/PhD Students
- the Postgraduate Taught Experience Survey (PTES) in the Summer Term of MRes Year 2
- the Postgraduate Experience Survey (PRES) for PhD students (every two years)
- Warwick Student Feedback Survey (SFS) in term 1 and term 3
- Departmental online feedback form (which is anonymous).
- Participation in focus groups, which take place annually.

The Head of Department is also happy to hear thoughts from students regarding all operations within the Department. You may reach him via email or via his PA Gill Gudger: G.E.Gudger@warwick.ac.uk.

We strive to offer every student the best possible experience and it is your feedback that will enable us to continually improve. The University actively encourages feedback on all aspects of the student experience.

6.1.1 - Module evaluation

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 and all responses are anonymous. Feedback is most useful when it is provided in a considered and thoughtful way. The Autumn and Spring Term online module evaluation also form two of your Monitoring Points.

Why is feedback collected?

We seek 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 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 teachers and for departmental management.

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 teachers 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, did not 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

Whilst we value your honest opinions, we would like you to think carefully about putting forward your views in a constructive and non-offensive way. Personal, insulting and derogatory comments about teaching staff are not acceptable. You may like to view the University's [Dignity Policy](#) as a reminder of the need for both staff and students to be respectful to each other at all times.

Be conscientious

Please complete the online evaluation forms. 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 Director of MRes/PhD, 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.

- A summary of the responses to module evaluations is shared with the Student-Staff Liaison Committee and the will be uploaded to module web pages.
- At the end of each term module leaders write an Annual Module Report, incorporating both qualitative and quantitative feedback results (see more on this below).

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.

6.1.2 - Annual Module Review

At the end of Terms 1 and 2, module leaders review their module, commenting on the performance of the cohort, any changes introduced that year and proposed for next year, any module specific GSSLC issues, and the data and comments from the Module Evaluation. A summary of this is shared with students. Reports are considered by the Director of MRes/PhD , who summarises key points and presents them to the Graduate Management Committee. This identifies causes for concern, suggests action to overcome problems, and monitors trends from year to year.

6.1.3 - Focus Groups

In the summer term of each year, we hold focus groups with MRes/PhD students to gather further feedback on aspects of the course and the department and to identify any issues which may not have been raised or dealt with during the year. These sessions are led by the Director MRes/PhD or by the Department's Marketing & Communications Team. Participation in the focus groups is usually rewarded with vouchers for food outlets on campus.

6.2 - Student Surveys: PTES and PRES

In year 2 of the MRes we will ask you to take part in the PTES survey (Postgraduate Taught Experience Survey). This is a national survey, which all UK universities take part in and the results feed into various national league tables. The survey provides another opportunity for you to provide feedback and we would encourage all students to take part. You can find out how we acted upon feedback provided through PTES in previous years [here](#). For more information about this survey please visit the Department's [PTES webpage](#).

The PRES (Postgraduate Research Experience Survey takes place every other year for PhD students. Your participation in this survey is greatly valued and will contribute to the continuous enhancement of postgraduate research degree provision at Warwick. For more information about this survey please visit the University's [PRES webpage](#).

For both the PTES and the PRES the Department develops an action plan based on students' responses, which informs the development of policy and procedures in the postgraduate area.

6.3 - How to raise concerns

We want you to be able to let us know when things are going well, but also if there is a problem that you don't feel you can resolve yourself. We encourage you to raise any issues with the member of staff concerned or to email economics.quality@warwick.ac.uk.

If that doesn't resolve your issue, we have a clear procedure which sets out how you can make a complaint. The department follows the University's three-stage Student Complaints Resolution Procedure and you should consult this website for more information about each stage.

If the above procedure does not led to a satisfactory outcome, under certain criteria, you can refer your complaint to the Office of the Independent Adjudicator for Higher Education (OIA) within twelve months of the date of the Completion of Procedures Letter from the University.

7 - Pastoral Care and Welfare

Departmental Support

If you are unsure about something, it is always best to talk to someone about it. There are a host 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.

Pastoral Support

We are here to help you get the best support. If there is something troubling you, or hindering you from focusing on your studies, please get in touch with us.

We understand that during your studies, you may encounter personal challenges or mitigating circumstances that affect your academic progress. This support is provided by our **PGT Senior Tutor** and **Student Support and Progression Officers**, who are available to help with a range of issues including domestic, health, or personal matters.

Pastoral Support Drop-in Sessions

Regular **drop-in sessions** are held during term time, where you can speak directly with a member of the pastoral team. Whether you need advice, someone to talk to, or help navigating university processes, the team is here to support you.

The Postgraduate Pastoral Support Team will be running support drop-in sessions during **term time**.

