

Undergraduate - 2021/22 Handbook

1 - The Department and the University

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

Welcome to Economics at Warwick. I very much hope that you find your degree course interesting, challenging and rewarding. Our aim is to ensure that you will graduate with a degree from one of the best Economics departments in the UK, and that you will reach your full potential during your time here. As Director of Undergraduate Studies in Economics, my aim is to ensure that our courses are designed and delivered to the very highest standards in all dimensions of teaching, learning, development, assessment and feedback. This year will be much closer to a normal year, but there will still be some differences, with all of us continuing to develop new skills as we continue to have some online teaching and learning. You will get face to face teaching as well, but whether you are being taught or learning in person or online, it won't change the quality, diversity or enthusiasm within our teaching and whatever the circumstances, you will continue to experience a first class education.

In less than 50 years, we have established ourselves at the forefront of both economic research and education in the UK and beyond and we attract students from all around the world due to our reputation for offering rigorous and exciting training, and the fact that so many employers are keen to work with our graduates. As a member of the academic staff, I feel very fortunate to be teaching at Warwick — in large part because of the calibre of our undergraduate students, whose energy, brightness and creativity continue to inspire (and challenge!) us as lecturers and supervisors.

I believe that Warwick provides an excellent environment for learning and for personal, professional and intellectual development. Teaching is informed by the very latest developments in research, and optional modules provide a great breadth of choice across fields of Economics and other disciplines and you will be taught by top-class teachers and researchers from year 1. The level of support available to you is something we are proud of and through exciting projects such as our [Personal Development Module](#), we are aiming to provide you with valuable opportunities to enhance your CV, giving you a competitive advantage when you graduate. It is little wonder that Warwick Economics students are so sought after by graduate recruiters.

One of the secrets of our success is that we are never complacent. Our innovative curriculum across both our undergraduate and postgraduate programmes provides an outstanding training in economics which is both intellectual and professional. We recognise that we live and work in a global and dynamic environment — we could hardly not, given how international we are in the topics we teach and in terms of the rich diversity of both our students and our staff. Therefore a key aspect of my role as Director of Undergraduate Studies is to seek to enhance all aspects of our programmes and thereby create the best possible conditions in which you can thrive and gain value from your time at Warwick. A key input into this process is you, so I am always eager to receive comments and feedback from you — either individually or through [the Student-Staff Liaison Committee \(SSLC\)](#) — on where and how we can improve further.

Please don't hesitate to approach me with your thoughts, reflections and suggestions either by email or in my Advice and Feedback hours.

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

Professor Elizabeth Jones

Director of Undergraduate Studies

Department of Economics

1.1 - The Department of Economics

The Department of Economics was one of the founding departments of the University of Warwick when it was opened in 1965. Since then we have become one of the largest departments in the discipline and are now widely regarded as one of the top Economics departments, not simply in the UK, but in Europe too. We have an academic community of around 100 staff, including 37 professors, with approximately 1,500 undergraduate students and 300 postgraduates. The Department is international in terms of both the staff and student body.

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

1.1.1 - Protecting all staff and students

In the 2021-22 academic year, it will be important for everyone to follow guidance and instructions so that we can protect the health and wellbeing of all staff and students. Please note that the University has issued [guidance](#) in line with UK Government guidance that all staff and students are required to follow, including details of social distancing and the encouragement for the continued wearing of face coverings. Hand sanitising stations will be located around buildings and you should make use of them when entering and leaving a building and should ensure that you wash your hands regularly.

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

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

1.1.2 - Glossary

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

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

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

Blended learning: learning that happens across a variety of online resources and face to face learning experiences.

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

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

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

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

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

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

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

Programme: Has the same meaning as a course.

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

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

Student-Staff Liaison Committee (SSLC): The SSLC is made up of students and staff. SSLCs provide an accessible arena for you to discuss any concerns you have with teaching, learning and student support services with the Department's academic staff. They also provide an opportunity for the Department to receive feedback from you. This is the strongest mechanism for getting involved with how your academic life at Warwick is shaped.

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

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

1.1.3 - What we expect from you

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

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

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

Engaging with your study

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

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

- preparing for lectures and Support and Feedback classes as advised by your teaching staff
- attending and actively participating in all lectures and Support and Feedback classes (online or in person), as well as benefiting from peer learning opportunities and working as part of a group
- collective learning will help you to improve your skills in a whole range of ways; your analytical skills communication skills and teamwork/collaborative skills

- meeting your monitoring points, as set out in [section 2.6](#)
- making the most of opportunities to discuss your studies with teaching staff
- meeting your personal tutor
- supporting each other's learning and development through active interactions with your cohort during lectures and classes, acting as a Mentor or a member of the SSLC
- benefiting from research opportunities through URSS, the cross faculty research scheme and competitions such as the Carroll Round
- submitting your assessments on time
- taking your tests and exams
- adhering to University and Departmental regulations and seeking guidance when unclear
- using your initiative and asking for help when necessary at the earliest opportunity.

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

Tier 4 Visa Holders

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

1.1.4 - Term dates and teaching weeks

1.1.4.1 - Term dates

2021/2022

Welcome Weekend Saturday 25 September 2021 - Sunday 26 September 2021

Welcome Week Monday 27 September 2021 - Sunday 3 October 2021

Autumn Term Monday 4 October 2021 – Saturday 11 December 2021

Spring Term Monday 10 January 2022 – Saturday 19 March 2022

Summer Term Monday 25 April 2022 – Saturday 2 July 2022

2022/2023

Welcome Weekend Saturday 24 September 2022 - Sunday 25 September 2022

Welcome Week Monday 26 September 2022 - Sunday 2 October 2022

Autumn Term Monday 3 October 2022 – Saturday 10 December 2022

Spring Term Monday 9 January 2023 – Saturday 18 March 2023

Summer Term Monday 24 April 2023 – Saturday 1 July 2023

2023/2024

Welcome Weekend Saturday 23 September 2023 to Sunday 24 September 2023

Welcome Week Monday 25 September 2023 to Sunday 1 October 2023

Autumn Term Monday 2 October 2023 to Saturday 9 December 2023

Spring Term Monday 8 January 2024 to Saturday 16 March 2024

Summer Term Monday 22 April 2024 to Saturday 29 June 2024

1.1.4.2 - Teaching weeks

We use a numbering system to cover the main teaching weeks during the year. Week 1 of the Autumn Term starts on Monday 4 October and the term then runs for 10 weeks. The Spring Term runs from week 15 – 24 and the Summer Term is from weeks 30 – 39.

Welcome Week will start with the **Welcome Weekend** on Saturday 23 September with events running all week until the start of term 1.

Autumn Term

Week

1

2

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Christmas vacation

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

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

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

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

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

1.1.5 - What you can expect from us

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

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

- a module outline, detailing the module aims and objectives, the learning outcomes and an indication of the material that will be covered, the exam rubric, all of which can be found on the module webpage
- details of core texts and further readings to give you the best opportunity to prepare for lectures and Support and Feedback classes
- All modules will have lecture notes and/or other materials posted on the module's Moodle webpage. Links to all videos will be accessible via the Moodle webpage for the module.
- A well-prepared lecture which has the aim of engaging you and encouraging participation in discussion beyond the lecture
- In normal times, all core module lectures are encouraged to be recorded and these will then be made available via the Lecture Capture service. In 2021-22, for the Autumn term in the first instance, all lectures will take place virtually due to the circumstances surrounding COVID-19. Lectures and lecture material will be available to watch online and some will take place at set times and students will be able to watch them live (synchronous lectures).

If Support and Feedback classes form part of the teaching of the module, the material should be related to the module syllabus and class tutors should be well prepared and confident with the material they are teaching. You will be advised, with as much notice as possible, of any

changes or cancellations of lectures and/or Support and Feedback classes. Some classes will take place online, while other classes will take place in person.

For any assessments you should expect:

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

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

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

1.1.6 - Our location

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

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

S = Social Sciences building

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

88 = the room number

While all lectures will be online in Autumn term 2021/22, your in-person Support and Feedback classes will take place in a variety of places across campus, so make sure you keep a campus map handy. The [interactive campus map](#) is a great way to find your location and help plan your route. It is your responsibility to find the locations of your lectures and classes and to ensure you arrive at them on time.

1.1.7 - Facilities

At the start of the academic year for 2021/22 there will be measures in place in all university buildings to ensure the safety of both students and staff. This will mean that some facilities will have limited access or restricted use.

UG Common Room - This area will have restrictions in terms of the number of people who can be in the space at any one time. The furniture will be placed in particular locations to enable social distancing and must not be moved.

The kitchen in this area will have hot water only. Anything that you need must be brought from home and must be cleaned and taken with you. Nothing is to be left in the kitchen overnight. Only one person is able to use the kitchen at any time.

Room S0.55 contains three Bloomberg Terminals, which can be [booked](#) by UG students for half-hourly sessions from Monday – Thursday (9.00am-4.30pm) and Friday (9.00am-3.30pm). Only one student is permitted to use the room at any one time.

The University also provides a number of private study spaces, including the Learning Grids, which are flexible and informal spaces for group and individual study that can be used by all members of the University and the Central Library.

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

1.2 - Key sources of information

Many of your questions can be answered by looking on our website (warwick.ac.uk/economics), where, under the Current Students page, you will find the module webpages and links to all resources, departmental news and announcements, and many other useful pieces of information.

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

If you 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 - Academic staff with responsibility for undergraduate students

Professor Jeremy Smith, Head of Department

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

Room: S2.124

Telephone: +44(0) 24 765 23336

Email: jeremy.smith@warwick.ac.uk

Dr Jennifer Smith, Director of Studies

The Director of Studies has strategic oversight of both the undergraduate and postgraduate programmes in the Department of Economics.

Room: S1.125

Telephone: +44(0) 24 765 23469

Email: jennifer.smith@warwick.ac.uk

Professor Elizabeth Jones, Director of Undergraduate Studies

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

Room: S0.79

Telephone: +44 (0)24 765 23040

Email: elizabeth.h.jones@warwick.ac.uk

Dr Stefania Paredes Fuentes, Deputy Director of Undergraduate Studies

The Deputy Director of Undergraduate Studies supports the Director of Undergraduate Studies in implementing academic policies.

Room: S2.121

Telephone: +44 (0)24 761 50045

Email: s.paredes-fuentes@warwick.ac.uk

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

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

Room: S0.73

Telephone: +44 (0)24 765 73019

Email: C.Rei@warwick.ac.uk

Dr Isleide Zissimos, Director of Joint Degrees (Undergraduate)

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

Room: S0.63

Telephone: +44 (0)24 765

Email: Isleide.Zissimos@warwick.ac.uk

Dr Christian Soegaard, Director of Student Engagement and Progression

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

Room: S0.80

Telephone: +44 (0)24 761 51421

Email: C.Soegaard@warwick.ac.uk

Dr Amira Elásra, Senior Tutor

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

Room: S2.108

Telephone: +44 (0)24 765 74354

Email: A.Elasra@warwick.ac.uk

Year Tutors

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

Year 1 Lead Tutor: Dr Jose Corpuz

Room: S1.115

Telephone: TBC

Email: J.Corpuz.1@warwick.ac.uk

Year 1 Tutor: Dr Han Zhang

Room: TBC

Telephone: TBC

Email: TBC

Year 1 Tutor: Dr Eleanya Nduka

Room: TBC

Telephone: TBC

Email: TBC

Year 2: Dr Cecilia Lanata-Briones

Room: S0.60

Telephone: +44 (0)24 765 74846

Email: Cecilia.Lanata-Briones@warwick.ac.uk

Year 3: Dr Emil Kostadinov

Room: S0.85

Telephone: +44 (0)24 765 224497

Email: Emil.Kostadinov@warwick.ac.uk

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

Your Personal Tutor

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

Director of Student Opportunity

The Director of Student Opportunity supports the Director of Undergraduate Studies and has special responsibility for visiting overseas students. They act as Personal Tutor to these

students. They are aided in the management of visiting students by the Undergraduate Programme Manager.

Name: Dr Subhasish Dey

Room: S2.103

Telephone: +44(0)2476528040

Email: Subhasish.Dey@warwick.ac.uk

Advisor to Overseas students

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

Name: Dr Andreas Markoulakis

Room: S2.108

Telephone: +44 (0)24 765 28090

Email: Andreas.Markoulakis@warwick.ac.uk

Advisor to Female students

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

Name: Dr Eman Abdulla

Room: S0.60

Telephone: +44 (0)24 765 73461

Email: Eman.Abdulla@warwick.ac.uk

1.2.2 - Administrative staff with responsibility for undergraduate students

The Undergraduate Office

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

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

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

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

Room: S0.88 (Open from 10:00am - 4:00pm, Monday - Friday)

Telephone: +44 (0) 24 765 23933

Email: economics.ugoffice@warwick.ac.uk

The Undergraduate Programme Manager

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

Name: Jo Turrall

Room: S0.88

Telephone: +44 (0) 24 765 73404

Email: jo.turrall@warwick.ac.uk

Student Wellbeing and Progression Officer

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

Name: Ann Simper

Room: S0.88

Telephone: +44 (0) 24 765 28417

Email: A.Simper@warwick.ac.uk

The Joint Programmes Coordinator

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

Name: Tina MacSkimming

Room: S0.88

Telephone: +44 (0) 24 765 23055

Email: t.macskimming.1@warwick.ac.uk

Exams Coordinator

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

Email: examscoordinator@warwick.ac.uk

1.3 - How to contact the Undergraduate Office

The UG Office team, which is your point of contact as a undergraduate student, has a daily presence on campus, in room S0.88. During the Autumn term, with blended delivery of teaching and learning, we will have a mixture of students studying on campus and others attending online classes. Our office staff will be operating a hybrid system of working which means that the support offered to students will be in-person and online.

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

1. Visit our "Get in Touch" page and book an MS Teams appointment
2. Consult the Frequently Asked Questions (FAQs).
3. Email us on economics.ugoffice@warwick.ac.uk.
4. Ring us on +44(0)24 7652 3933
5. While it best to contact us via the above methods, you can still visit us in S0.88

1.4 - How to contact academic staff

By email:

All members of the Department have an email account and they will monitor it regularly, though please do note that staff will take academic and study leave and hence during holidays, they will not be responding to emails as regularly. If you have a question for a particular

member of staff, an email will normally be the best way to get a quick and straightforward answer or to set up a meeting with the relevant person. If your enquiry involves confidential personal information, it is best to email your Personal Tutor or your Year Tutor/ Senior Tutor directly. Please ensure that your emails are polite and do think about who you send your email to, using the guide above. Please do not send the same email to multiple people as this can cause unnecessary confusion and wastes staff time. You should always use your Warwick email account to avoid your email going into junk or clutter folders and hence not being read.

During Advice and Feedback hours:

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

Telephone contact:

Each member of staff has a telephone number, listed online in the University telephone directory. From a telephone connected to the University switchboard the number has five digits, e.g. the Student Wellbeing and Progression Officer, Ann Simper's is 28417. When calling a number from outside the University, all internal extensions starting with 2 or 7 have 024 76 5 in front of them and all extensions starting with 5 have 024 76 1 in front of them (e.g. for Ann Simper dial 024 7652 8417). If you don't know the number, dial the University switchboard (0 from an internal phone, 024 7652 3523 from outside).

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

1.5 - How we communicate with you

Tabula

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

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

Email

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

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

Moodle

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

Current Students webpages

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

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

Economics Updates 2021/22

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

Social Media

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

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

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

twitter.com/warwickecon

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

My Warwick mobile App

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

Keeping your details up to date

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

Student Privacy Notice

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

2 - Your Degree Course

In this section of the Handbook, you can access information on the rules, regulations, procedures and policies associated with your degree course. We would advise that you familiarise yourself with these.

2.1 - Introduction to our Degree Courses

The Department of Economics operates two single honours degree courses and is involved in 12 joint honours degree courses.

Single Honours Courses

BSc Economics (L100)

BSc Economics and Industrial Organisation (L116/L112)

Joint Honours Courses housed within the Department of Economics

BSc/BA Economics, Politics and International Studies (LM1D/LLD2)

BSc Mathematics and Economics (GL11)

Other Joint Honours Courses

BSc/BA Philosophy, Politics and Economics (V7ML)

BA/BSc Economics, Psychology and Philosophy (L1CA)

BSc Maths, Operational Research, Statistics and Economics (MORSE) (Y602)

BASc Economic Studies and Global Sustainable Development (L1L8)

BA Liberal Arts - Pathway through Economics (LA99)

BA Modern Languages and Economics (R9L1) (including a range of specific programmes)

BA Hispanic Studies and Economics (R4L1)

BA French Studies and Economics (R1L1)

BA German Studies and Economics (R2L1)

BA Italian Studies and Economics (R3L2)

We aim to provide an advanced education in economics that is valuable both intellectually and professionally. By the time you leave, you should not just know a lot about economics, you should also be able to define and solve economic problems and take part in the advancement of economic ideas.