<https://warwick.ac.uk/fac/soc/economics/current/msc/resources/wellbeing/>

7.1 - Departmental Support

If you are unsure about something, it is always best to talk to someone about it. There are a host 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.

7.1.1 - Personal Tutor

For MRes students (during the taught component of the programme), the Director (or Deputy Director) of MRes/PhD acts as Personal Tutor. As part of your induction, we organise a meeting for all new MRes students with the Director of the MRes/PhD; please ensure you attend. Your Personal Tutor is somebody you can talk to about any matters, academic or personal, on which you need guidance or advice. Every member of staff has Advice and Feedback hours, so in any week during term time you can use those hours to meet with the appropriate person. Please note that academic staff might not be available in person during vacation.

Once you progress to the PhD, pastoral arrangements will change. Generally, responsibility for pastoral care rests with the supervisors. However, pastoral care for PhD students with one supervisor will be provided by the Director of PhD and Professor Manuel Bagues. It is not

intended that PhD students meet with their personal tutor at prescribed times throughout the year (as for those students following a taught degree course). However, the personal tutor will be available as required. It is expected that this arrangement will be particularly useful for students working with one main supervisor, whereas students working with two or more supervisors will continue to seek/receive pastoral care from one or other supervisor.

Help is always available when things are not going as well as you would like. Your meetings with your personal tutor might cover issues such as:

- How to prioritise your module work
- Concerns about application forms for internships/jobs
- Gaining feedback on your personal development, such as skills that you should develop
- Changing modules
- Your non-academic achievements to help your tutor write your reference
- Advice on further study.

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 at a later date should that be required.

If you are having problems accessing help/ guidance on any particular issue, please contact the Postgraduate Office (room S1.130) (MRes Students) or the Programme Officer (PGR) in room S2.138 (PhD Students).

7.1.2 - Student Support and Progression Officer

Your wellbeing is important to us, and we're always here to help. If there is something troubling you or affecting your ability to focus on your studies, please get in touch with the Student Support and Progression Officer. They can talk through any concerns you may have and, where appropriate, signpost you to the right person or support service.

The Student Support and Progression Officer can also advise you on the support available if your circumstances are affecting your studies, including the mitigating circumstances process and applying for extensions. It is important to let the Department know about any circumstances that may be affecting your ability to engage with your course so that we can support you as early as possible.

If you would like to speak to the Student Support and Progression Officer, please email economics.pastoral@warwick.ac.uk to arrange a meeting or ask any questions. You can also visit the Academic and Pastoral Support page to find out about other ways to access support, including drop-in sessions. The SSPO team is based in S1.132.

The University also offers a range of specialist support services. You can find more information about the support available on the Wellbeing Support Services webpage.

7.1.3 - Postgraduate Senior Tutor for MRes students

If you have a concern or problem that is perhaps more serious, it is a good idea to go straight to the Postgraduate Senior Tutor, [Han Zhang](#). You can, of course, discuss any problems with your Personal Tutor, but they may feel that because of the nature of your concern, the Senior Tutor is in a better position to offer advice. As such, your Personal Tutor may refer you to the Senior Tutor.

The Senior Tutor will be able to offer help and advice or point you in the direction of other people and services within the University. Your Senior Tutor will respect any confidences (subject to University guidelines on confidentiality). If you wish evidence of mitigating circumstances to be lodged on your file then the Senior Tutor is the best person to speak to.

Things you may need to discuss with the Senior Tutor include:

- Illness that is affecting or might affect your coursework, tests or exams
- Family or personal circumstances that are affecting or might affect your coursework, tests or exams
- Problems with managing your workload, which is starting to cause you anxiety.

7.1.4 - Academic Lecturers

The lecturers that you see within your modules are there to provide you with guidance on their subject area. You may only see them for one to two hours per week within a large lecture. However, every member of academic staff has two advice and feedback hours per week, (details of which should be posted either on their web page or on their office door). 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 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 on which you would like clarification.

7.1.5 - Tutors (Support and Feedback Classes)

For core modules you will have small group classes (support and feedback classes) with tutors, who go over topics within your module in much more detail than in lectures. These are essentially feedback sessions and should be used as such. This is a good opportunity to discuss questions and concepts and receive feedback on your approach to problems and understanding. These tutors also have feedback hours every week during term time. It is important that you take the opportunity to clarify areas of confusion and develop your understanding of the topics by further reading and discussion with your peers and tutors.

7.1.6 - Director and Deputy Director MRes/PhD

You can see the Director of MRes/PhD, Dr Pablo Beker, during his feedback hours if there is anything you need to discuss. You could also contact the Deputy Director of MRes/PhD, Dr Anant Sudarshan.

7.1.7 - Postgraduate Office

The Postgraduate Office is a key resource within the Department. If you have questions about your timetable, assessment, exams, or queries about Departmental procedures, you should contact our team at economics.pgoffice@warwick.ac.uk in the first instance. You can also pop into the office during normal office hours: [S1.130](#)

7.1.8 - Programme Officer (PGR)

PhD students can seek help, advice and support from the Programme Officer (PGR) based in room S2.138 (email: enquiries.econphd@warwick.ac.uk)

7.2 - University Support

There is a comprehensive network of support and welfare services available to you 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.

7.2.1 - Wellbeing Support

Wellbeing Support Services offer brief consultations daily from 10am to 3pm Monday to Friday. These can be accessed via an online queue or students can drop in in-person. The brief consultations are an opportunity to discuss what it is you are looking for support with, to learn about the different support options available, and plan the best next steps for you, with the support of the wellbeing professional.

The Wellbeing Support Team offer advice and support appointments on a wide range of issues.

The issues may be:

- practical - for example, difficulties with accommodation
- emotional - family difficulties, homesickness, support through a disciplinary process
- wellbeing-related - concerns about your wellbeing and how you can better manage it, or that of another member of the University community
- safety-related - concerns about security, harassment or crime

The Wellbeing Support Team also run a wellbeing programme called Steps to Wellbeing. This programme offers support and advice on managing low mood, stress and anxiety, productivity, managing change and sleep and relaxation. There are also 30-minute masterclasses offering tips on managing your wellbeing that run on a weekly basis during term time.

Wellbeing Support Services is located on the ground floor of Senate House. To access services, submit an enquiry through the Wellbeing Portal.

7.2.2 - Counselling and Psychology Interventions Team

The Counselling and Psychology Interventions Team makes up part of the network of support for all students at any level of study. The team offers students opportunities to access professional support to help them better develop and fulfil their personal, academic and professional potential. There are a wide variety of services, including individual counselling, group sessions, workshops and email counselling.

The Counselling and Psychology Interventions Team is located on the ground floor in Senate House. To access these services, submit an enquiry through the Wellbeing Portal.

7.2.3 - Disability Services

The University offers a wide range of support services to students with disabilities and encourages a positive climate of disclosure. Students with disabilities can seek advice and support through the Disability Services team in Wellbeing Support Services.

Disability Services can help make reasonable adjustments to facilitate study, provide advice and specialist services to students. If you experience any access issues in the department due to a disability, please contact the Postgraduate Office in the first instance (Room S1.132 or economics.pgoffice@warwic.ac.uk).

7.2.4 - University Dean of Students

The University Dean of Students works closely with Faculty Senior Tutors to assist students and to promote and develop the academic support of students, individually and collectively.

The Dean of Students and the Faculty Senior Tutors are experienced members of academic staff whom students can turn to in confidence for support regarding difficulties with their studies, which they have been unable to resolve with departmental Personal and Senior Tutors. The Dean of Students also has overall responsibility for developing the personal tutor system, but no disciplinary function. The Dean of Students' Office website explains in more detail when it would be appropriate to contact the office.

7.2.5 - The Students Union and Advice Centre

Warwick Students' Union (SU) is a democratically run, student-led charity and a separate organisation from the University of Warwick. Upon enrolling at Warwick, every student automatically becomes a member of the SU and has access to the range of services they provide, including democracy, academic representation, student activities, welfare and entertainment. There are many different ways for students to get involved at the SU, which can support and enhance their experience whilst at Warwick.

The Students' Union Advice Centre (WSUAC) provides free, independent, non-judgmental, impartial and confidential advice to Warwick students. The team of experienced advisors will provide friendly, professional and practical advice and support or/and signposting on a range of enquiries which include:

- Academic advice: Appeals, complaints, change of course and problems, temporary or permanent withdrawal, any University Committee proceedings continuation of registration, misconduct or plagiarism, fitness to practice.

- Housing advice: Campus accommodation, university and private housing, landlord and tenant disputes, tenants' rights, repairs and deposits.
- Disciplinary advice: If you are involved in any incident that is investigated under the Disciplinary Regulations, WSUAC can support you through the process and accompany you at meetings and hearings.
- Money advice: Fees, debt advice, budgeting SFE problems, hardship, money owed to the university.

This is not an exhaustive list of what WSUAC does, so if you are unsure where to get help or advice then please contact them and they will help you or signpost you to someone who can help.

7.2.6 - The Residential Community Team

All students who have accommodation on campus have access to the Residential Community Team support network. The Residential Community Team works and lives alongside students within the Halls of Residence.

Resident Tutors are there to help with a wide range of matters including personal or family problems, feeling lonely or homesick, problems with accommodation, and when students are not sure where to get help or who to talk to. Resident Tutors in students' accommodation are their primary point of contact. If unavailable, students are advised to contact the Residential Community Team.