Please note that this Handbook is applicable to students on L100, L116/L112, LM1D/LLD2, GL11. All other students taking joint degrees with Economics should check their home Department's Handbook for more information or contact the Director of Joint Degrees, Dr. Isleide Zissimos or the Joint Programmes Coordinator, Tina MacSkimming.

2.1.1 - Modules and CATS points

Each degree course is comprised of a number of core (compulsory) modules, together with optional modules. A module is typically based on a series of lectures and/or module Support and Feedback classes covering a specific field or set of fields in Economics.

Each University module has its own code, e.g. EC108 for Macroeconomics 1. This code tells you three things:

- EC - the two letters tell you the department (e.g. EC for Economics)
- 1 - the first letter tells you the year of study (1, 2, or 3 for undergraduate, 9 for postgraduate)
- 08 - the other digits are the module's serial number.

Your degree course regulations set out which modules you must take each year. These are the subject requirements. For example, you take modules in microeconomics, macroeconomics and quantitative techniques.

Each module is worth a given number of CATS, which stands for Credit Accumulation and Transfer Scheme, and every UK university has one. Every module has a CATS rating. Your degree course regulations also set out how many CATS you must take each year and hence how many optional modules you are required/permitted to choose. These are the workload requirements. The First Year carries between 129-150 CATS (depending on your degree course). Second Year and Final Year carry 120 CATS each (excluding GL11). One CAT represents 10 hours of learning time.

Core modules

Core modules are compulsory and are determined by your degree course regulations. You do not need to register for core modules; simply check your timetable on Tabula. The core modules in each course will enable you to acquire a grounding in the subject of economics. For example, you must take modules in microeconomics, macroeconomics and quantitative techniques.

Optional modules

Optional modules are non-compulsory modules which can be used either to develop a specialisation (for example in economic theory or statistics) or to broaden your approach into various applied topics (for example history, development, or industry and labour). In the process, you will strengthen your existing skills (e.g. taking notes and writing reports) and acquire new ones (e.g. the use of specialised computer software).

Sometimes you have a choice between core modules, which are thus referred to as 'optional core modules.' For example, EPAIS students majoring in Economics must take either EC203 or

EC226, but may choose which, hence EC203 and EC226 are optional core modules for EPAIS students. In contrast, EC226 is a core module for both L100 and L116 students, as these students must take EC226.

It is your responsibility to ensure that you have selected the correct number of optional modules each year to meet your degree course regulations and that you have registered for your modules correctly. Depending on which modules you have taken in your First Year and on your degree course regulations, you may wish to consider the possibility of taking modules in other departments in the University, especially from other Social Sciences departments. Further information is available in the [next section of the Handbook](#).

Economics modules are normally a mixture of 30 and 15 CAT modules, but some modules are worth 6, 12 or 24 CATS:

- 12/15 CAT modules are normally taught over one term (either autumn or spring).
- Economics students can only take modules at 15 or 30 CATS within the Department, excluding the components of the 30 CAT module EC120, where individual modules are 6 and 12 CATS.
- please note that over-cattng (taking more than the number of CATS required for a specific year) is not possible (excluding GL11).

Because of historical differences among departments, there are sometimes discrepancies in the weights which departments attach to their modules. Some departments (e.g. Language Centre) offer modules approved for students on Economics-related degree courses in both 12/24 CAT and 15/30 CAT variants. First year students should choose the 15/30 CAT variant. Second and Final Year students, excluding GL11, **must** choose the 15/30 CAT variant.

You can access a full list of the Economics module descriptors on the Department's webpages.

2.1.2 - Honours degrees

The undergraduate degree involves three or four years of study at Warwick and leads to a Bachelor of Science (BSc) or Bachelor of Arts (BA) degree. The first year is preparatory, so the results are not classified (First class, Upper Second class, and so on) and, with the exception of Mathematics and Economics (GL11), do not count towards your final degree class. In some modules the summer examination is combined with a number of other assignments, including tests and essays taken during the year, which collectively determine your final module mark. You **must** pass your core first-year modules to progress to the second year of your degree. Students who fail first-year core modules may resit the summer examination (where the resit is worth 100% of the module mark) once only, usually in September. For further information on progression requirements for each year, go to the section on [Exam Boards, Progression and resits](#).

Warwick degrees can be awarded with Honours or as Pass degrees. Honours are awarded in First, Upper-second, Lower-second and Third classes. The class of Honours awarded depends upon coursework and examination results in the second and final years. The second and final years carry equal weight, again with the exception of GL11 Mathematics and Economics (where

the weight is 10:40:50), and contribute cumulatively to your final degree class. Please see [University rules](#) on degree conventions.

A Pass degree may be considered for those who fail several second and final year modules. Students may also be considered for an [Exit Award](#) if they pass a set number of CATS. More information on classifications and pass degrees can be found in section 4 on [Assessments and Examinations](#).

2.1.3 - Course specifications

There is a course specification for every undergraduate and taught Masters course. Each course specification sets out the aims of the course, the skills and knowledge a graduate from that course will possess, and how it is taught and assessed. Each course specification can be found on the [course specifications](#) section of the website.

2.2 - How we teach and how you learn

2.2.1 - Teaching and Learning

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

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

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

2.2.2 - Contact hours

These are designed to be high in the first year but will diminish so that when entering your final year you will be a more independent learner, ready for the next step beyond your undergraduate degree.

2.2.3 - Pre-Recorded Lectures (Asynchronous Lectures)

Most modules will have the equivalent of 2 hours of pre-recorded lectures each week. These are likely to take the form of a number of shorter videos as it is much easier to pay attention and absorb information over a shorter period of time. The pre-recorded content will cover the key topics and content that would normally be covered during the 2 hours of lectures each week.

The recordings will be posted in advance of the week in which they should be watched and guidance will be provided by module teaching teams as to the order in which you should watch them. These pre-recorded lectures will transmit information and define the syllabus and it is essential that you watch and take notes in the pre-recorded lectures each week. They will provide you with the core content and concepts that you need to know for your module and you are encouraged to watch these prior to the live lecture each week so that you get the most out of them. They will also help you in ensuring that you are prepared for the Support and Feedback classes each week. You will be able to access the pre-recorded lectures via the Lecture Capture system, which is accessible on the module's moodle page. Lecture Capture, which is supported via IT Services, allows you to download and/or 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 in Moodle as soon as possible after the lecture and will be retained until the end of the academic year.

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

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

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

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

2.2.4 - Live Lectures (Synchronous Lectures)

In addition to the pre-recorded (asynchronous) lectures, most modules will also have a 1 hour live lecture each week and this will be timetabled on tabula, but it will be held online via Microsoft Teams. You will be sent a link to the lecture.

These live lectures will take many different forms, depending on how the lecturer wants to organise the module. It may take the form of a workshop, where the lecturer goes through applications of the pre-recorded content, perhaps through solving exercises. The lecturer may

also draw on questions posted within the module's forum and answer these during the live lecture. In some live lectures, there may also be an opportunity for students to ask questions via the 'Chat' feature within Microsoft Teams and these will be answered in the live lecture, in future pre-recorded lectures, via the forum or via other mechanisms.

These live lectures will be recorded, so you can review them at a later date, but you are still encouraged to attend them at the time they are taking place, as despite being online, lecturers will try to make them interactive if that is possible. The recordings or Lecture Captures will be available to view via your module's Moodle page. Lecture Capture, which is supported via IT Services, allows you to download and/or 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 in Moodle as soon as possible after the lecture and will be retained until the end of the academic year.

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

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

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

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

2.2.5 - Module Support and Feedback Classes

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

- invite you to raise problems
- provide feedback on your understanding of material
- lead discussion

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

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

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

2.2.6 - Reading lists, lecture hand-outs and examination papers

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

2.2.7 - Higher Education Achievement Report (HEAR)

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

Find out further information about the [HEAR](#).

2.3 - Degree Course Regulations

Degree Course Regulations are simply the rules by which each degree operates in terms of its structure. The regulations exist to ensure that the content of the degree courses remains relevant and the quality remains high. The various rules and restrictions ensure that the degree content is not unduly diluted whilst allowing you the flexibility to make choices and to tailor

your degree to your particular interests. It is important that you familiarise yourself with the regulations for your degree course by carefully reading the relevant pages below, as failure to adhere to them can have serious consequences.

You should regard your degree course regulations as being largely static throughout your time in the Department. However, you should also be aware that the Department does sometimes have occasion to amend these regulations. We do this for positive reasons: we want to keep the content of your degree course up to date and reflective of exciting developments and trends in the field; we may have new academic staff joining us with new perspectives and ideas for new modules; or we may want to revise the year in which a module is taught, for pedagogical reasons. 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's necessary to suspend or discontinue a module, perhaps because of staffing changes or in order to keep our curriculum fresh and dynamic. Whatever the reason is for such changes to your degree course, the Department is committed to consulting with you prior to major changes to our degree courses. This consultation may happen via the Student-Staff Liaison Committee (SSLC) or through wider means. If you are affected by major changes to the curriculum, degree course regulations and other regulatory changes, you will be informed by the Department in a timely manner. Should you need advice on any aspect of your degree course regulations, please contact the UG Office.

Concerning the availability of modules, we cannot guarantee that all modules listed in this Handbook will be available each 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:

- a module teacher going on study leave
- academic staff leaving Warwick
- another module is made available so the current one is removed to avoid overlap
- continuous review of the curriculum and teaching methods to ensure we are teaching relevant and interesting material
- the need to ensure that assessment methods are the most suitable for a particular module.

Please note that optional modules may have pre-requisites and restrictions. It is your responsibility to check that you comply with these. It is also your responsibility to ensure you meet the degree regulations for your degree course, by choosing the correct modules in each year.

You can view the [Regulation 8 \(Regulations for First Degrees\)](#) for more information. You should read the regulations for your Degree in the next section.

2.3.1 - BSc Economics (L100) Regulations

First-Year Course Structure

In the first year you must take modules totalling between 132 and 150 CATS. This is comprised of 120 CATS of core modules (listed in the table below) and then optional modules. You must take option modules worth at least 12 CATS - that is you must choose at least one optional module worth either 12 or 15 CATS. However, you can choose a second optional module worth 12 or 15 CATS. Alternatively, you may choose not to take a 12 or 15 CAT module and instead choose to take just one module worth 24 or 30 CATS. This means that you are required to choose one optional module, but have the flexibility to take a second optional module, as long as your optional modules add up to between 12 and 30 CATS.

Some first-year modules are pre-requisites for certain second (EC200 coded) and final year (EC300 coded) modules. Some optional modules require approval from the Director of Undergraduate Studies or his/her deputy. You are advised to take a balanced load across the autumn and spring terms, so if you decide to take two 12/15 CAT modules, one of them should be in the autumn term and the other in the spring term.

What is required to pass your first year and progress to the second year?

The decision whether you have passed your first year and may be permitted to proceed to the second year is made by a Faculty First Year Board of Examiners which sits in June and September each year.

For the degree of BSc (Hons) Economics, the modules marked below in the table as 'Required Core Modules' must be passed (with a mark of at least 40%) in order to proceed to the second year. In addition, you must achieve a CATS weighted average of at least 40% across the minimum required modules (core and options) to meet the CATS requirement (132 CATS), but this must include all core modules. Find out more about [First Year Board of Examiners' Conventions](#).

First-year students on this degree course must also take the compulsory Personal Development Module, which is non-credit bearing.

Code

EC108

EC109

EC120

EC104

Code

EC119

EC132

EC133

EC134

EC135

EC138

NB: we cannot guarantee that all optional modules listed in this handbook will be available each year or that the same lecturers will continue to deliver the modules.

The list of approved modules for first-year students is not exhaustive. If outside options not on the list appeal to you, please ensure that you complete an [Unusual Options Request Form](#) and obtain permission from the department offering the module. Whether or not the outside option is approved, you must ensure that you register correctly for the module, following that department's procedure, but also registering on the eVision Module Registration (eMR) system. You should contact the UG Office if you have concerns about the modules you are registered to take. Note that normally you are permitted to take only 100-coded modules in the first year, with the exception of languages.

First-year students in Economics are not permitted to take optional modules worth less than 12 CATS.

Second-Year Course Structure

Candidates for Honours take modules during the second and final years to make a total of 240 CATS as follows: in the second year, core modules worth 90 CATS and option modules worth 30 CATS, and in the final year, core modules worth 30 CATS and option modules worth 90 CATS.

The following restrictions apply:

Within the 120 CATS total of option modules chosen in the second and final years combined, you must include i) EC coded-modules worth at least 60 CATS and ii) 300-coded modules worth at least 60 CATS. You are **not** permitted to take 100-coded modules in the second or final year.

Certain combinations of modules are not permitted, and there are pre-requisites for some modules (see information on Restrictions and Pre-requisites for details). You are permitted to take only 30 CATS of WBS modules in each of your second and final years.

Code

EC201

EC202

EC226

Code

EC205

EC208

EC220

EC221

EC228

EC230

EC231

EC233

EC235

EC236

An asterisk (*) indicates that certain restrictions may apply to your choice of module.

NB: we cannot guarantee that all optional modules listed in this Handbook will be available each year or that the same lecturers will continue to deliver the modules.

The List of Approved Modules for second-year Students is not exhaustive. If outside options not on the list appeal to you, please ensure that you complete the [Unusual Options Request Form](#) and obtain permission from the department offering the module. Whether or not the outside option is approved, you must ensure that you register correctly for the module, following that Department's procedure, but also registering on the eVision Module Registration (eMR) system. You should contact to the UG Office if you have concerns about the modules you are registered to take. Note that normally you are permitted to take 200-coded modules in the second year.

Second-year students are not normally permitted to take modules worth less than 15 CATS for credit.

Final-Year Course Structure

Candidates for Honours take modules during the second and final years to make a total of 240 CATS as follows: in the second year, core modules worth 90 CATS and option modules worth 30 CATS, and in the final year, core modules worth 30 CATS and option modules worth 90 CATS. The following restrictions apply:

Within the 120-CATS total option modules chosen in the second and final years combined, you must include i) EC-coded modules worth at least 60 CATS credits and ii) 300-coded modules worth at least 60 CATS credits. You are not permitted to take 100-coded modules in the second or final year, unless specified otherwise in information on Restrictions and Pre-requisites.

Certain combinations of modules are not permitted, and there are pre-requisites for some modules (see information on Restrictions and Pre-requisites for details). You are permitted to take only 30 CATS of WBS modules in each of your second and final years.

Code

EC331

Code

EC301

EC306

EC307

EC310

EC312

EC313

EC314

EC318

EC320

EC326

EC333

EC334

EC336

EC337

EC338

EC339

EC340

EC341

EC342

EC343

EC345

An asterisk (*) indicates that certain restrictions may apply to your choice of module.

NB: we cannot guarantee that all optional modules listed in this Handbook will be available each year or that the same lecturers will deliver the modules.

The lists of approved modules for final-year students are not exhaustive. If outside options not on the list appeal to you, please ensure that you complete an [Unusual Options Request Form](#) and obtain permission from the department offering the module. Whether or not the outside option is approved, you must ensure that you register correctly for the module, following that department's procedure, but also registering on the eVision Module Registration (eMR) system. You should contact the UG Office if you have concerns about the modules you are registered to take. Note that normally you are permitted to take only 200-coded or 300-coded modules in the third year.

Please note that final-year L100 students are not permitted to take EC200-coded modules.

Final-year students are not normally permitted to take modules worth less than 15 CATS for credit.

2.3.2 - BSc Economics and Industrial Organisation (L116/L112)

Regulations

First Year Course Structure

In the first year you must take modules totalling between 129 and 150 CATS. This is comprised of 105 CATS of core modules (listed in the table below) and then optional modules. You must take option modules worth at least 24 CATS - that is you must choose at least one optional module worth 24 (or 30 CATS) or you must choose two 12 or 15 CAT modules. However, you can then choose another optional module worth 12 or 15 CATS. This means that you are required to choose one year-long optional module or two term-long optional modules, but you have the flexibility to take another term-long optional module, as long as your optional modules add up to between 24 and 45 CATS.

What is required to pass the first year and progress to the second year?

The decision whether you have passed your first year and may be permitted to proceed to the second year is made by a Faculty First Year Board of Examiners which sits in June and September each year.