7.2.7 - Student Information Centre

The Student Information Centre is the one-stop hub for a range of administrative and support services and is open 7 days a week to help students access whatever they might need, day or night. If students are unsure who they can talk to, they can always contact Student Information Centre for initial information.

7.2.8 - Student Experience

Student Experience focuses on students' wider experience of the University, beyond their teaching and learning.

The Student Community Experience Team curates the year-round Warwick Presents programme of vibrant, visible, campus-based events and activities, including Welcome Week and the Global Connections Community.

The International Student Support team have compiled a wide-ranging guide, including tips and resources to introduce you to living in the UK, help you prepare for your studies, and offer ongoing support during your entire time at Warwick.

7.2.9 - The Health Centre

Students resident on campus and in some local areas should register with the University Health Centre. You must be registered in order to use the Health Centre, although the Centre may be able to assist non-registered people in emergencies.

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; and physiotherapy sessions. You should visit the Health Centre if you require a consultation with a doctor or nurse, an emergency appointment, emergency contraception, vaccinations or advice on vaccinations, and sickness certification.

If you are living off-campus and are not able to register with the health centre, you can locate your nearest GP by visiting: www.nhs.uk.

The University Health Centre is located on Health Centre Road and can be contacted by telephone on 0247 526 3418.

7.2.10 - The Chaplaincy

The Chaplains and Faith Advisors delight in the diversity and vibrancy of relationships between people with differing worldviews. The Chaplaincy would love you to be part of the community here and to feel at home.

If you need space to reflect in the midst of a busy academic life, you can find it at the Chaplaincy. It's a place of safety, care and encounter. The Chaplaincy is there for absolutely anyone who would appreciate a quieter space and the support of the Chaplains.

You're welcome to drop in and make yourself a hot drink; take a seat in the lounge or study spaces; take a moment by yourself or with friends. Life can be challenging, so if an ear to listen would be helpful, the Chaplains are there for you, whatever your own beliefs and faith.

If you have a particular faith or religion, the Chaplaincy are able to help you meet with people who share your beliefs and can help make University a time of growth for you.

For the latest details and to contact a Chaplain, please refer to the [website](#).

7.2.11 - Community Safety

The [Community Safety](#) team works 24 hours a day, 7 days a week, 365 days a year to support the University community by ensuring there is a safe, secure and friendly environment for students, staff and visitors.

You can phone the Community Safety team on 024 765 22083. In an emergency on campus, phone 024 765 22222 and in an emergency off-campus phone 999, which will take you through to external emergency services.

Students should always call Community Safety for emergency response requirements, i.e. first aid/ambulance/fire, safety and security issues on and off campus, mental health aid, pastoral care, facility support, outdoor event applications and entertainment support including external speaker events. The Community Safety contact phone numbers can be found on the back of student and staff ID cards.

7.2.12 - Student Funding Support

The [Student Funding Support](#) team offers information, advice and guidance on all aspects of financial support. This includes government grants and loans, and undergraduate scholarships

and bursaries provided directly by the University to students. The team administers University hardship funds to students and can provide budgeting advice.

Students should contact Student Funding Support if they want further information about what financial support they may be entitled to, including loans, grants, scholarships and bursaries, or are having difficulty meeting essential course-related or living expenses.

The Student Funding Support team is located on the ground floor of Senate House (open Monday to Thursday, 8.30am-5pm, Friday 8.30am-4pm) and can be contacted by telephone on 024 761 50096 or email: studentfunding@warwick.ac.uk.

Drop-in sessions are also available Mon-Fri 10.00am-3pm.

7.2.13 - University Children's Services

Children of Warwick staff and students are eligible to attend the [University Nursery](#). Parents interested in placing their child in the nursery should contact the nursery with regards to availability and complete an [application form](#) as early as possible.

The University also provides a Nursing Room facility to mothers returning from maternity leave, who may wish to express milk or breastfeed privately. This facility is open to staff, students and visitors to the University and is located in room S1.49, Faculty Hub, first floor, Social Sciences Building. The room can be booked directly using the [calendar](#).

In recent years, a [Holiday Camp](#) has also been available to primary school age children. Booking opens approximately 6 weeks before the beginning of the individual schemes.

7.2.14 - Living Off-Campus

Living off-campus allows you to enjoy the freedom of exploring the local area while still being part of the University of Warwick community. With this option, you'll have the opportunity to call Coventry, Leamington Spa, Kenilworth, or other nearby towns around campus your home. The University's [Living off-campus](#) pages have lots of useful information.

7.2.15 - Together at Warwick

Together at Warwick is the banner for student-facing activity that celebrates culture, creativity, and connection.

Together at Warwick brings students together to celebrate culture, creativity, and community. It's your space to connect, create, and be part of something bigger. Your one stop shop for events, activities and community on campus.