For the degree of BSc (Hons) Economics and Industrial Organisation, the modules marked below in the table as 'Required Core Modules' must be passed (with a mark of at least 40%) in order to proceed to the second year. In addition, you must achieve a CATS weighted average of at least 40% across the minimum required modules (core and options) to meet the CATS requirement (129 CATS), but this must include all core modules. Find out more about [First Year Board of Examiners' Conventions](#).

First-year students on this degree course must also take the compulsory Personal Development Module, which is non-credit bearing.

Code

EC108

EC109

EC120

IB132

Code

EC104

EC119

EC132

EC133

EC134

EC135

EC138

NB: We cannot guarantee that all optional modules listed in this Handbook will be available each year or that the same lecturers will continue to deliver modules.

The list of approved modules for first-year students is not exhaustive. If outside options not on the list appeal to you, please ensure that you complete the [Unusual Options Request Form](#) and obtain permission from the department offering the module. Whether or not the outside option is approved, you must ensure that you register correctly for the module, following that department's procedure, but also registering on the eVision Module Registration (eMR) system. You should contact the UG Office if you have concerns about the modules you are registered to take. Note that normally you are permitted to take only 100-coded modules in the first year, with the exception of languages.

First-year students are not permitted to take modules worth less than 12 CATS.

Second Year Course Structure

Candidates for Honours take modules during the second and final years to make a total of 240 CATS as follows: in the second year, core modules worth 120 CATS and in the final year, core modules worth 60 CATS and option modules worth 60 CATS. The following restrictions apply:

- within the 60 CATS of optional modules taken in the final year, candidates must include no more than 30 CATS of 200-coded modules

- you are not permitted to take 100-coded modules in the second or final years, unless specified otherwise in information on Restrictions and Pre-requisites.

Certain combinations of modules are not permitted, and there are pre-requisites for some modules (see information on Restrictions and Pre-requisites).

Code

EC201

EC202

EC226

EC208

EC231

Final Year Course Structure

Candidates for honours take modules during the second and final years to make a total of 240 CATS as follows: in the second year, core modules worth 120 CATS, and in the final year, core modules worth 60 CATS and optional modules worth 60 CATS. The following restrictions apply:

- within the 60 CATS of optional modules taken in the final year, candidates must include no more than 30 CATS of 200-coded modules
- you are not permitted to take 100-coded modules in the second or final years, unless specified otherwise in information on Restrictions and Pre-requisites.

Certain combinations of modules are not permitted, and there are pre-requisites for some modules (see information on Restrictions and Pre-requisites). You are permitted to take only 30 CATS of WBS modules in your final year.

Code

EC326

EC337

EC331

Code

EC301

EC306

EC307

EC310

EC312

EC313

EC314
EC318
EC320
EC333
EC334
EC336
EC338
EC339
EC340
EC341
EC342
EC343
EC345

An asterisk (*) indicates that certain restrictions may apply to your choice of module.

NB: we cannot guarantee that all optional modules listed in this Handbook will be available each year or that the same lectures will continue to deliver the modules.

The lists of approved modules for final-year students are not exhaustive. If outside options not on the list appeal to you, please ensure that you complete an [Unusual Options Request Form](#) and obtain permission from the department offering the module. Whether or not the outside option is approved, you must ensure that you register correctly for the module, following that department's procedure, but also registering on the eVision Module Registration (eMR) system. You should contact the UG Office if you have concerns about the modules you are registered to take. Note that normally you are permitted to take only 200-coded or 300-coded modules in the final year.

Final-year students are not normally permitted to take modules worth less than 15 CATS for credit.

2.3.3 - BSc/BA Economics, Politics and International Studies (LM1D/LLD2) Regulations

First Year Course Structure

In the first year you must take modules totalling between 132 and 150 CATS. This is comprised of 120 CATS of core modules (listed in the table below) and then optional modules. You must take option modules worth at least 12 CATS - that is you must choose at least one optional module worth either 12 or 15 CATS. However, you can choose a second optional module worth 12 or 15 CATS. Alternatively, you may choose not to take a 12 or 15 CAT module and instead choose to take just one module worth 24 or 30 CATS. This means that you are required to choose one optional module, but have the flexibility to take a second optional module, as long as your optional modules add up to between 12 and 30 CATS.

What is required to pass the first year and progress to the second year?

The decision whether you have passed your first year and may be permitted to proceed to the second year is made by a Faculty First Year Board of Examiners which sits in June and September each year.

For the degree of BSc (Hons) Economics, Politics and International Studies, the modules marked below in the table as 'Required Core Modules' must be passed (with a mark of at least 40%) in order to proceed to the second year. In addition, you must achieve a CATS weighted average of at least 40% across the minimum required modules (core and options) to meet the CATS requirement (132 CATS), but this must include all core modules. Find out more about [First Year Board of Examiners' Conventions](#).

First-year students on this degree course must also take the compulsory Personal Development Module, which is non-credit bearing.

Code

EC107

EC120

PO107

PO131

Code

EC104

EC119

EC132

EC133

EC134

EC135

EC138

PO102

PO132

PO133

PO134

PO135

NB: we cannot guarantee that all optional modules listed in this handbook will be available each year or that the same lecturers will continue to deliver the modules.

The list of approved modules for first-year students on the Department's undergraduate webpages is not exhaustive. If outside options not on the list appeal to you, please ensure that you complete an online [Unusual Options Request Form](#) and obtain permission from the department offering the module. Whether or not the outside option is approved, you must ensure that you register correctly for the module, following that department's procedure, but also registering on the eVision Module Registration (eMR) system. You should contact the UG Office if you have concerns about the modules you are registered to take. Note that normally you are permitted to take only 100-coded modules in the first year, with the exception of languages.

First-year students in Economics are not permitted to take optional modules worth less than 12 CATS.

Second Year Course Structure

In the second year, you choose between an Economics major (leading to BSc) and a Politics and International Studies major (leading to BA). When entering the final year, there is then an option to choose a Bipartite pathway (leading to a BA). Candidates for Honours take modules totalling 120 CATS in their second year. Candidates may take a maximum of 30 CATS of optional modules from outside Economics and Politics in each of their second and final years.

Economics Major

You will take core modules worth 90 CATS and optional modules worth 30 CATS.

Code

EC204

Code

EC203

EC226

Code

PO201

PO203

PO219

PO230

PO231

Code

NB: we cannot guarantee that all optional modules listed in this handbook will be available each year or that the same lecturers will continue to deliver the modules.

An asterisk (*) indicates that certain restrictions may apply to your choice of module.

The list of approved modules for second-year students on the Department's undergraduate webpages is not exhaustive. If outside options not on the list appeal to you, please ensure that you complete an online [Unusual Options Request Form](#) and obtain permission from the department offering the module. Whether or not the outside option is approved, you must ensure that you register correctly for the module, following that department's procedure, but also registering on the eVision Module Registration (eMR) system. You should contact the UG Office if you have concerns about the modules you are registered to take. Note that normally you are permitted to take only 200-coded modules in the second year. Note that final-year students are not permitted to take EC200 or PO200-coded modules.

Second-year students are not normally permitted to take modules worth less than 15 CATS for credit. Some modules may have some restrictions.

Politics and International Studies Major

You will take core modules worth 90 CATS and optional modules worth 30 CATS.

Code

EC204

PO201

Code

PO203

PO219

PO230

PO231

Code

NB: we cannot guarantee that all optional modules listed in this Handbook will be available each year or that the same lecturers will continue to deliver the modules.

The lists of approved modules for final-year students on the Department's undergraduate webpages are not exhaustive. If outside options not on the list appeal to you, please ensure that you complete an [Unusual Options Request Form](#) and obtain permission from the department offering the module. Whether or not the outside option is approved, you must ensure that you register correctly for the module, following that department's procedure, but also registering on the eVision Module Registration (eMR) system. You should contact the UG Office if you have concerns about the modules you are registered to take. Note that normally you are permitted to take only 200-coded modules in the second year. Note that final-year students are not permitted to take EC200 or PO200-coded modules.

Second-year students are not normally permitted to take modules worth less than 15 CATS for credit. Some modules may have some restrictions.

Final Year Course Structure

Final-year students may continue with the major chosen in year 2 or may opt to move to the Bipartite pathway (BA).

Economics Major (BSc)

Candidates for Honours take modules totalling 120 CATS, which comprises 30 CATS of core modules and 90 CATS of optional modules. If you are on the Economics major you must take a minimum of 90 CATS in EC-coded modules in your final year, including EC304 (30 CATS). This means that if you are on the Economics major you may only take 30 CATS of modules outside of the Department of Economics in your final year.

Within the 90 CATS of optional modules, two conditions must be met: i) at least 60 credits must be contributed by EC-coded modules and ii) at least 60 credits must be contributed by 300-coded modules. You may take a maximum of 30 CATS of optional modules from outside Economics and Politics in each of your Second and Final years.

Code

EC304

Code

NB: we cannot guarantee that all optional modules listed in this Handbook will be available each year or that the same lecturers will continue to deliver the modules.

The Lists of Approved Modules for Second and Final Year Students is not exhaustive. If outside options not on the list appeal to you, please ensure that you complete an [Unusual Options Request Form](#) and obtain permission from the department offering the module. Whether or not the outside option is approved, you must ensure that you register correctly for the module, following that department's procedure, but also registering on the eVision Module Registration (eMR) system. You should contact the UG Office if you have concerns about the modules you are registered to take. Note that normally you are permitted to take only 200-coded or 300-coded modules in the final year, with limited exceptions. Note that final-year students are not permitted to take EC200 or PO200-coded modules.

Final-year students are not normally permitted to take modules worth less than 15 CATS for credit.

Politics and International Studies Major (BA)

Candidates for Honours take modules totalling 120 CATS, which comprises 30 CATS of core modules and 90 CATS of optional modules. If you are on the PAIS major, you must take a minimum of 60 CATS in PO-coded modules in your final year. This means that if you are on the PAIS major, you may only choose 30 CATS of modules outside of the PAIS Department (plus the core EC304 module).

Within the 90 CATS of optional modules, two conditions must be met: i) at least 60 credits must be contributed by PO-coded modules and ii) at least 60 credits must be contributed by 300-coded modules. You may take a maximum of 30 CATS of optional modules from outside Economics and Politics in each of your Second and Final years.

Code

EC304

Code

NB: we cannot guarantee that all optional modules listed in this Handbook will be available each year or that the same lecturers will continue to deliver the modules.

The lists of approved modules for second- and final-year students are not exhaustive. If outside options not on the list appeal to you, please ensure that you complete an online [Unusual Options Request Form](#) and obtain permission from the department offering the module.

Whether or not the outside option is approved, you must ensure that you register correctly for the module, following that department's procedure, but also registering on the eVision Module Registration (eMR) system. You should contact the UG Office if you have concerns about the modules you are registered to take. Note that normally you are permitted to take only 200-coded or 300-coded modules in the final year. Note that final-year students are not permitted to take EC200 or PO200-coded modules.

Final-year students are not normally permitted to take modules worth less than 15 CATS for credit. Some modules may have restrictions.

Bipartite Pathway (BA)

Candidates for Honours take modules totalling 120 CATS, which comprises 30 CATS of core modules and 90 CATS of optional modules. Within the 90 CATS of optional modules, two conditions must be met: (i) at least 60 CATS must be contributed by EC-coded or PO-coded modules* and (ii) at least 60 CATS must be contributed by 300-coded modules. You may take a maximum of 30 CATS of optional modules from outside Economics and Politics in each of your second and final years, e.g. language modules.

Code

EC304

Code

* Within this 60 CATS you must take at least ONE EC-coded (15 CAT) module and at least ONE PO-coded (15 CAT) module.

NB: we cannot guarantee that all optional modules listed in this Handbook will be available each year or that the same lecturers will continue to deliver the modules.

The lists of approved modules for second- and final-year students are not exhaustive. If outside options not on the list appeal to you, please ensure that you complete an online [Unusual Options Request Form](#) and obtain permission from the department offering the module. Whether or not the outside option is approved, you must ensure that you register correctly for the module, following that department's procedure, but also registering on the eVision Module Registration (eMR) system. You should contact the UG Office if you have concerns about the modules you are registered to take. Note that normally you are permitted to take only 200-coded or 300-coded modules in the final year. Note that Final Year students are not permitted to take EC200 or PO200-coded modules.

Final Year students are not normally permitted to take modules worth less than 15 CATS for credit. Some modules may have restrictions.

2.3.4 - BSc Mathematics and Economics (GL11) Regulations

Course co-ordinator: Dr Jonathan Cave

Please note that this Degree course is no longer accepting students via UCAS. Students are able to transfer onto the Degree.

The Examination Scheme for Mathematics and Economics:

- The first, second, and final years of study contribute to final degree credit in the ratio 10:40:50
- All modules are examined in the year in which they are taught in accordance with the patterns of assessment set out in the appropriate departmental list.
- Final-year modules provided by the Warwick Mathematics Institute that are taught in the autumn term are examined in April, as are MA242 Algebra I and MA244 Analysis III. The remaining modules are examined in the summer examination period.

First Year Course Structure

Students are no longer able to undertake the first year in this degree programme, but can only transfer onto it from the Mathematics degree (UCAS no. G100) in the second year. In order for this to be possible, students in the first year of the Mathematics degree must take EC107 Economics 1 and ST112 Probability B. For transfers onto this degree, please see the section in the UG Handbook called [Changing your Degree Course](#).

Second Year Course Structure

The normal load is 120 CATS. The maximum load is 150 CATS. Candidates for Honours take six

core modules and choose optional modules including modules totalling 12 CATS from List A (this is the listing of sufficiently relevant and rigorous modules used by the Warwick Mathematics Institute and can be found on the [webpage](#).) In the second year you will take 48 CATS of Mathematics core modules, 60 CATS of Economics core modules and between 12 and 72 CATS of optional modules, as shown in the table below.

During this year you will retain your Warwick Mathematics Institute Personal Tutor and are administratively part of the Mathematics Department. At the end of the year, you move to the Department of Economics for administrative and personal tutor purposes. The second-year exam board is run by the Department of Economics.

Code

EC204

MA259

MA251

MA244

MA260

Code

EC226

or

EC220/21

Code

List A

List B

*You are strongly encouraged to take EC226 Econometrics 1, as opposed to EC220/EC221 Mathematical Economics to ensure you are sufficiently prepared for your core year 3 module EC331 Research in Applied Economics.

Final Year Course Structure

For the final year of your studies, you will transit from the Warwick Mathematics Institute to the Department of Economics for the purposes of administration and personal tutoring. Candidates for Honours take one core module worth 30 CATS and optional modules worth 90 CATS (of which at least 60 CATS must be 300 coded and at least 60 CATS must be EC, MA or ST coded).

Code

EC331

Optional modules for the final year include most EC200 (second year) and EC300 (final year) modules; (including EC226 Econometrics 1 but excluding EC203 Applied Econometrics) and MA200 and MA300 modules.

You are permitted to take outside options and whether or not the outside option is approved, you must ensure that you register correctly for the module, following that department's procedure, but also registering on the eVision Module Registration (eMR) system.

Final-year GL11 students are not permitted to take any 100-coded modules.

YOU ARE NOT PERMITTED TO TAKE MORE THAN 120 CATS IN THE FINAL YEAR.

2.4 - Changing your Degree Course

Almost all students complete the degree course on which they were first registered. However, a few find that they wish to change degree course. You should not be surprised to feel some occasional doubts about whether or not you are following the right degree course. They are as common and normal as wondering if you are in the right job or personal relationship. It is usually a bad idea to act on such doubts in a rush. You may need time to discover what your course is really like.

If you have persistent doubts about whether you are on the right degree course, you should first consult with your Personal Tutor or Year Tutor or make use of the Pastoral Support daily drop-in sessions. If you decide that you wish to change to another degree course you should complete the [degree course transfer form](#). This form should be emailed by the end of week 2 of Term 1 to the Undergraduate (UG) Office and decisions will be made by the Director of Undergraduate Studies. After this deadline, the only other time when a transfer will be considered is after the end of the first year, when all exam results are available. All decisions will depend upon the exact change proposed.

Transfers involving other departments are never automatic. All transfers to degree courses outside Economics require the specific agreement of the department to which you wish to transfer. No student from outside of the Department of Economics will be able to transfer directly into the second year of any of our Degree courses and in the current academic year, the Department of Economics is at full capacity and hence we are not accepting transfers onto any of our programmes in any year. Within the Department of Economics, it is sometimes possible to transfer from one of the degree courses to another. More details on this are given in the table below.

Please be aware that:

- requests are sometimes refused
- approval of transfers at the end of the first year will always be subject to confirmation in the light of your examination results
- you cannot transfer onto the Mathematics and Economics degree course from any degree course other than Mathematics

- if your application to transfer course is successful, your timetable will probably be disrupted.

2.4.1 - Internal transfers

This section refers to transfers between degree courses in which the Department of Economics is either the home Department or is involved as a joint degree partner Department.

Which of these transfers are possible?

- note that all transfers depend on availability of places.
- early transfers from Economics to Economics & Industrial Organisation (and vice versa) are straightforward. We do not impose any special conditions other than ensuring that you have thought about the consequences and are willing to take responsibility for the impact. Requests are normally refused only if they are so late that we believe you are more likely to struggle in your new course than in your old one.
- transfers out of Economics, Economics & Industrial Organisation and EPAIS altogether into courses administered by other departments are possible only with the specific agreement of the department to which you wish to transfer. If you obtain that agreement we will not normally refuse a request to transfer.
- transfers onto Economics, Economics & Industrial Organisation and EPAIS from our other joint degrees are subject to capacity, exam results, meeting our entry criteria and not having applied for one of the courses via UCAS. In the current academic year, the Department of Economics is at full capacity and hence we are not accepting any transfers onto any of our degree courses.

The grid below shows the criteria required for transfers into our various degree courses at the end of the first year.

[\(Pop-out table\)](#)

To:	Economics
From:	
Economics	
Economics & Industrial Organisation	A
Economics, Politics & International Studies	B, C, D
PPE and EPP	B, C, D
Mathematics & Economics or MORSE	B, C
Economic Studies and Global Sustainable Development	B, C, F

[\(Pop-out table\)](#)

Key:

A This will be approved subject to you passing your first year at the first or second attempt (this is the same condition as for you to proceed to the second year of your existing degree course).

B This will be approved subject to three conditions (1) you must pass your first year at the first or second attempt, (2) you must obtain a mark of at least 65% in the final exam and in the module overall for EC107 Economics 1 or EC106 Quantitative Economics at the first attempt and (3) you must agree to carry out recommended reading in macroeconomics and microeconomics over the summer vacation between your first and second years (please obtain reading lists from the module leaders for EC108 Macroeconomics 1 and EC109 Microeconomics 1). You may be referred to the Joint Degrees Officer who may indicate reading that is required.

C This will be approved only with the agreement of the relevant Department (Warwick Mathematics Institute for Mathematics and Economics; Department of Statistics for MORSE; Department of Politics and International Studies for EPAIS; Departments of Philosophy and Politics and International Studies for PPE; Departments of Philosophy and Psychology for EPP; Department of Cross Faculty Studies for Economic Studies and Global Sustainable Development; School of Modern Languages for Modern Languages and Economics and all variations). You must obtain the relevant Department's permission and meet any special conditions imposed by them, including subject requirements; you must also pass your first year at the first or second attempt.

D If you are taking EC123 and EC124, this will be approved subject to passing EC120 overall. If you are taking EC121 and EC122, you are required to pass EC121 and EC122 with a mark in each exam and in each module overall of at least 65% at the first attempt.

E This will not normally be permitted.

F You must have taken Route B (EC120), including Mathematical Techniques (EC121/EC123), Statistical Techniques (EC122/EC124) and Computing and Data Analysis (EC125). If you are taking EC123 and EC124, this will be approved subject to passing EC120 overall. If you are taking EC121 and EC122, you are required to pass EC121 and EC122 with a mark in each exam and in each module overall of at least 65% at the first attempt.

G You must consult the relevant Departments, as these Degrees are not housed within the Department of Economics.

NB: You must normally have met the minimum entry standards for the degree course to which you wish to transfer or you may be asked to meet additional requirements as set by the Director of Undergraduate Studies or the Admissions Tutor.

2.4.2 - External transfer

- If you wish to transfer to L100, L116 (L112) or LM1D (LLD2) during the first two weeks of your first year you must complete a transfer request form. This will be considered by the Director of Undergraduates Studies. Please note that places are very limited and competitive and the Department rarely accepts transfers. Meeting the entry criteria does not guarantee you a place.
- Transfers from other departments into the second year on any of the Department of Economics Degree courses are not permitted.

2.5 - Withdrawal from your course

Voluntary Year Out

You are permitted to make an application to take a voluntary year out away from your studies in order to gain work experience (as set out in University Regulation 36.1.10). Please refer to this [link](#) to follow the process of taking a voluntary year out. Please note that the deadline for an application is 30th June.

Temporary Withdrawal

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

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

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

Note that requests for retrospective temporary withdrawal, typically so that you effectively restart the academic year when you return, will be considered only in exceptional circumstances. Such requests must include a clear rationale outlining why you were unable to make the request earlier. Retrospective temporary withdrawal can only be backdated by a maximum of four weeks for Tier 4 visa holders. If you are a Tier 4 Visa holder you should go to

the Office for Global Engagement (<http://www2.warwick.ac.uk/services/ofge>) to seek advice from an Immigration Adviser as a temporary withdrawal will affect your visa.

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

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

Returning after a period of temporary withdrawal

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

Restarts

If you are a first year student, you may be permitted to restart your course if your first attempt had been affected by issues beyond your control (e.g. if medical problems or personal factors negatively affected your capacity to study). If you wish to restart, you should complete the online restart request form which can be accessed [here](#). You will not normally be permitted to restart a course once you have taken your summer examinations. Under certain circumstances you may also be permitted to restart University the following year on a different course, should you find that your first choice was not the right one for you. If the restart is for a course in another department, you must get approval from the receiving department and should speak to that Department's Director of Undergraduate Studies.

If you are allowed to restart you will be treated as a new student when you return. For more information on restarting your course, please contact the Undergraduate Programme Manager. Please note that there is no guarantee that a request to restart on a Degree course housed by the Department of Economics will be approved. We accept very few restart requests, due to capacity constraints. Restarts will only be considered at the start of the academic year or in the first 4 weeks of term 2.

<http://www2.warwick.ac.uk/services/academicoffice/studentrecords/students/restarts/>

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 Year Tutor or go along to the Academic and Pastoral Support daily drop-in sessions. Here, you will be able to discuss this important decision and receive advice on the implications. If, after this discussion, you are resolved to withdraw from your course, you must complete the online Permanent Withdrawal Form, which can be accessed [here](#). Please sign and send this form to the Director of Undergraduate Studies via the UG Office who will then arrange to

inform the Academic Office of your departure. Please note that you should seek advice from [Student Finance](#) on any implications for your fee payments and also from Warwick [Accommodation](#). International Students should contact the [Student Mobility team](#) for details on visa implications.

2.6 - Monitoring points

As a student, you have some responsibilities to the Department, just as we have responsibilities to you. We want to be sure that you are coping with your work and engaging with your course and so we ask that you meet THIRTEEN Monitoring Points throughout each academic year. Meeting your monitoring points is crucial and the consequences of missing three or more of these monitoring points can be significant, as detailed in the next section (2.6.1). Different degree courses and years of study have differing monitoring points, detailed below:

L100 - Year 1, L116 - Year 1

Autumn term

Monitoring Point

1.

2.

3.

4.

5.

6.

Spring Term

7.

8.

9.

10.

11.

Summer Term

12.

13.

L100 - Year 2, L116 (L112) - Year 2

Autumn term

Monitoring Point

1.

2.

3.

4.

5.

6.

Spring Term

7.

8.

9.

10.

11.

Summer Term

12.

13.

L100 - Year 3, L103 - Year 4, L116(L112) - Year 3, L117 - Year 4, LV13 - Year 3, GL11 - Year 3, GL12 Year 4

Autumn term

Monitoring Point

1.

2.

3.

4.

5.

6.

Spring Term

7.

8.

9.

10.

11.

Summer Term

12.

13.

LM1D (LLD2) - Year 1

Autumn term

Monitoring Point

1.

2.

3.

4.

5.

6.

Spring Term

7.

8.

9.

10.

11.

Summer Term

12.

11.

LM1D - Year 2

Autumn term

Monitoring Point

1.

2.

3.

4.

5.

6.

Spring Term

7.

8.

9.

10.

11.

Summer Term

12.

11.

LM1D (LLD2) - Year 3, LM1H Year 4

Autumn term

Monitoring Point

1.

2.

3.

4.

5.

6.

Spring Term

7.

8.

9.

10.

11.

Summer Term

12.

13.

2.6.1 - Meeting your monitoring points and what happens if you miss them

As you progress through the academic year you will be able to see on your Tabula page how many monitoring points you have successfully met and how many you have missed. We ask that you meet the monitoring points as listed above. Please keep this tally in mind and inform the Undergraduate Office (economics.ugoffice@warwick.ac.uk) should you believe a mistake has been made in your monitoring points record on Tabula. You will also be prompted by the

Undergraduate Office to check the accuracy of your monitoring points record at various points in the year.

Please be aware that you will be contacted should we become concerned about your 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. After four monitoring points are missed we may refer you to the relevant professional within the University welfare system who could help you, such as the Dean of Students or Student Support Services as appropriate. After five monitoring points are missed you will be contacted to make you aware that you are at serious risk of being recommended for termination of your registration at the University.

Once six monitoring points are missed, the Department will be required to complete a form that is submitted to the university regarding your non-engagement with your studies and you will be required to attend a meeting with the Deputy Director of Undergraduate Studies, as you are now at serious risk of your registration being terminated. After seven and then eight monitoring points are missed, the Director of Undergraduate Studies will require you to attend a meeting and further forms have to be submitted to the University. At this point, the Department and University is likely to invoke Regulation 36 to begin termination of registration proceedings and your case will be handed over to the Academic Office. This will lead to a requirement for you to withdraw from the University.

Tier 4 visa students should be particularly aware of the consequences of missing monitoring points: the Academic Office is obliged to report to the UK Borders Agency 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.

2.6.2 - Monitoring module Support and Feedback class absences

You are required to attend all of your allocated module Support and Feedback classes, whether they are online or face to face. You can see which groups you are in and if you are in a face to face group or an online group by logging into Tabula.

In order to keep module Support and Feedback class sizes stable, **you are not permitted to swap your group unless you have the prior express permission of the UG Office** and you have a compelling reason, like a timetable clash.

This is particularly important this year, due to COVID-19. We need to keep track of which students are in each class and if students move between classes, this becomes impossible. It is also imperative that we maintain social distancing of 1.5m in all classes. The number of students allocated in each class will be determined by the capacity of the room allowing for social distancing. If students attend classes that they are not registered to attend, we will not be able to maintain social distancing.

If you try to attend a face to face class that is different group from the one to which you have been allocated, you will be refused entry to the room. **Your class tutors do not have the**

authority to give you permission to swap between groups, even if they are the tutor on both groups.

At each module Support and Feedback meeting your tutor will record your attendance or absence and input this data into Tabula. This ensures we monitor your engagement with your course and attendance also forms part of your monitoring points. If you have been marked 'absent' you will see an 'Absent' flag appear on your Tabula page next to the module Support and Feedback class in question. It is then your responsibility to explain your absence, providing evidence as to why you could not attend. For short-lived illnesses, you should provide a self-certification form as evidence, which you can obtain from the Health Centre reception (<http://www.uwhc.org.uk/Important-Info/Sick-Notes-and-Medical-Certificates>). You should submit this via the online mitigating circumstances form on tabula within 3 days and can submit a maximum of 2 per academic year. Please note that the Department will monitor the number and frequency of episodes of self-certified illness. The Student Wellbeing and Progression Officer will decide whether or not your reason is valid and either condone or uphold your absence accordingly. If you believe an error has been made, you should contact the UG Office immediately.

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

3 - Your Modules and Timetable

This section of the Handbook will provide further detail on module choices, registering for and changing your optional modules and your timetable.

3.1 - Core modules

As outlined in the previous section of the Handbook, in each year of your Degree you will be required to take a given number of core modules. You can find the core modules in each year for your Degree in the section on [Degree Course Regulations](#). In each year of your Degree, most students (excluding L116 in Year 2) can also choose a number of optional modules.

3.2 - Optional modules

There are many modules available across the University and a [Module Catalogue](#) is compiled to help you view them. If you are considering an external option (outside of Economics), you should contact the department concerned for more information about the module content and how to register with the department, without forgetting that you must still register your choice(s) on the eVision Module Registration (eMR) system. In some modules there are limits on numbers and applications have to be made by a given date. You must confirm with the relevant department that you are accepted for the module(s) and that the timetable is feasible for you. Note that some departments hold ballots and if your chosen option is one that is balloted then you must await on that result before confirming your choices. Most departments provide the information in online handbooks or on websites. **Note that eMR module registrations are binding after week 3 of Term 2.**

3.2.1 - Approved options

These are external modules that students in the Economics Department have previously taken and so the Economics Department has already approved them. Modules are only approved on the basis that they are of the appropriate level (e.g. “any approved Final Year option” means modules with 300 codes). Thus, for many degree courses and cohorts, the choice of options is wider than the department lists published.

Approved modules do not require you to complete an unusual module request form, but it is still your responsibility in choosing your modules to ensure that you have met all relevant pre-requisites and have obtained permission from the department offering the module. You must also ensure that the modules you choose meet your degree course regulations. Therefore, even if an external module is on the approved module list, there is no guarantee that you will be permitted by the other department to take it. Once confirmed by the Economics Department, you must then register with the external Department and on eMR.

NB — you will usually **NOT** be permitted to take 100-coded modules in your Second or Final Year.

View the [lists of approved modules](#) taught by other departments by year of study: L100 (Economics), L116/L112 (Economics and Industrial Organisation), LM1D/LLD2 (EPAIS), and Mathematics and Economics (GL11) on the relevant year module webpages.

Note that some of the modules in the lists are core or optional core on some Economics-based degree courses and some modules we offer are only for students outside of Economics and hence may not be available to you.

3.2.2 - Unusual options

If you wish to take an option module that is not listed as 'an approved option' under your degree course regulations, please submit an [unusual option form](#). You must make a case based on special individual circumstances, because permission will not necessarily be granted under normal circumstances. **Requests to take modules that contravene your degree course regulations will not be permitted and it is your responsibility to check this.** Your request will be considered on its merits, by the Director of Undergraduate Studies or his/her Deputy, who will make a decision, after checking for consistency and fair treatment. However, please note that a request to take an option module in order to obtain exemption from examinations for professional qualifications in the future will not be sufficient.

3.2.3 - A guide to other departments

The module code tells you which department is responsible for teaching any particular module. To obtain more details of the module you must contact the Undergraduate Office of the department concerned. Some of the Departments from which modules are often taken are listed below. For all other Departments, you should check the University webpages. You are encouraged to use the email address below to contact these Departments or to go to their UG office in person.

Code

CS

EQ

FR

GD

GE

HI

IB

IE

IL

IP

IT

LA

LL

MA

PH

PO

PS

SO

ST

3.3 - Key things to consider when choosing your optional modules

When considering which optional modules to take, please ensure you take account of the following:

3.3.1 - First year students

As a first year student, you have some flexibility in terms of how many optional modules you can take. For those on L100 and LM1D, you must take at least one 12 or 15 CAT module, such that your total modules in your first year add up to at least 132 CATS. However, you can take one 24 or 30 CAT module or two 12 or 15 CAT modules. For those on L116, you must take at least one 24 or 30 CAT module or two 12 or 15 CAT modules, such that your total modules in

your first year add up to at least 129 CATS. However, you can take one 24 or 30 CAT module and one 12 or 15 CAT module, or three 12 or 15 CAT modules.

When deciding whether to take an extra module and hence additional CATS, you should consider the extra workload that this will involve, including additional assessments and examinations and whether this will have a detrimental impact on the marks you obtain on your core modules. If you do choose to take the extra 12 or 15 CAT module, you should select them such that you have a balanced load across the Autumn term (term 1) and the Spring term (term 2).

3.3.2 - Module availability

For the current academic year we will be running the Economics modules listed on our website. Although we try to run all optional modules on the pre-registration lists, occasionally, we have to withdraw a module due to staff availability. If this is the case, you will be informed as soon as possible.

3.3.3 - Your timetable

The lecture timetable for Economics modules can be viewed [here](#). It only includes the times of the Live (Synchronous) Lectures for each module, including the optional modules. Your personal timetable can be viewed through Tabula. It will be complete when you are registered for all modules, core and optional, and you have signed up to or been allocated to your module Support and Feedback classes and any other timetabled teaching.