Find out more at [Together at Warwick](#).

7.2.16 - Student Visa and Advice Centre

The [Student Visa Advice Service](#) provide international students with vital visa advice and support, and ensure Warwick is compliant with UK immigration rules and sponsor duties. The team supports all EU and international students during their studies at Warwick and assists with immigration advice and practical support.

7.2.17 - Student Opportunity

Here to help you achieve your vision of career success

The Careers team are here to support you throughout your time at Warwick, and after you graduate. We offer in-person and remote services, flexible to your needs and other commitments.

Follow the links below to jump straight to a task, or the navigation bar above to browse all careers support and resources.

<https://warwick.ac.uk/services/careers/>

8 - Student voice and how to get involved

8.1 - Graduate Student Staff Liaison Committee

The MRes/PhD GSSLC (Graduate Student-Staff Liaison Committee) is an important platform for you to have your say and provide feedback to us. Students get together with Departmental staff to discuss issues that concern their learning and teaching experiences. The GSSLC is made up of elected representatives (known as course reps) and members of staff, but the GSSLC is student led with the course reps taking on the roles of Chair and Secretary in the meetings. The GSSLC is more than a "complaint box". The Committee has also been very useful in the past to simply ask questions that were unclear to many students. This makes the GSSLC a good opportunity for students and the Department to communicate. The GSSLC discusses all issues that concern the learning experience and can generate actions for both the Department and the course reps in order to improve student experience. See our [GSSLC webpage](#) for more information.

Issues that have been raised in the past include access to material in the Library, questions concerning IT facilities as well as aspects of your learning experience and examination and some issues addressing more long-term matters such as curriculum development. At the same time, the GSSLC is not intended to address special problems that concern only one individual student. Often these issues can be more efficiently resolved if the student speaks to the Postgraduate Office or to the module teacher concerned.

GSSLC agenda items should be those which concern the general population of Economics postgraduates, and not generally not be a channel for evaluation of individual modules. This should be done via the module evaluation process. However, if course reps feel that there are some issues about individual modules that have been raised with the module leader which have not been addressed, they are free to raise these in the GSSLC meetings.

During the academic year, GSSLC representatives will meet with staff from the Department five times. It is important to make good use of the meeting time by being full prepared with an agenda that can be circulated to all student and staff members in advance. This will allow staff members to investigate your issues prior to the meeting and to hopefully be able to provide help and clarification during the meeting.

How GSSLC representatives are elected:

1. All students are asked to submit a candidacy.
2. The Department hosts online voting if there is more than one representative per year group.
3. Elected representatives agree on Chair and Vice-Chair.

Some useful things to know if you become a GSSLC representative:

- There will be up to **six representatives** from the MRes/PhD programme.
- Out of these a **Chairperson** will be chosen, whose main task is to chair the GSSLC meetings.

- The **Vice-Chair/Secretary** has to take minutes of the meetings and replaces the Chair in her/his absence. The minutes are circulated to all students so they know what's going on.
- The first thing to do for the representatives is to look at last year's GSSLC 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 PGT Office will ask you to prepare a list of items to be discussed. All the representatives, and the Chair/ Vice-Chair in particular, are responsible for collecting these issues and sending them in on time.
- Ask your fellow students what they think about the courses.
- The Chair and Secretary are responsible for preparing the Annual Report and submitting this to the Student Union.
- Your job is to help the students and the Department to communicate. If you are willing to carefully listen to both, and if you like to communicate and to analyse problems, you will be able to make a great contribution indeed.

The Warwick Students' Union provide training and a handbook for all course representatives and there is a code of practice, which all course reps should be familiar with.

9 - Learning Resources and Support

The LibraryAcademic EssentialsStudent OpportunityTogether at WarwickStudent Visa AdviceServiceInstitute for Advanced Teaching and Learning (IATL)The Language CentreWellbeing and Student SupportDean of Students OfficePersonal TutorsResidential CommunityLiving off-campusThe University Of Warwick Health CentreThe ChaplaincyWarwick Students' Union Advice CentreStudent Funding SupportCommunity SafetyThe University Nursery

9.1 - The University Library

The Library is open 24/7 during term-time and provides a range of study spaces and information resources to support your studies at Warwick, including books, journals and databases and a specialist librarian for economics. It is located on Library Road, a short walk from the Department of Economics. You will need your university ID card to access the library and borrow library books.

The Help Desk is located on the 1st floor of the library and is open 8am to 8pm Monday to Sunday. You can contact library staff in person, or by telephone, email or chat, for all general library enquiries. Jackie Hanes, the economics librarian, is also available to help you with library, research and referencing matters. She is available 9am to 5pm Monday to Friday, and can also be contacted by telephone, email or chat, and you can book a 1-2-1 appointment.