3.3.4 - Timetable clashes

Check your timetable for clashes as you select your modules and your times for module Support and Feedback classes. Make sure that you check the Spring term as well as the Autumn term and core modules as well as options, as sometimes lecture times and module Support and Feedback class times may occur at different times in different terms. If there is a clash, you need to take action to resolve it. If a lecture for an optional module you wish to take clashes with a lecture for one of your core modules, this cannot be resolved and you will have to choose another option. But if it clashes with a module Support and Feedback class, or one of these class times clashes with another, you may be able to solve this problem. You can move yourself to another module Support and Feedback class in the first three weeks of term if places remain unfilled. Please note that your class tutor cannot permit you to switch groups and you must contact the UG Office if you need to change your class time.

Given the flexibility in options that we allow, it is impossible to guarantee that every permitted combination of options is feasible in terms of the timetable, particularly in the Final Year, where there is a lot of choice. Before finalising your choice of options, and particularly if your choice involves non-economics modules, you are advised to check the past year's timetable. Although the timetable will change from year to year, it is still the best available guide as to what will happen next year. When checking the timetable **it is very important that you check the whole of the year, and not just term 1**. In particular, Final Year students taking EC331 (or EC346 for Languages and Economics students) need to ensure that they can attend the class for their particular EC331 (EC346) group across the two terms. If you sign up for a module that you later discover your timetable does not permit you to take, there may be little that can be done to change your registration.

Timetabling complexities can delay the posting of module Support and Feedback class membership lists and times of meetings as well as forcing last-minute changes. Please check your email, Tabula and the [current students](#) section of the Economics department website for information on lecture and class times and any enforced changes. If you have any queries, discuss them with the module lecturer (during their Advice and Feedback hours) or with the UG Office.

Watching the first couple of live (synchronous) lectures and viewing the pre-recorded (asynchronous) lectures of optional modules is a good way of making sure you make the right choice.

3.3.5 - How your choice affects later years of your degree course: Pre-requisites

In some cases your choice of first year options can affect your range of choices in other years. Some modules do have pre-requisites, i.e. modules which you must previously have taken in order to give you the relevant background knowledge. If you do not have relevant pre-requisites, you will not be permitted to take a module, so it is important to check the optional modules in later years of your degree, particularly the final year, to ensure you choose the correct modules in years one and two. To give you an idea of what lies ahead, please see the full degree course regulations for the Second and Final Years of your degree course.

3.3.6 - Policies of external departments on module registration

Some departments (Politics & International Studies, WBS, History, and Law, amongst others) limit the number of students allowed to take some modules; the situation is one of rationing. Places are allocated sometimes by ballots, sometimes on the basis of 'first come, first served.' To find out whether rationing is in operation on a module you wish to take, you should check the website of the relevant department or email the department concerned as soon as you can. If there is no rationing, please make sure that you inform the relevant department's Undergraduate Office that you are registered on their module. If you are unsure about how to register for an external module, you should talk to that department's UG office. Once registered, you must then register all of your modules on eMR.

3.3.7 - Autumn and Spring term modules

All modules with an examination component (whether they are taught in the Autumn, Spring, or throughout the whole academic year) will be examined in the Summer term examination period.

For students in all years, we strongly advise you to take an approximately balanced CATS load across both terms. Should you wish to take an imbalanced number of CATS across terms, we advise that it is better to take the greater number of CATS in Term 1, in order to possibly make amendments in Term 2. For Final-year students, we stipulate a maximum of 75 CATS per term. We advise that Final-year students do not take more than 60 CATS in Term 2.

3.4 - Registering for your optional modules

The following section outlines the steps you must take to register your optional modules each year. Please read the following information carefully, as incorrect module registrations can have serious consequences.

3.4.1 - Pre-registration of optional modules

Current economics students who will be entering their Second or Final years of study, and external students wishing to take an economics module as an option, are asked to pre-register their module choices. [Pre-registration](#) opens in the Summer Term (Term 3) and you will be told the weeks for which it will be open during the 'Exams and Beyond' sessions. If you are entering into your Second Year of study please complete the pre-registration form for 'second year students.' If you are entering into your Final Year of study, please complete the forms linked to your degree course. You will be contacted by email when this system is open and will receive guidance on making your module choices in the respective 'Exams and Beyond' sessions in term 3.

Other departments may have similar policies for pre-registration of modules and you should check with them for this information, in terms of when and how you can pre-register. Be aware that WBS modules fill up very quickly and places cannot be guaranteed to any students from Economics. You will need to register on my.wbs and eMR. If you wish to apply to study language modules as part of your degree course, you need to check the Language Centre's website or contact their UG office at the start of the Autumn term to register.

Please consider your choices carefully; it helps us to plan the timetable and other resources needed for each module, so gathering meaningful information on what you want to study next year is very important. There is no commitment on either side from pre-registration so you will be able to change your modules at the start of the academic year, and we cannot guarantee that a module will run in the next academic year.

3.4.2 - eMR (eVision Module Registration System)

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

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

3.5 - Changing your optional modules

The module registration system (eMR) closes in week 3 for Term 1 and week 17 for Term 2, so once you have chosen your optional modules, you will have a short window in which you can change them. You are not permitted to change between two modules taking place in the same term after eMR has closed in the relevant term. For example, if you are taking a 15 CAT module in Term 1 and wish to change to another 15 CAT module also in Term 1, you will not be permitted to make the change once week 3 of Term 1 has finished. You can switch from a Term

1 module to a Term 2 module so long as this is done before the end of week 17, but you will NOT be permitted to switch modules if you have already submitted assessed work for that module that is worth 10% or more of the total mark for that module.

You are advised to make any changes as early as possible, as you may find it very difficult to catch up. If you do change your modules, it is your responsibility to catch up on any missed work and this cannot be used as a mitigating circumstance, should your performance in any module be adversely affected. Before making a change, you must first find a place on a new module. If it is an external module, you must gain the permission of the relevant department and follow that department's registration procedures and if needed, complete an unusual option form, before amending your online registration and informing the UG Office.

Before the end of week 3 of Term 2, it is your responsibility to make sure you are registered for the correct modules on eMR for both Terms 1 and 2. If you fail to do this, there can be serious consequences in terms of which exams you are required to sit. Please check the list of modules you are taking on tabula and if you notice any missing modules or modules listed which should not be there, you need to contact the UG office urgently.

3.6 - Restrictions and pre-requisites

In each of your Second and Final years, you are required to take modules totalling 120 CATS.

You may not over- or under-load on CATS points in the Department of Economics.

It is important that you register for modules with the correct CATS weightings. As a reminder, WBS modules must be taken at 15 or 30 CATS in all years (except for GL11). Please check the [Your Modules and Timetable](#) section for further information. You should check with the module leaders exactly what this will mean in terms of extra input from you, especially regarding the nature of the assessment methods. Furthermore, modules weighted at less than 15 CATS in your Second and Final Years are not normally permissible (excluding GL11). If you wish to take modules that contravene this, you should contact the Director of Undergraduate Studies. Certain combinations of modules are not permitted, while some modules require certain pre-requisites.

It is your responsibility to check that your choice of options satisfies these criteria. The UG Office will check your final choices of modules in the early part of the Autumn term. If your choices are found to contravene the degree course regulations and restrictions, you will be required to change your choices.

- In the Economics Department, First Year modules have codes of the type EC100, Second Year modules have codes EC200, and Final Year modules have codes EC300. Unless your degree course regulations specify otherwise, you will NOT usually be permitted to take Economics modules coded for a year of study other than your own.
- For quantitative modules in mathematical economics, statistics and econometrics, as well as some of the more technical modules, the module pre-requisites are specified in the pre-requisites table below. For non-quantitative modules not specified in the table, note that normally EC200 coded modules have the minimum pre-requisite that you should have taken EC108 and EC109, or EC107 or EC106, plus EC120. EC300 coded

modules normally have the minimum pre-requisite that you should have taken either EC201 and EC202, or EC204.

- External students wishing to take economics modules should note that, typically, EC200-coded modules assume that students have taken appropriate EC100-coded modules and that EC300- coded modules assume that students have taken relevant EC200-coded modules. External students wishing to register for either an EC200 or an EC300-coded module should check with the UG Office on the nature of the appropriate pre-requisites.

[\(Pop-out table\)](#)

Code

EC201

EC202

EC203

EC204

EC205

EC208

EC220/EC221

EC226

EC228

EC230

EC231

EC233

EC236

EC301

EC304

EC306

EC307

EC310

EC312

EC314

EC318

EC326

EC333

EC334

EC335

EC336

EC337

EC338

EC339

EC340/EC343

EC341

EC345

IB132

IB133

IB253

IB254

IB313

ST217

[\(Pop-out table\)](#)

3.7 - Language modules

If you are interested in one of the exchange schemes with institutions abroad offered by the Department of Economics, or one of our partner departments in respect of joint degree students or at the University level, it is useful to take an appropriate language option. If you are going to France, Spain or Germany, it is a requirement to have taken an appropriate language option.

Language modules are offered by the University's Language Centre, and also by the French, German, and Italian Departments. You can find more details of the language modules on our [website](#). However, you should also consult these departments for the full range of modules and prerequisites. Language Centre staff advise you to select the level most suitable for your background and existing language ability. However, this must be within the parameters of the rules below regarding the permitted level of modules taken in the Second and Final Years.

It is always best to start a language in your First Year. Language modules are typically offered at 24 or 30 CATS and hence if you wish to pursue a Language module in your First Year and you are on either BSc Economics or BA/BSc EPAIS, you will be required to take more than the minimum number of CATS. Some degree courses run by Economics, but not BSc Economics and Industrial Organisation (L116/L112), allow you to start an accelerated language module in your Second Year. You cannot start an accelerated language module (or equivalent, e.g. French 2, Japanese 2) in your Final Year.

The following rules govern the choice of all language modules in the Second and Final Years of all Economics courses within the Department (excluding the Modern Languages and Economics Degrees), regardless of whether the module is offered by Language Departments or the Language Centre. They are intended to ensure that, if languages are to make up a significant proportion of your final degree credit, you will have reached a level of proficiency in that language which measures up to the standards employers expect of a Warwick degree in an Economics-related subject.

- No more than 30 CATS of language options may be taken in each year.

- You may only take LL200 coded modules or higher in the Second Year.
- Final Year students: if you have not studied a language during your First or Second Year, you are permitted to take a language module in your Final Year, only if that language is at an advanced level (**above** accelerated beginner or equivalent, e.g. **above** Spanish 2, Chinese 2).*
- You cannot study two languages, so any language module taken must be in the same language as previous language modules and must show progression.
- A language module does not count as a 300-coded module, unless it is a level 6 module (e.g. French 5, Spanish 5 or above).
- A language option may not be taken in your first language under any circumstances.

* If you are an L116/L112 student wishing to begin a new language, you must start the language in the First Year.

3.8 - IATL interdisciplinary modules

There are a number of undergraduate modules available to Second- and Final-Year Economics students which are delivered by the Institute for Advanced Teaching and Learning (IATL). If you wish to take an IATL module, you must choose to take the 15 CAT variant of the module. You are only permitted to take 15 CATS of IATL modules across your Second and Final Years combined. The list of approved modules can be found on the department's unusual options page and you should speak directly to IATL about the modules to gain their permission to take the module, as places are limited.

3.9 - Module evaluation

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

Why is feedback collected?

We are seeking to improve our teaching provision and your learning experience on a continuous basis. We need to identify problems in order to mitigate or eliminate them. We need to know what you find helpful so we can disseminate best practices in teaching and learning throughout the Department. Your responses are an essential input into these processes. If you treat it seriously and responsibly, so can we. The information collected from Module Evaluations is 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.

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, didn't have habits that are irritating to you. Try to distinguish between your reactions to their personality and to their teaching. It is possible for you to dislike someone but still derive benefit from their teaching (and the other way round, of course).

Be considerate

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

Be conscientious

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

What happens to your feedback?

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

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

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

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

3.10 - Annual module and course review

As part of our efforts to monitor the quality and standards of our degree courses, the Department engages in an annual process of review at the module level and at the course level. Annual Module Review and Annual Course Review are two linked and important processes. They form the cornerstone of the internal scrutiny of our degree courses.

Annual Module Review

At the end of each academic year, each module leader is required to complete a report on the operation of their module during that year, commenting on aspects such as the performance of the student cohort, any changes introduced that year and proposed for next year, any issues raised in relation to this module at the SSLC, and the data and comments generated by Module Evaluation. A summary section of the Report is then published, along with the Module Evaluation data, to the webpage for that module.

Annual Module Review Reports are considered by the Director of Undergraduate Studies, who then summarises key points and presents them to the Undergraduate Management Committee.

4 - Assessments and Examinations

In this section of the Handbook, we will 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 Webpages](#). In particular, here you will find a link to the Department's Assessment Strategy.

Our assessment arrangements, based on both end-of-year examinations and on assessed work through the year, contrast with those in other highly-regarded departments of economics in other UK universities where practice is often based solely on end-of-year (or even end-of-course) examinations. The continuous nature of assessment motivates you to study effectively throughout the academic year and provides opportunities for continuous feedback, thereby encouraging deeper learning and reflection. This year some of your learning will take place online and so the ongoing formative and summative assessments will be excellent opportunities for you to gauge your understanding and application of your module content.

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.

4.1 - Coursework and tests

We aim to give you the opportunity to reflect on your development and progress as you proceed through your degree at Warwick. Much of your time here will be spent engaged in coursework. This includes locating information, taking notes, carrying out calculations and analysis, preparing reports for class discussions, completing exercises, and writing essays and projects. To this end, we use a variety of different types of assessments.

4.1.1 - Assessed and non-assessed coursework

Coursework can be either 'assessed' or 'non-assessed'.

Most assessments will give a mark that contributes to your First Year mark or Honours credit. These assessments are called 'summative' and they define the progress you have made towards the module's learning objectives. However, some coursework is informally assessed, and we call these 'formative' assessments, which provide you with feedback on your progress and advice on how to maintain or improve it, but the mark will not count towards the final module mark. For example, in some First Year modules, while formal assessment of your performance is via mid-term tests, coursework and a summer exam, some class assignments and essays are assessed informally so that both you and your tutor/lecturer can monitor your progress.

Assessment often combines both formative and summative elements, for example, when work is returned to you with a mark and feedback of one form or another. Only in end-of-year exams is assessment purely summative, though generic examination feedback is provided after the September exam period.

We give you more exercise sheets, tests and problem sets on the core modules in the first and second years to provide you with more continuous feedback on how you are performing against the standards we set and to allow you to reflect on your progress. It also gives you time to learn about the standards that will be applied to your coursework in the Second and Final Years, and allows you to make a few mistakes without damaging your prospects. During your Second and Final years, you will complete a mixture of summative assessments and exams.

Non-assessed coursework is not less important than assessed coursework, and is just as compulsory, forming an essential part of the learning process in all modules. You will benefit from it intellectually, psychologically, and in your examination performance. You need to submit all work, whether formal or informal, by the deadlines set. Working to deadlines is a skill which employers look for from graduates.

Make sure you use module Support and Feedback classes as well as Advice and Feedback hours to help you prepare for your assessments.

4.1.2 - Class tests

Many modules have mid-term tests, which are summative assessments that contribute to your final module mark. You can find details of the assessment weights for each Economics module on the module webpages. The timing of each test will be added to our [timetable](#) and on Tabula once they have been set. Most of the in-term tests will take place online, using various software and details will be provided to you.

If you require special arrangements for tests, please contact the UG office to make us aware of this, providing the relevant documentation from [Disability Services](#).

Please note that we will apply heavy penalties if a student is found cheating during a test where, in extreme cases, a mark of 0% can be applied to the module.

4.2 - Marking criteria

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

Class (Marks)

First

2:1

2:2

Third

Fail

4.2.1 - The 20-point scale

The 20-point scale is a University-wide marking scale. It is based on a mapping of the five broad class categories into a 20-point marking scale, as set out in the table below.

These procedures do not apply to quantitative problems or short-answer questions, which are marked using the whole range of marks between 0 and 100. The 20-point marking scale applies to essay-type questions (both coursework and examination).

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

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

Class

First

Upper Second (2.1)

Lower Second

Third

Fail

Zero

4.3 - Submitting your work

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

4.3.1 - e-submission

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

It is your responsibility to check that you are submitting the correct document to the correct module assignment and you are asked to check your assignment before finally submitting. If you do submit the wrong assignment, you are able to re-submit the correct one, but you will receive the normal late submission penalty if the correct assignment is submitted after the deadline. This applies to both individual work and group work, where penalties will be applied to all group members, even if the group designated one person as responsible for submission.

You can submit your work electronically up until 14:00 p.m (GMT) on the deadline day and all work is date-and time-coded. Penalties will be applied to work submitted after this time. You are strongly encouraged to complete e-submission prior to 13:00 p.m. (GMT) on the day of the deadline in order that you can inform us of any problems that may arise. The system can become very busy just before a deadline and neither this, nor computer difficulties will be accepted as a reason for late submission.

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

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

4.3.2 - E-submission guidance

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

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

4.4 - Deadlines, Extensions, Exemptions and Absences

4.4.1 - Deadlines

Each piece of work for your Economics modules must be submitted by 14.00 p.m. (GMT) on a particular date, as set by the UG Office and approved by the module leader. You will be given notice of these deadlines through Tabula. The University's guidance to markers specifies a minimum of four term-time weeks' notice of deadlines. If you are taking a module in another Department, you should check with that Department to find out the submission deadline and method.

It is your responsibility to arrange your own schedule and manage your time accordingly. We advise you always to leave a safety margin in case of last-minute difficulties in obtaining books, printing files, computer issues and so on. Aim to submit the piece of work a day or more before the final deadline and if it is a piece of group work, double check with your group members that it has been submitted. **No reduction in late penalties will be made if you find you cannot upload the material before the deadline or if you thought that another member of your group was supposed to upload the work.** It is your responsibility to ensure all work is submitted within the deadline and errors after the deadline will receive a penalty. Also bear in mind that demand on the system is likely to be high in the last hours before the final deadline.

4.4.2 - Late Submissions

If you submit work after the deadline, your work will be marked subject to a penalty in the form of a deduction of percentage points from the awarded mark. You will receive a five percentage point (marks) deduction per day (excluding Saturdays and Sundays, Bank Holidays and University closure days) thereafter, with a minimum mark for that assessment of zero.

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

Day/Time Submitted

After deadline Mon and Before deadline Tues

After deadline Tues and Before deadline Weds

After deadline Weds and Before deadline Thurs

After deadline Thurs and Before deadline Fri

After deadline Fri and Before deadline successive Mon

After deadline Mon and Before deadline successive Tues

After deadline Tues and Before deadline successive Weds

After deadline Weds and Before deadline successive Thurs

After deadline Thurs and Before deadline successive Fri

With a further five points for each day, excluding weekends

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

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

4.4.3 - Extensions and Exemptions

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

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

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

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

Evidence that is in any other language than English must be accompanied by an official translation. All evidence must be submitted in a timely manner, which means within one week of the deadline or date of the assessment. If your illness is of a short duration, usually 5 days, you can submit a self-certification for the following module assessments:

EC107 – Group work,

EC119 – Problem sets,

EC122 - Problem set,

EC124 – Statistical Project Essay and Problem set,

EC133 – Problem sets,

EC204 – Essay 1 & Essay 2,

EC226 – Group work assignment

EC307 – Presentation

EC331 - Literature Review

EC346 - Assignment 2 Written Report

This must be submitted to the department within 3 days. **Only two self-certifications are permitted each academic year and they are closely monitored.** All other assessments worth less than 10% are not available for self-certification. For any assessment worth more than 10% or one that is less than 10% but where self-certification is not permitted, official documentation is required. It is your responsibility to ensure that you upload the evidence and submit the form within one week of the date of the absence. We will not chase you for the evidence and if you do not provide it or it is insufficient and doesn't confirm the dates you are claiming for, your absence will not be condoned.

4.4.3.1 - Extensions

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

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

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

4.4.3.2 - Regularly refused reasons for extension requests

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

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

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

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

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

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

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

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

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

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

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

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

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

4.4.3.3 - Exemptions

The Department cannot grant an extension to a test or reschedule the date of any test. If you are unable to take a mid-term test or your illness is of such long duration that it prevents you

from submitting a piece of work within an appropriate extension, you can apply for an exemption, so that the work is condoned. The weighting of the assessment is normally passed onto your final examination for that module. In the case of WBS modules, if an assessment is missed or not submitted and you request an exemption based on mitigating circumstances, this will not be considered until the Exam Board. You will be given a mark of zero and this will only be condoned when the Exam Board meets.

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

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

These reasons for absences will not normally be condoned:

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

Please note that this list is not exhaustive.

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

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

4.5 - Research in Applied Economics (RAE) final project

EC331 Research in Applied Economics (RAE) is a core module for Final Year students on L100, L116 and GL11, an optional core for the various Modern Languages joint degrees and is optional for some other Economics joint degrees. The module is unusual in the Department in that it is assessed entirely by coursework (two assessments and the final project). We have received feedback from External Examiners and employers that this is a valuable module in terms of challenging you, by providing a bridge into an MSc degree, and through giving you a platform to demonstrate the accumulation of learning from your economics degree.

RAE provides a vehicle for you to apply your knowledge and skills to a project of your own choosing in order to deepen and broaden understanding of that knowledge, develop expertise

in a specific area of interest, build self-confidence through the development of an idea to fruition and discover how economic ideas can be applied to a specific problem.

Over the last several years, a number of our RAE students have been selected to present their final project at [the Carroll Round](#) — an International Conference for Undergraduate Research held at Georgetown University, alongside students from other leading Economics Departments around the world, including Harvard, NYU, LSE and Oxford. Others have had the opportunity to present their final project at the [British Conference of Undergraduate Research](#), the [ICUR](#) and the [International Atlantic Economic Society](#).

4.6 - Good practice in assessment

4.6.1 - Essay-writing guidance

Essays are often a major source of uncertainty for incoming students. To understand the criteria which your tutors will use to mark your written coursework, you should familiarise yourself with the information here. Not every module requires coursework in the form of essays, but the rules that apply to essays can often help in relation to other kinds of coursework too. Sources of advice on essay writing include:

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

During your first year, you will have the opportunity to develop a range of skills through the [Personal Development Module \(PDM\)](#). One compulsory session will be on academic writing, which will include how to structure and reference your essays, and another will be on referencing and plagiarism. Having participated in these activities, you will then be able to apply these skills across your modules in all years of your degree.

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

4.6.2 - Presentation

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

4.6.3 - Word limits

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

4.7 - Marking, moderation and feedback

We have a rigorous and robust marking and moderation process, as set out in our [assessment and feedback strategy](#) for all assessments. By setting out the rigorous steps taken in marking assessments, we aim to create a transparent and trustworthy system, such that you can be confident in the assessment process and in the marks you receive. You are not permitted to question the validity of your mark on any assessed work, as academic judgement cannot be challenged, but you are encouraged to use all the forms of feedback available to clarify and deepen your understanding and knowledge.

You will receive a grade and comments on assessed work; this is just one form of feedback. Where relevant, the lecturer will also provide generic feedback about what was expected, together with reflections on what you typically did well or where you might have struggled. Feedback also comes in many other forms and you should take advantage of them all. The two online Advice and Feedback hours that all academic staff hold weekly are prime opportunities for you to receive one-to-one feedback. Module Support and Feedback classes allow you to review exercises, discuss questions, gain feedback from your tutor, as well as providing opportunities for peer-to-peer feedback. Problem-set solutions (verbal or written) are another form of feedback and you are encouraged to use module Support and Feedback classes and Advice and Feedback hours to discuss them. We also use discussion forums for some individual modules, where you can post questions and comments and receive feedback from the module team.

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.

4.7.1 - Marking and moderation

A percentage mark will be awarded and recorded on each piece of assessed coursework. All marks that contribute towards end of first year or final 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 external examiner at the end of your Final Year. Thus, you are told your marks on a provisional basis. Due to moderation, the mark on your assessment may not be the same as the mark on Tabula. The mark on Tabula is your final moderated mark.

We want to reassure you that the marking and moderation for all our assessments is fair, consistent, robust and reliable and hence give you confidence that when you receive a mark, the mark has been arrived at following a detailed and rigorous process. You can find further

details about the marking and moderation process on the Department's [Assessment and Feedback](#) pages.

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

4.7.2 - Return of marked assessed work

Marked assessed work (excluding examinations and the RAE final project) will normally be available to you on Tabula within 20 University working days after the submission deadline.

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

4.7.3 - Feedback on your assessed work

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

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

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

4.7.4 - Other types of feedback on your progress

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

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

4.7.5 - Querying Assessment Marks

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

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

Should you wish to request an arithmetic check of your marks for an assessment (not an exam), please complete an Assessed Work Mark Check form, which is available from the [useful forms](#) section. You should email it, together with the marked copy of the assessed work in

question, to the UG Office within seven working days of the date the marked assessment was made available for you to view. We will then carry out a check of the marks. If no discrepancy is found, you will be advised of this. You will be advised that there is no right to a further check or questioning of marks. Should a discrepancy be discovered, we will calculate the correct mark for the work and adjust this on our systems. You will then be contacted and emailed with a copy of your assessed work with the corrected mark annotated on it.

4.8 - Academic Integrity

4.8.1 - What is academic integrity?

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

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

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

This includes:

- Plagiarism. Presenting someone else's work or ideas as your own;
- Self-plagiarism. Submitting the same work that you have already submitted for another assessment, unless this is permitted;
- Taking a copy of another student's work without their permission;
- Collusion. Working with one or more other people on an assessment which is intended to be your own work;
- Contract cheating. Where someone completes work for you, whether for remuneration or not, which is then submitted as your own (including use of essay mills or buying work online);
-

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

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

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

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

4.8.2 - What is plagiarism?

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

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

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

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

Some other tips for avoiding plagiarism are:

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

4.8.3 - Academic referencing

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

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

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

4.8.3.1 - When to acknowledge sources

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

- when you quote directly using other people’s words. Text taken directly from someone else must always be in quotation marks. You are strongly advised to avoid this practice, which, if done repeatedly demonstrates only copy-paste skills. Use your own words to show knowledge and understanding of the material
- when you paraphrase the ideas, arguments or theories of others, including lecture material in your own words

- when you use evidence from the work of others to support your own arguments
- when you rework published data or use it as the basis of your own calculations
- when you include charts, tables and diagrams produced by other people. If the source you have taken the material from has copied it from someone else, you must reference both the original author and the source you have used yourself
- when you reuse material that comes from work you have previously submitted for assessment whether at Warwick or elsewhere

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

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

4.8.3.2 - How to acknowledge sources

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

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

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

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

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

4.8.3.3 - 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 the above examples:

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*.

4.8.3.4 - Common pitfalls in academic referencing

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

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

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

prove incorrect or inappropriate. Better still, if the point really matters, go to the original reference and read it yourself. Then you can cite it confidently without risk of being caught out.

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

4.8.4 - Student collaboration and academic integrity

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

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

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

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

4.8.5 - How we investigate suspected breaches of academic integrity

Here is a summary of our Departmental academic integrity procedure:

- (a) Where a marker decides that he or she suspects academic misconduct in a piece of assessed work, they will report it to the module leader and an initial discussion will take place between the marker and the module leader. Where academic misconduct is suspected by an invigilator or other member of University staff in an in-person, or online, examination, the Invigilator will raise their concerns with the student and inform them that a report of suspected academic misconduct will be made to the Head of the Department.
- (b) Should the module leader (in the case of a piece of assessed work) or Head of Department (in the case of an examination) confirm that there is a suspicion of academic misconduct, they will refer the case to Academic Integrity Lead for Economics who will determine whether the case should be investigated. Should the module leader or Head of Department determine that the student is showing poor academic practice but not academic misconduct, they will provide the student with guidance and advice on how to improve their academic practice.
- (d) An Academic Conduct Panel (ACP) will be convened in Economics, which comprises one of the Assessment, Feedback and Academic Integrity team as Chair, plus at least one other member of academic staff, and the Assistant Programmes Manager. The student will be invited to attend this Panel, along with a representative for support, if desired. The student will be invited to either attend the ACP and/or submit a statement. The Panel will consider the evidence gathered, including the student's written statement and/or verbal statement.
- (e) The ACP will consider whether the case constitutes: (i) poor academic practice, or (ii) academic misconduct.
- (f) In the case of (i), guidance will be provided by the Module Leader to the student to help them improve on their academic practice and referencing.
- (g) In the case of (ii), the ACP will make a report to the Head of Department. The Head of Department will consider the assessed work, the student's report and the report of the ACP, and on this basis decide whether to apply one of the sanctions available to the Department, or to refer to the Academic Registrar.
- (h) Should the Head of Department decide to apply a local sanction, they will write to the student, informing them of the sanction and including the ACP report.
- (i) The student may either accept the sanction or may request, within ten University Working Days of being informed by the Head of Department of the sanction, that the case is considered by an University-level Academic Integrity Committee (AIC)
- (j) If, at (g) the Head of Department decides to refer the case upwards, it will be heard by an University-level AIC.
- (k) The AIC will decide whether there is a case to be heard, and if so, a meeting will be convened, to which the student and their representative will be invited.
- (l) The student will receive the decision of the AIC in writing after the meeting;
- (m) The student has the right of appeal against either the decision of the AIC or the sanction applied.

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

4.8.6 - Consequences of breaches of academic integrity

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

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

- You should expect to get a lower mark or be asked to take the paper again
- Even if your work has been found not to have met standards of academic integrity after you've graduated, you may be investigated and your degree may be withdrawn
- You could fail the assignment
- You could fail the module
- You could be removed from your course
- It could prevent you from practicing your chosen career.

4.8.7 - Academic integrity advice and support

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

If you have any questions on this, you should seek advice in good time from either the module leader, your module tutor, or your Personal Tutor. For advice on the Department's Academic Integrity Procedure, please refer to the Assistant Programmes Manager.

4.9 - Examinations

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

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

Whether you have an online or an in person exam, the exams will be timetabled and will start at set times. The exam timetable is normally published towards the end of the Easter vacation or at the start of the summer term.

4.9.1 - Examination methods

Many First, Second and Final Year Economics modules are assessed under a 'standard scheme' which combines an open-book, unseen examination contributing 80% of the credit for the module, with other pieces of assessed coursework contributing 20%. The number of pieces of coursework can vary from one module to another; this is indicated in the module descriptions. Some non-standard schemes apply, and you are advised to check the individual module webpages for the definitive information.

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

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

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

All end-of-year exams that are online will take place on the [Alternative Exams Portal](#) (AEP). The portal provides some general information on how exams will be arranged online. If you need further clarification, please visit the Alternative Exams Portal (AEP) [FAQs](#) and other guidance pages for the Alternative Exams Portal (AEP) on the [Examination Office website](#) and our [Exams Resource pages](#).

4.9.2 - Examination dates and timetable

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

It is your responsibility to check the date and time of your exams and ensure you log on to the AEP at the correct time. Online exams usually start at a set time (either 9am GMT/BST or 2pm GMT/BST) and have to be completed by a set time. You must start your exam at the time stated. If you start after this time, you will be deemed to have started late and you will not receive the full duration of your exam. If you miss an exam, you are not permitted to sit at a later time and you will be marked as absent.

4.9.3 - Special arrangements for exams

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

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

4.9.4 - Good practice in online exams

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

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

- Ensure that any images you insert have been compressed (following the department's [guidance](#)), and are visible on the paper, images that cannot be seen clearly or are cropped might not be marked.

Other pointers for good practice in examinations, include:

- familiarising yourself with University's [Examination Regulations 10.2](#)
- familiarising yourself with the rubric beforehand and doing what the rubric asks (the rubric for each module can be found on the module webpage - it is better to use this source for accurate exam rubrics rather than using past papers, as these may be out of date)
- showing your working in mathematical/quantitative answers - enough to be awarded method marks if you get the wrong answer. In any case full marks ought not to be awarded for correct 'bottom line' answers - we are also interested in checking reasoning and understanding
- **Other advice on how to tackle exams is available on the following websites:**
 - [Examinations Office website](#)
 - [Students' Union](#)
 - [University Counselling Service](#)
 - [The Centre for Student Careers & Skills](#)

4.10 - Exam boards, progression and resits

Exam Boards in each of the three years fulfil different roles. The Final Year Exam Board is the most important, in the sense that as long as you pass and proceed through the earlier boards (and most students do!) then it is only in this final board that your degree class is determined. First and second year exam boards do not provide classifications to students, as the only decision being made is whether or not a student can progress to the next year.

Examination boards are obliged to adhere to Examination Regulations.

The examination regulations are designed to establish quality standards for all Warwick degrees and to ensure equity of treatment across all candidates.

4.10.1 - Right to Remedy Failure

The right to remedy failure allows students the opportunity to resit failed modules. You will be offered the opportunity to resit a failed module in the next exam period for a capped mark of 40%. All attempts that are resits will be by 100% examination. More information can be found [here](#). For first year students, you are required to pass all core modules, so if you fail a core module, you are required to resit it before you can proceed. This is not the case for second or final year students.

4.10.2 - The First Year Board of Examiners

The first year of all single and joint honours degree courses in Economics (except for Mathematics and Economics) is a qualifying year. If you fail to progress to the second year at the first attempt in June you have the right to make one further attempt, which normally involves a resit exam in early September.