Additional study and social space for postgraduate students is available in the Postgrad Hub at The Junction. The Postgrad Hub is open from 8am to 10pm Monday to Sunday and you will need your university ID card to access the space.

General library contacts

Economics library contacts

Web: <https://warwick.ac.uk/services/library/> <https://warwick.libguides.com/economics/>

Email: library@warwick.ac.uk

jackie.hanes@warwick.ac.uk

Tel: +44 (0)24 7652 2026

+44 (0)24 7657 2588

All new students receive an introduction to the library during welcome week. There is also an online library induction programme, Get Started, which includes virtual and self-guided library tours, and training on how to use reading lists and find books and journals.

Most modules have an online reading list, which is available via Moodle or directly from Talis Aspire. You can link directly from your reading list to library resources. Login to digital library resources with your university IT user number and password. You can also use Library Search, the library's search engine, to access the full range of library books, journals and databases.

The library's collection of print economics books is shelved on the 5th floor of the library. You can borrow up-to 999 for 365 days, providing they are not required by another user. Use My Library Account to request and renew library books, including click-and-collect and recalling/reserving on-loan library books.

The library's Subject Guide includes recommended books, journals and databases for economists, sources of economic data and statistics, and guidance on academic skills,

referencing and research support. You can also contact the economics librarian and book a 1-2-1 appointment on-campus or online.

The library provides access to many specialist resources for economists including The Economist and Financial Times digital newspapers, and company and financial databases including Capital IQ, Fame, Orbis, Finaeon, Statista and LSEG Workspace. The economics librarian can help you access and use specialist economics databases.

9.1.1 - The Wolfson Research Exchange

The library houses the Wolfson Research Exchange (Rex), a dedicated study and social space for postgraduate researchers, on the 3rd floor of the library. It is open 24/7 as per the main library, and you will need your university ID card to gain access to the space.

The library also provides specialist [Research Support](#) and [Researcher Training Programme](#) including literature searching, reference management, research data management, open access publishing and researcher profiles.

If you are seeking books and journals not available at Warwick, you can request them using our [Document Supply](#) service, which includes document-delivery and inter-library loan services. We are also members of the SCONUL Access scheme, which allows you to visit libraries at 175+ participating universities in the UK and Ireland.

If you have any questions about the library, or are having trouble finding what you need, please contact the economics librarian. You can also feedback on library matters via your student representative at your department's student-staff liaison committee.

9.2 - Information and Digital Group (IDG) Services

You can find essential guidance on getting started with university IT services by visiting the [Student IT Induction](#) website. Information and Digital Group (IDG) provide a dedicated Service Desk to assist with IT-related issues and have a drop-in centre on the first floor of the library. They also provide guidance and links to free [anti-virus software](#) to help keep your computer safe. They operate many [open access areas](#) where you can use computers connected to the network and internet and this also provides access to printers. Further information on how to contact IDG can be found at [services/idg/services-support](#).

The Department has two Bloomberg Terminals located in room S0.55, which Economics students can book after completing the Bloomberg Market Concepts (BMC) e-learning Course. They provide access to current and historical financial information in a range of areas for both international and domestic markets, as well as company profiles and financial statements, analysts' forecasts and news on worldwide financial markets. All information can be found [here](#).

If you have specific problems relating to the computers or printers in the Department you should contact the Department's Computer Support Staff via economics.it@warwick.ac.uk.

9.2.1 - Open access areas

There are many [open access areas](#) operated by IDG. (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 - SUSE Linux). Further information can be found at [services/idg/services-support/work-areas](https://www.warwick.ac.uk/services/idg/services-support/work-areas)

9.2.2 - IT facilities in the department

Work space in the Department is made available to first and second year MRes students in room S0.56 and S0.58. If you do not have a suitable laptop of your own, we can provide a standard one for you. Please contact economics.it@warwick.ac.uk as soon as possible as this can take up to six weeks to arrive.

9.2.3 - IT Training

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

- [Student IT Induction](#)

9.2.4 - Printing

An A3 colour photocopier is available to students in rooms S2.130 and S0.72 . This can be accessed by swiping your student card over the wireless card reader. Printing is free of charge (within reason). Paper will be filled daily to these printers.

To print from other printers in the University, you will need to purchase printer credits. printer credits are purchased online with a debit or credit card. Further details on printing are available [here](#).

9.2.5 - Access to economic datasets online

The datasets listed below can be accessed from the [Library Catalogue](#).

The UK Data Service provides a unified point of access to an extensive range of key economic and social data, both quantitative and qualitative. This includes international data from the EU, IMF, OECD, World Bank and other NGOs, and UK Government surveys and panel data.

Eurostat provides statistical information available on the European Union, the EU Member States, the euro-zone and other countries.

For company data, there is Capital IQ, Fame, Orbis and Orbis Bank Focus.

Industry reports are available from Business Source, IBIS World and Mergent Online

Financial data is available from Global Financial Data, Refinitiv Eikon (available on a terminal in the library) and Bloomberg (please see section 2.4 - IT Facilities in the Department for further details).

9.2.6 - Software

We have 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 and SPSS.

The Department is very pleased to be able to offer you a licence for the statistical software package, Stata. This resource is primarily funded by the Department and is essential for your MRes/PhD studies.

In Moodle you will find resources and information to help you use the software at [Introduction to Stata](#). You may also wish to look at [Introduction to R](#).

All software available to students at Warwick can be found in the Information and Digital Group (IDG) [software list](#).

9.3 - Student Opportunity - Careers

From the time you arrive at Warwick, Student Opportunity can help you think about yourself and your future. We help you develop your skills and confidence, connect with employers, gain international experience and create the career that's right for you. 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. There is a dedicated Student Opportunity Hub in Senate House.

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:

- 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.
- 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 practical process of making applications, interview support and practise psychometric tests.

Details and booking for events and appointments run by Student Opportunity are at myAdvantage.

Online resources for job hunting can be found in the Economics Careers and Skills website.

Copies of the Bi-weekly term time Economics Careers Bulletin can be found on the Economics Careers website for those interested in considering non-academic careers.

Ready to find out more?

Visit the Help and Advice section of the website for details of services.

9.4 - Researcher Development

The Researcher Development Programme is provided by the Doctoral College and aims to support you as a postgraduate researcher both professionally and personally. It provides training and support to equip you with the skills, knowledge and attributes to enable you to thrive as an independent research professional and prepare you for your next career steps.

The programme covers all disciplines and stages of research; including writing, research methods, productivity & skills, PhD in second language series, wellbeing and support for your career. Thinking about your professional development allows you to source the support and training you need, when you need it. We recognise that all researchers have different needs and requirements and have a varied skill set. The programme has been designed with this in mind, allowing you to access the training that suits you and your needs, whatever the stage of your research, career and development.

The programme offers an annual programme, which allows you to plan your needs over 12 months. This includes sessions in vacation time and summer schools, online/e-learning, and evening sessions.

Listen to the careers and research related Podcasts or watch our RDOWarwick - YouTube videos.

Find Workshop and E Learning Resources

9.5 - Language Support

The Language Centre support the University's commitment to the increased provision of foreign language learning opportunities for all students. For those interested in developing their language skills, the Language Centre offers a wide range of modules and the facilities, resources and programmes to support students.

International students following courses at the University may be eligible to join free in-session English language classes organised by Warwick Global Academy.

9.6 - General information

9.6.1 - Health and safety

To feel and stay safe on campus, please familiarise yourself with some guidelines that the Community Safety team have provided for students on the [Community Safety](#) website. It offers advice on how to stay safe in your student home on and off campus, and how best to protect your property. You will also find details of who you need to call when in need of help.

You are strongly advised to download the '[SafeZone](#)' App to your phone which connects you directly to campus safety and support teams in real time if needed while on campus.

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.

Everyone in the Department must comply with appropriate legal requirements and University requirements as laid down in the [University's Health and Safety Policy](#).

The Head of Department holds the ultimate responsibility for health and safety within the Department, but delegates elements 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 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 classes.

9.6.2 - 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.

9.6.3 - University values

At Warwick, we believe that every individual in our University community should be treated with dignity and respect and be part of a working and learning environment that is free from barriers, regardless of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage or civil partnership and pregnancy or maternity status. We are committed to ensuring a working and learning environment where all University members are

treated fairly and with dignity and respect, and where bullying and harassment are not tolerated.

We value our diverse and international community, the pursuit and dissemination of knowledge and research with real impact.

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](#).

We want to support our students and each other to become critical thinkers and collaborative yet independent learners – individuals with a global and sustainable outlook, who are able to make an active and positive contribution to society. At the same time, we are committed to working towards a supportive, accessible and inclusive environment.

We uphold the importance not only of free speech, but also in promoting free speech. We also support academic freedom, a component of free speech.

We place great importance on the responsible behaviour of both our students and staff at Warwick. It is important for you, as a student, to have an idea of Warwick's core values and an understanding of the primary expectations of student members of the Warwick community.

The [Behaviour Misconduct Regulations](#) 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. Shaped by Warwick's community, our values represent the way we work together to deliver our strategy and ambitions. Warwick will follow up on all non-anonymous comments, but no further action can be taken if anonymous comments are left.

[Our Dignity Principles](#) set out our expectations of how we behave as a community, both as individuals and as an institution, and inform our approach to taking appropriate action when these expectations are not met.