Results are considered by a Board of Examiners for the Faculty of Social Science: i.e. decisions are taken at the level of the Faculty, not the Department. The Board's members are representatives of each department in the Social Science Faculty. Please note that all marks are provisional and may be raised or lowered by the exam board.

The criteria for proceeding are as follows: First year students need to pass 90 credits (including core modules) with an overall average mark of 40% over a minimum of 132 credits to proceed to the next year. Note also that at the June examination board, a candidate who is not permitted to proceed, but has achieved an average of at least 40%, will be required to resit all failed required core modules for a capped mark of 40% (where the module mark is based 100% on the examination or in the case of EC138, on the final project).

Students should note that EC121/EC122/EC123/EC124/EC125 are part of the over-arching module EC120, which must be passed overall and thus if the overall mark in EC120 is at least 40%, you are not required to resit a failed component, but you do have the opportunity to do so, as part of the right to remedy failure policy.

You will find full conventions on the [examinations website](#). The Board meets after the June examinations. At this time, the decisions available for each candidate on an Honours degree and taking first year exams for the first time are normally for the candidate:

- to proceed to the second year
- to resit exams in failed modules, normally in September.

If you have failed the criteria for proceeding to the second year, you will be given the chance to resit your exams only once. Marks are capped at 40% (this is the maximum mark you can obtain) and only the exam (or final project) will be taken into consideration (not assessments). The First Year Board of Examiners may recommend that you withdraw from the University, but you still have the right to resit. Secretaries to First Year Boards of Examiners will inform you of the modules that you are required to resit and when the resits are (normally September). If you fail your resits, you will normally be asked to withdraw from the University. Under defined circumstances you have the right to appeal against this decision. More information on the appeals process can be found online (<http://www2.warwick.ac.uk/services/academicoffice/examinations/students/appeals>)

There is a second meeting of the Board after the September examinations. At this time, the decisions available to the Board, for each candidate on an Honours degree and resitting first year exams, are normally for the candidate:

- to proceed to the second year

- to be required to withdraw. In this case, you may be considered for an Exit Award and receive a Diploma of Higher Education.

Medical and other documented information affecting performance is noted in June, but will usually affect decisions only at the September Board. This is because any student who is unable to take the examination on a required core module in June through illness, is offered the chance to sit that exam as a first attempt (i.e. retaining the right to resit in the event of failure) in September.

From 2021, students beginning their programme of study will be entitled to remedy failure in all failed modules on **one occasion** at the earliest opportunity.

It is very important that you submit documentary support for any mitigating circumstances affecting your performance via the personal circumstances tab on tabula and do so before the Examination Boards begin to meet, which usually begins in the last week of June. Evidence that is not provided in a timely manner and with no justification for the delay will not be considered by the Exam Board. Further information can be found in the [Mitigating Circumstances Section](#) of the Handbook.

4.10.3 - The Second Year Board of Examiners

The Second Year Board of Examiners comprises a subset of full-time members of the academic staff in the Department of Economics. It makes recommendations that are subject to confirmation by the Senate.

The Second Year Board does not classify candidates. Its only purpose is to consider whether and how candidates should proceed to the final year. In order to proceed to the final year, students must pass 90 CATS of modules and obtain an overall average of 40%. The Board usually meets in the first week of the summer vacation. Please note that all marks are provisional and will only be confirmed at the final year exam board. The decisions available to it are normally for each candidate:

- to proceed to the final year of an Honours degree course
- to resit failed modules in the next exam period (where the module mark is based 100% on the examination) - marks capped at 40%.*
- to proceed to a pass degree
- to be required to withdraw. In this case, you may be considered for an Exit Award and receive a Diploma or Certificate of Higher Education.

*If a student sits exams in September and fails to pass 90 credits of modules and if the average is below 40%, students are permitted to resit failed modules 'without residence' which means that they do not attend the University but return the following June to resit specified examinations.

In case of illness or other very special circumstances, a first attempt may be declared null and void and a subsequent first sit allowed. The University publishes [rules on progression](#) for intermediate year students.

Medical and other documentary evidence potentially affecting performance is noted by the Second Year Board and carried forward to the Final Year Board. It is not normally considered by the Second Year Board in any detail, unless special circumstances make it relevant to the Board's decision. It is very important that you submit documentary support for any mitigating circumstances affecting your performance via the personal circumstances tab on tabula and do so before the Examination Boards begin to meet, which usually begins in the last week of June. Evidence that is not provided in a timely manner and with no justification for the delay will not be considered by the Exam Board. Further information can be found in the [Mitigating Circumstances Section](#) of the Handbook.

4.10.4 - The Final Year Board of Examiners

The Final Year Board comprises a subset of full-time members of the academic staff in the Department of Economics, together with external examiners appointed by the Senate. It makes recommendations that are subject to confirmation by the 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 scrutineers.

Please note that all previous marks remain provisional and are only confirmed by this final year exam board. The Board usually meets in the last week of the Summer term and considers the results of each candidate's second- and final-year modules. The decisions available to it are normally for each candidate:

- to be awarded an Honours degree of First, Upper Second, Lower Second or Third class (there is a borderline zone for each class and there are various criteria in place which determine whether a student be promoted to the higher degree class). Details of this are [available in section III of this link](#).
- to be awarded a Pass degree
- to resit specified failed modules at the next exam period, in order to be awarded a Pass degree
- to fail. In this case, students may be eligible for an Exit Award, either via a Certificate of Higher Education or a Diploma of Higher Education.

The Examination Board works with a set of conventions that determine your degree class in a consistent and fair way. The conventions are based partly on the average mark across all modules and partly on the profile of marks across modules. The conventions are harmonised for use in all degree courses within each Faculty and [are available online](#).

All undergraduates currently studying in the Department will be graduated under the 'harmonised' conventions. Degree classification is related not only to your overall average over your modules, but also to the profile of marks. There are no limits on the numbers of candidates who can obtain a particular degree classification.

Exam conventions have a language of their own. Read them carefully. Most of your questions will be answered by the fine print.

Medical and other documentary evidence potentially affecting performance across your Second and Third Years is considered by the Final Year Board. It is very important that you complete the personal circumstances tab on Tabula if you need to submit any evidence that supports mitigating circumstances affecting your performance and that you do this before the Examination Boards meet, which starts in the last week of June. Evidence that is not provided in a timely manner and with no justification for the delay will not be considered by the Exam Board. Further information can be found in the [Mitigating Circumstances Section](#) of the Handbook.

You may also wish to read guidance on the marking scales used in the University.

If you fail a module you will not normally be allowed to resit it. In case of illness or other very special circumstances a first attempt may be declared null and void and a subsequent first sit allowed. If you fail your degree overall, you will normally be permitted to resit failed exams the following summer, without residence (which means without attending at the University), in a final attempt to obtain a pass degree (an honours degree is no longer possible).

Please see the [Senate Examination and Degree Regulations on Pass degrees](#) for more information.

The Safety Net

For Study Abroad students entering their final year in 2021/22, the Safety Net measures that were put in place by the University due to the pandemic will apply to you and this will be taken into account at the Final year Exam Board. You can find more details about the Safety Net that was applied in your second year and how it will be used at the following website: [The graduation benchmark for intermediate year students](#).

4.10.5 - Mitigating Circumstances

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

Mitigating circumstances are defined as:

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

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

Deadlines

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

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

Medical evidence

Evidence is a vital part of a mitigating circumstances submission. It must be written by an independent qualified practitioner (letters from relatives are not acceptable); dated and written on headed or official notepaper and in English. If the letter is in another language students must provide both a copy of the original note and a certified translation into English. When requesting medical evidence to support your application for mitigation, you are advised to make clear to your doctor that the information will be shared with a number of people and to discuss with your doctor the most appropriate wording of the medical evidence.

Who to talk to

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

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

Exam anxiety

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

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

Mitigating Circumstances Panel

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

- To consider details of applications for mitigating circumstances and make recommendations on the outcome of each application to the Board of Examiners.
- To determine whether the circumstances submitted are acceptable grounds to grant mitigation and to grade them as rejected (R), mild (A), moderate (B) or severe (C).
- To ensure that decisions are equitable and that there is consistency of treatment across cohorts.

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

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

Possible action by the Exam Board

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

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

Reasonable Adjustments

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

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

- Noting 'substantial' is defined as 'more than minor or trivial' and that a disability is defined as 'a physical or mental impairment that has a substantial and long-term negative effect on the ability to carry out normal day-to-day activities'.
- Students who have long term chronic conditions or disabilities and who believe they are entitled to reasonable adjustments should in the first instance contact Disability Services or Mental Health and Wellbeing and [request an appointment](#) to discuss their support requirements.
- A reasonable adjustment may be unique to the individual and could include special examination arrangements, delayed deadlines but also alternative methods of assessments.
- Any reasonable adjustments made are evidence based; students are required to supply appropriate and recent medical evidence, or, in the case of a specific learning difference such as dyslexia or dyspraxia, a full diagnostic assessment. The type of appropriate evidence required can be discussed with Disability Services or Mental Health and Wellbeing.
- Once a student has met with Wellbeing Support Services, the adviser will contact the student's department and the Examinations Office (with their permission) to recommend any specific adjustments.
- Reasonable adjustment recommendations for examinations must be made before the annual deadlines as set out by the Examinations Office on the [Disability Services](#) website. Recommendations that are made AFTER these deadlines will be handled under the Mitigating Circumstances Policy.
- Recommendations to apply reasonable adjustments may include for the student to be able to complete assessments via alternative assessment methods; bearing in mind that academic or professional standards in relation to core competencies and assessed criteria still need to be met.

- Further information on disabilities and reasonable adjustments can also be accessed in the University's [Disability Policy](#).

4.10.6 - Discretion

Although the Examination Boards follow standard guidelines, in exceptional circumstances, they can exercise discretion when awarding a particular class of degree to take into account relevant individual circumstances such as health. However, the Boards do not exercise discretion lightly or arbitrarily, nor do they alter marks. Exercising discretion may mean placing more weight than usual on some parts of your performance than others - for example, on the final year, if the second year was known to be affected by illness. However, even in such cases, the module and average marks are not changed. Please note that if both Honours years are affected by mitigating circumstances, there is little the Exam Board can do in terms of exercising its discretion, as the Exam Board does not have any information on academic performance in one of the Honours year that was unaffected by mitigating circumstances.

Any departure from guidelines is always based on properly documented evidence (usually a medical certificate or counsellor's report), and taking into account the need to treat all candidates consistently and fairly. Thus the Boards do not (and do not have the right to) waive rules or adjust marks without good reason. In particular, the Boards will not award a higher degree class just because of illness if there is insufficient evidence in your record to justify the higher class.

4.10.7 - External Examiners

One or more external examiners (i.e. examiners of professorial or equivalent status from another university) must be present at the Final Year Board and must confirm its decisions. One of the most important functions of external examiners is to ensure that the Board's decisions are fair. External Examiners also contribute towards the upkeep of standards of marking by moderating a sample of student assessments.

The role of the External Examiner is to ensure that:

- degrees awarded are comparable in standard to those in similar degree courses in other universities in the United Kingdom
- the assessment system is fair and is fairly operated in the classification of students
- degrees awarded are at the appropriate level as set out in the Framework for Higher Education Qualifications (Chapter A1 of the UK Quality Code) and take appropriate account of the relevant Subject Benchmark Statement
- students achieve the learning outcomes for the degrees set out in the relevant Course Specifications.

External Examiners also write a report on their views of the quality and standards of the assessments and examinations conducted in the Department and on the administrative processes behind this. The Department considers these reports at the Undergraduate Management Committee, sends a formal response back to the External Examiner, and considers how to incorporate any suggestions made into Departmental provision.

For more information on the role of External Examiners, please see the website of the [Quality Assurance Agency](#).

4.10.8 - Prizes

The Department of Economics awards several prizes throughout the three years for outstanding performances. Previous examples have included the Deutsche Bank Prize for the top performing first-year student in Economics and the Department Examiners' Prize for the Best Performance in Research in Applied Economics. The current prizes awarded are the following:

- Oliver Hart prize for the best performing students in the first and second years.
- Peggy Ford Memorial Prize for final year students for outstanding performance in economic history .
- Rohin Modasia Prize — An enterprising approach to economics in application to the real-world business or public sector — i.e. a practical project or a practical application of the subject making a potential usable contribution towards the wider community (promoting sustainability, alleviating poverty etc).
- Departmental Examiners' Prize for final-year students for best performance in EC331 Research in Applied Economics and best performance in economics-based degrees (not EPAIS or PPE). The award winner(s) are chosen by the Final Year Board of Examiners and may share the prizes in some years.
- Shiv Nath Prize for final-year students for best performance in BSc or BA in Economics, Politics and International Studies.
- Outstanding Student Contribution Prize for students in all years for making an excellent contribution to the Department and/or University in some way, e.g. through the SSLC, working with our student experience team, volunteer work etc.

4.11 - Examination feedback

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

In a year where it is possible to provide feedback on examinations, following the decisions of the Exam Board, you will be able to access all of your marks via the Economics website and you will be sent a link for this.

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

- The exam paper for each of your modules;

- Summary statistics for each of your modules, showing the range of mark classifications for the exam paper;
- A cumulative distribution function for the exam paper for each of your modules;
- Summary statistics per each exam question that you attempted for each of your modules,
- For all modules, and for the questions you attempted, the module leader's comments per question on the areas on which the cohort generally did well and not so well.
- For all modules, the module leader's comments on the kind of answers that may have scored highly in this exam paper, or other guidance on assessment criteria.
- Bottom line solutions to quantitative papers will also be provided as a further form of feedback.

All feedback will be provided after the September examination period so that no student is advantaged and the feedback will be available for a limited period of time. The feedback is there for you to reflect on your performance, but you are not permitted to discuss the feedback with any member of staff.

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

If you are a student in the Economics Department or on one of our joint degrees, you will automatically be sent a copy of your exam script, **if and only if you have failed a module and must resit it** in order to progress to the next year. No other exam scripts will be made available to students. Class tutors and lecturers will not be able to provide further individual feedback or explanations and you will not be able to use the script to challenge marks. Please note that the moderation process may have had the effect that the final mark on your script does not coincide exactly with the marks given to each part.

While you may appeal against an exam board decision, there is no provision under the University guidelines for you to challenge the academic judgement of the examiners or to dispute the marks awarded in individual modules or pieces of work.

If you have any concerns or feedback about the examination process then please contact the Quality Assurance and Examinations Coordinator in the first instance: economics.exams@warwick.ac.uk.

4.12 - The appeals process

4.12.1 - First year and intermediate-year appeals

First-year and intermediate-year undergraduates have the right to appeal only against a decision that they be required to withdraw from their course of study, and then only if they are in possession of relevant evidence which was not available to the Board of Examiners when its decision was reached. You are required to complete a form if you wish to appeal and should consult the Student Administrative Services: Examinations [webpages](#). An appeal must be lodged in writing within 10 University working days of the publication of the exam result which is the subject of the appeal.

4.12.2 - Final year appeals

Under certain defined circumstances, final-year undergraduate students may appeal against the award of a particular degree class or if they have not been awarded a qualification. You are required to complete a form if you wish to appeal and should consult the Student Administrative Services: Examinations [webpages](#). An appeal must be lodged in writing within 10 days of the publication of degree results.

- The appeal procedures may not be used to challenge the academic judgement of examiners nor to dispute marks awarded in individual modules or pieces of work.
- Further appeals information and forms can be found on the [University Reg 42: Governing Academic Appeals](#)

5 - Your Feedback and Concerns

5.1 - Your feedback to us

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

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

- Module Evaluations twice a year
- your [Personal Tutor or Year Tutor](#)
- being involved in the Student Engagement Group
- attending a focus group
- Advice and Feedback hours of the [Senior Tutor](#)
- Advice and Feedback hours of the [Director of Student Engagement and Progression](#)
- the [Student-Staff Liaison Committee](#) (SSLC)
- Warwick Student Experience Survey (WSES) in term 1
- the [National Student Survey \(NSS\)](#) in the final year
- [Departmental online feedback form](#) (which is anonymous)

The Head of Department, Professor Jeremy Smith, is also happy to hear thoughts from you regarding all operations within the Department. You may reach Jeremy via email: jeremy.smith@warwick.ac.uk or via the PA to the Head of Department/Executive Officer Gill Gudger: G.E.Gudger@warwick.ac.uk.

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

5.2 - What is a complaint?