[Social Inclusion](#), setting the value we place on maintaining an inclusive environment where all can contribute and reach their full potential.

[University Strategy](#), which sets our vision as a world-class university and our values.

[Warwick Student Community Statement](#), which sets out aims for the University as well as for students.

[University Calendar](#), the main 'rule book' and includes ordinances and regulations which you need to be aware of, including examinations, cheating, use of computing facilities and behaviour.

Student Life, which provides information and links to university regulations, policies and guidelines that govern what you as a student can expect from the University, and what you would need to be aware of and adhere to as a registered student.

Our Values, which represent the way we work together to deliver our strategy and ambition.

Education and Student Experience Strategy, which covers a spectrum of activity related to teaching and learning and the student experience

Student Rights and Responsibilities, which provides quick and easy links to University regulations, policies and guidelines that govern what you can expect from the University and what you need to adhere to as a student.

9.6.4 - University policies and regulations

University Policies which you may find useful to consult are listed below:

- Children and Young People
- Data Protection
- Feedback and Complaints
- Information Management, Security and Records Management
- Maximum Periods of Study
- Personal Conflicts of Interest Policy
- Proofreading Policy
- Recording of Lecture by Students
- Smoking Policy
- Student Finance
- Mitigating Circumstances
- Academic Manual

Assessment Policies

- Examination and Assessment Policies
- Moderation Guidance
- Rules for Award
- Timing of the Provision of Feedback to Students on Assessed Work

- [University Assessment Strategy](#)

University Regulations which you may find useful to consult are listed below:

- [Regulation 10 Examination Regulations](#)
- [Regulation 11 Academic Integrity](#)
- [Regulation 12 Absence for Medical Reasons from a University Examination](#)
- [Regulation 23 Student Disciplinary Offences](#)
- [Regulation 31 Regulations governing the use of University Computing Facilities](#)
- [Regulation 36 Regulations Governing Student Registration, Attendance and Progress](#)
- [Regulation 37 Regulations Governing Taught Postgraduate Courses](#)
- [Regulation 42 Governing Academic Appeals](#)
- [Regulation 38 Governing Research Degrees](#)

9.6.5 - Children on campus

The Department is a "designated work area" and is covered by the Shops, Offices and Railway Premises Act 1963. Among other things, this means that the building is designed and equipped to be safe when used by responsible adults, but it is not a safe environment for children. When children are brought into the Department their escorts are personally responsible for ensuring that they are at all times safe and protected from the hazards of a working environment and from the behaviour of people who do not expect children to be around. Under no circumstances should children be allowed to wander unaccompanied or to operate office equipment. Members of staff are not empowered to accept responsibility for children and must not be asked to do so.

9.6.6 - Information

The information in this Handbook is as accurate and up to date as we can make it. 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.

10 - General Information

10.1 - Dignity at Warwick

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

The [Behaviour Misconduct Regulations](#) outlines unacceptable behaviours. If you experience an incident(s) of sexual misconduct, bullying, harassment, discrimination, or hate crime, please tell us what happened via the secure and confidential online platform '[Report + Support](#)'. Shaped by Warwick's community, our values represent the way we work together to deliver our strategy and ambitions. Warwick will follow up on all non-anonymous comments, but no further action can be taken if anonymous comments are left.

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.

10.1.1 - Diversity and Values Within the Department

We have a commitment within the Department to embed our key principles into our work and study environment. We aim to foster an environment of respect and inclusion where staff perform to the highest standard and students 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 within the Department of Economics, please visit our [Diversity and Values webpage](#).

10.2 - Important Policies and Regulations

There are a number of important university policies listed below and each link will provide you with detailed information about the policy.

- [Health and Safety Policy](#)
- [Warwick Student Community Statement](#)
- [Children and Young People](#)
- [Data Protection Regulation](#)

- [Student Privacy Notice](#)
- [Personal Conflicts of Interest Policy](#)
- [Feedback and Complaints](#)
- [Smoking Policy](#)
- [Maximum Periods of Study](#)

There are a range of policies and regulations relating to exams and assessments as outlined in section 4.7.5. Further university regulations are listed below. You can find all University Regulations in the [Academic Manual](#).

- [Regulation 11 Academic Integrity](#)
- [Regulation 23 Student Disciplinary Offences](#)
- [Regulation 31 Information Management, Security and Records Management](#)
- [Regulation 36 Regulations Governing Student Registration, Attendance and Progress](#)

The information in this Handbook was correct at the date of publication. Changes may be made during the academic year where appropriate. Teaching staff (or their availability) and departmental facilities do sometimes vary, or become unavailable, for reasons beyond the University's control. Where this happens, the University will ensure the minimum of disruption and will ensure that the expected standard of education is maintained. 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.