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

A complaint may relate to:

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

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

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

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

5.2.1 - Informal channels (Stage 1)

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

You may wish to contact the member of staff in the Department whose actions have caused the issue to occur. You may also want to talk to your Personal Tutor or Year Tutor for advice. If you believe the issue is of a general nature relating to the teaching and learning provision in the Department, you may alternatively contact your SSLC representative, who can raise the matter on your behalf. Should you feel unable to raise your issue with the member of staff directly concerned, you should email economics.quality@warwick.ac.uk.

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

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

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

5.2.2 - Formal channels (Stage 2)

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

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

5.2.3 - Formal channels (Stage 3)

If you remain dissatisfied with the outcome of your Stage 2 complaint, you may escalate it to Stage 3 of the complaints procedure. This stage is the Formal Institutional Review and Final Resolution, which is where you may appeal to a higher body within the University for a review

of the process to ensure that appropriate procedures were followed and that the decision was reasonable. This stage of the complaints resolution procedure is concluded within 30 days.

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

5.2.4 - Office of the Independent Adjudicator (OIA)

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

6 - Pastoral Care and Welfare

6.1 - Personal Tutor System

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

In the Department of Economics, there is a network of Personal Tutors (PT), and Year Tutors (YT), headed by the Senior Tutor, who works under the overall responsibility of the Director of Undergraduate Studies. Each of these roles carries specific responsibilities. We also have a Student Wellbeing and Progression Officer, *Annie Simper* who is available for all students based in the Department of Economics. Annie is based in the UG Office, but is also available to speak to you via online platforms, particularly Microsoft Teams.

The Senior Tutor is Amira Elasra. You can find details of who the Year Tutors are and how to contact them on the [Pastoral support webpages](#). You can make an appointment to meet with Amira or one of the Year Tutors. Some sessions will be in person, but we will also offer online appointments.

6.1.1 - Your Personal Tutor

You will be allocated a Personal Tutor (PT), who is the member of academic staff to whom you can turn for confidential advice regarding personal or academic matters. New students can find out who has been assigned as their Personal Tutor on Tabula. Your Personal Tutor is an important contact with the Department and University.

Your Personal Tutor is there to help you when things are not going as well as you would like. Perhaps you have concerns about your academic work or personal development. However, your Personal Tutor is also there to talk with you when things are going well! You might like to email to arrange an appointment during advice and feedback hours, either in person or via Microsoft Teams with your Personal Tutor to discuss some of the following things:

- How your modules are progressing - which subjects you enjoy and which you find more challenging, and prioritising your workload.
- Changing modules.
- Gaining feedback on your academic progress and areas that can be improved.
- Gaining feedback on your personal development, such as skills that you should develop.
- Your non-academic achievements to help your tutor write your reference.
- Your wish to go on an exchange or take up another study abroad opportunity – Personal Tutors will be asked to provide a reference for you if you apply for such schemes.
- Concerns about application forms for internships/jobs.

- Asking about references and how to request them.
- Gaining advice on further study, such as Master's Degrees.

It is important that you know your Personal Tutor and that they know you, as this will enable them to provide you with much more effective feedback on your academic and personal development. By discussing your personal and academic development, as well as your future career plans, your Personal Tutor will be in a much better position to write you a reference and you will be in a stronger position having benefited from their expert feedback and advice. Your Personal Tutor will respect any confidences (subject to University guidelines on confidentiality).

You will normally retain the same Personal Tutor throughout your undergraduate career. If your Personal Tutor goes on study leave or is seconded temporarily elsewhere, you will be allocated a temporary replacement except when the interests of continuity suggest a permanent change would be better.

If you wish to change your Personal Tutor for any reason you must contact the UG Office economics.ugoffice@warwick.ac.uk.

6.1.2 - Year Tutors

The main responsibility of the [Year Tutors](#) is to act in the role of a senior tutor for their respective year groups. Thus the role of each of the Year Tutors will be based on the following responsibilities:

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

In addition to this, the Year Tutor may ask to meet with you if the Department or University has concerns about your attendance or engagement on your degree course; in particular if you are missing too many Monitoring Points or non engagement at seminars.

The Director of Undergraduate Studies has overall responsibility for the academic progress of all Undergraduate Students and the Senior Tutor and Director of Student Engagement and Progression and the Year Tutors will work with him/her and be involved pro-actively in making contact with students who appear to be experiencing difficulties. We will use various platforms to make contact with you regarding these meetings which may be face to face or via Microsoft Teams.

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

6.1.3 - Senior Tutor

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

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

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

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

Your wellbeing is important to us and we are always here to help you. If there is something troubling you, or hindering you from focusing on your studies please do make contact with our [Pastoral Support \(PS\) team](#). One of the members of the team will be able to signpost you to the appropriate person or service. It is important to understand what is the [mitigating circumstances](#) process and make the department aware of any extenuating circumstances that could be affecting your degree course.

The departmental [PS team](#) provides twice daily pastoral drop-in sessions where you are welcome to make an appointment to speak with one of the members of our team. The [drop-in sessions](#) will be held during term time. Those held in person will be via the UG office and those held online will be via MS teams from 9-10am and 4-5pm (British time). Alternatively meetings can be arranged at other times via MS Teams should this be required - simply email economics.wellbeing@warwick.ac.uk.

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

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

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

6.2 - References and referees

When you apply for jobs, postgraduate training and scholarships, you will usually need at least one academic referee who has some general familiarity with your work and progress over a period of time. Your Personal Tutor is one person who will normally do this. You can also ask other members of academic staff (i.e. lecturers and professors) to act as referees as well as or instead of your Personal Tutor. However, many class tutors are graduate teaching assistants, completing their PhDs and they will not be able to provide you with a reference and instead will refer you to a member of academic staff.

Before citing anyone as a referee you should seek their advice and permission. This is both a matter of courtesy and to give your referee the permission to divulge information about you to third-parties seeking a reference. Please note that if your Personal Tutor or other nominated referee receives a reference request from, say, a potential employer, the nominated referee will be able to report only if they have previously received your explicit permission to produce a reference for that employer.

It is important to keep in touch with your lecturers and Personal tutor so that they are able to act as your referee. Once you have the agreement of the referee, and in order that references can be as accurate and supportive as possible, please supply your referees with copies of your curriculum vitae (CV), let them know why you are applying, and keep them informed of your triumphs and tragedies. If you believe that you have some quality or experience that is especially relevant to a particular application, please make a point of telling your referees.

7 - Student Voice and How to Get Involved

7.1 - Student voice

There are a number of ways in which you can get involved in the life of the Department, and contribute towards our successes, such as involvement and engagement with the Student-Staff Liaison committee and the Undergraduate Mentor Scheme. This is an interesting and fantastic opportunity for you to develop some skills that you might not ordinarily use. Through contributing in this way you can demonstrate your resourcefulness, adaptability and willingness in your CV.

7.2 - Director of Student Engagement and Progression

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

7.3 - Student-Staff Liaison Committee (SSLC)

What is the SSLC?

SSLCs are committees made up of elected student representatives and members of staff. They provide an accessible arena for you to discuss issues connected to teaching, learning and student support with staff. They also provide an opportunity for us to consult with you and receive feedback on new proposals. The SSLC should always be consulted on any major changes to course structures or content.

You can find information about the SSLC and find out who your student rep is and how to contact them here: <https://warwick.ac.uk/fac/soc/economics/current/ug/resources/get-involved/sslc>

7.3.1 - What kind of issues does the SSLC discuss?

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

- Teaching issues – e.g. lecture and module support and feedback class content, and new module development.
- Education quality – e.g. issues related to the expected standard of your course.
- Assessment issues – e.g. marks distribution

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

7.3.2 - Membership of the Economics Undergraduate SSLC

There is one main SSLC for all undergraduate level degree courses within the Department. There are a maximum number of student SSLC members per year and per degree course based on the total number of students that are part of the course. In certain cases there may be more than one member in the same year and degree course to ensure due representation. The exact number varies annually and you will be informed about this at the beginning of the academic year. However, every effort is made to ensure the maximum number of members are accommodated.

Student representatives from each degree course in years 2 and 3, together with the Chair and two Deputy Chairs are elected during the summer term ready for the next academic year. New first year student representatives and vacant posts (if any) for year 2 and 3 representatives are elected during the first two weeks of the Autumn term. We encourage you to take part in the elections, either by voting or by standing as a candidate and to be aware of who your representatives are. If elected to the SSLC in a given year, your membership will not be rolled over to the next academic year. Should you wish to extend your membership beyond your elected year, you will have to seek re-election. Representatives from our joint Degrees are also invited to sit on the Economics SSLC and representatives from EPAIS are invited to sit on the Politics SSLC.

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

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

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

7.3.3 - Meetings and attendance

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

In the 2021/22 academic year, these meetings will take place virtually via MS teams.

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

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

7.3.4 - Agenda, minutes and annual reports

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

7.3.5 - How to get involved in the SSLC

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

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

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

7.4 - Economics Student Ambassadors

Each year we have the opportunity for a certain number of our students to become Economics Student Ambassadors to promote the Department and enhance their own student experience. During the 2021/22 academic year these are paid roles.

Student Ambassadors assist in the running of numerous events including:

- Open Days and Offer Holders Open Days
- Widening Participation and Outreach events
- Campus tours
- Student Experience events and activities

- Induction sessions
- Alumni events

Activities may include conducting campus tours; talking to visitors and prospective students, as well as new students especially during the first weeks of term; signposting visitors and running sessions on student life. We are also looking for Ambassadors who can help us with case studies and student videos.

We will provide training and briefings for Ambassadors. There are numerous benefits including:

- An addition to your CV that will enhance your employability
- A chance to share your passion for economics and your studies at Warwick
- A chance to meet and help other students.

If you would like to be considered for this exciting opportunity, please apply during the summer via the Department's Ambassador [webpage](#).

7.5 - Undergraduate Mentor Scheme

We run an [Undergraduate Mentor Scheme](#) each year in order to further enhance the student experience. The scheme helps First Year students to integrate more swiftly into the Department and University life. It also provides opportunities for Second and Final Year students to get involved and enhance their CV and skills.

If you are interested in becoming a mentor, recruitment takes place at the end of September 2021 for the following academic year. There is an application form to complete (closing date 17 September 2021) and if you are selected you will be required to attend a training session. See the [Mentor Scheme webpages](#) for more information.

7.6 - Warwick Economics Society

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

7.7 - Warwick Economics Summit

Warwick Economics Summit is one of the largest student-run academic conferences in Europe, featuring world-renowned figures, engaging debates and educational workshops. The Summit

covers a range of global issues including politics, development, finance and psychology. It provides an opportunity for anyone with an interest in economic affairs and politics to discuss the latest worldwide developments. In the past, the Summit has hosted Nobel Prize-winning academics such as George Akerlof and John Nash, along with key policy makers such as Andrew Bailey. The weekend offers the chance to meet and learn from a truly diverse group of students, and to socialise and network with delegates from around the world. Find out more at www.warwickeconomicssummit.com/

7.8 - Warwick Women in Economics Society

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

7.9 - Rethink Economics Warwick

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

8 - Support and Personal Development

8.1 - Personal Development

We want to provide you with opportunities outside of the curriculum to develop your skills and provide good preparation for your future and so we invest resources in your personal development.

8.1.1 - Personal Development Module (PDM)

For BSc Economics, BSc Economics and Industrial Organisation, and BSc/BA Economics, Politics and International Studies students, in the First Year you will be required to take a compulsory skills development module, called the Personal Development Module (PDM). With the graduate job market becoming more competitive than ever, it is crucial that you are active in enhancing your personal and professional development. Having an excellent academic record is essential for your future career, but you will also need to demonstrate active engagement in developing your personal and professional skills.

The aim of this module is to provide you with opportunities to take part in a wide variety of activities that will help you to develop and apply your academic knowledge and enhance your CV, by demonstrating an active engagement in becoming an effective learner. There will be opportunities to attend sessions that prepare you for interviews and assessment centres, and a chance to engage with senior academics and top names in a range of areas.

This is a non-credit bearing module, which is made up of three different areas: Economics-based activities; Careers activities; and Skills-based activities. The module is compulsory and in order to pass it, you must attend a sufficient number of sessions within each area, some of which are compulsory. The result of this module will appear on your official University transcript. Further information is available on the [Personal Development Module](#) webpage. You will also receive information about this module during the student experience presentation during induction.

8.2 - Skills acquired through your modules

Below you will find some of the key skills and experiences we think you are acquiring from your Warwick degree. You might be able to cite some of these in your applications and/or interviews. More importantly, we hope that the list might be something you can base your reflections on as you review what your studies mean to you and how you have grown personally, academically and professionally during your time at Warwick.

As you go through your degree course and as you consider the various skill sets below, you might want to reflect on how the level of difficulty of the tasks set for you has increased from the start of the First Year. You may also want to think about how your capacity to approach complicated problems, to reason and to communicate your answers and views has grown. It is useful to relate this to the context of the teaching and learning environment you have experienced.

Has your degree challenged you? In what ways? Have you risen to the challenges? How? Are you able to impress potential employers or course selectors, not just with the knowledge you have gained, but also with your development as an independent learner? Are you ready to tackle the challenges ahead with a good set of skills and capacities? What features of your particular specific degree course at this particular University have enabled you to grow and develop?

In designing and delivering your degree course and modules, we aim to enable you to develop in a variety of ways, as indicated by the different skill sets below. In particular, we have introduced a compulsory module for first year students which will provide you with opportunities to take part in a wide variety of activities that will help you to develop and apply your academic knowledge and enhance your CV, by demonstrating an active engagement in becoming an effective learner. We also aim to enable you to reflect on your learning and development as you proceed.

In your First and Second Years, your contact hours are greater than in the Final Year as we think that the opportunity for you to have contact, discussion and feedback through module Support and Feedback classes is especially important. We also give you more exercise sheets, tests and problem sets on the core modules in the First and Second Year to enable you to have more continuous feedback on how you are performing against the standards we set. In some universities, assessment is solely by way of end-of-year (or even end-of-course) exams.

Our tradition is to give some weight to other forms of assessment, partly to reduce the pressure of final exams. These also enable you to gauge your progress over time from the comments and marks you receive at regular intervals. Having compulsory module Support and Feedback classes and a regular timetable of strict submission deadlines over your degree course is an important signal to potential employers that our graduates are conscientious and work well under the pressure of deadlines.

We recognise and celebrate the fact that you are all different and will develop differently through study. We try to offer a learning framework which permits and encourages this. But we also hope that at the end of your time at Warwick you will all share some common characteristics which we think are important in our graduates. We hope that you will be able to approach complex problems in a rigorous, careful and analytical way; that you will have a command of both theoretical and empirical techniques for solving problems; that you will be able to work jointly with others towards finding solutions to problems; and that you will be able to communicate your understanding to both specialists and non-specialists alike.

8.2.1 - Skill Set 1: Cognitive skills

i. **Analytical thinking and communication:** Your study of Economics requires you to develop a deep understanding of often complicated issues using a variety of analytical frameworks, tools and approaches and to communicate your understanding in a variety of ways, including through verbal, graphical, mathematical and statistical techniques. You have to demonstrate your ability to understand formal analysis and communicate your understanding through: engagement and contributions in module Support and Feedback classes and group project presentations, completion of exercise sheets, problem sets, and non-assessed essays, and through tests and formal examinations.

ii. **Analytical reasoning:** Some key concepts in Economics have wider significance in aiding analytical reasoning: e.g., the ceteris paribus method, counter-factual analysis, the concepts of opportunity cost, trade-offs, and comparative advantage.

iii. **Critical thinking:** Developing the habit of questioning received ideas, forming judgements and making evaluations, e.g. comparing Keynesian with neo-classical approaches to macro; evaluating the case for or the efficiency of government interventions.

iv. **Creative thinking:** e.g., if there is no model to explain some observed behaviour, we need to develop an appropriate model. Economics provides tools with which to build models of behaviour.

v. **Strategic thinking:** e.g., through game theory with multi-agent decision making where payoffs depend on the endogenous actions of others.

vi. **Problem solving:** Knowing how to approach various types of problem, determining whether a solution exists.

vii. **Abstraction:** Judging how to balance simplification against 'realism.' Knowing how to isolate separate effects of different factors — as with marginal or ceteris paribus effects.

viii. **Policy evaluation:** Being aware of the policy context and also of methodological issues involved in evaluation — such as with the identification of causal effects of policy interventions.

ix. **Analysis of institutions:** Understanding the roles of institutions and through political economy analysis of the origins and behaviour of these institutions.

x. **Analysis of incentives:** Understanding economic motivations of individuals and the limits of economic explanations.

xi. **Concepts of simultaneity and endogeneity:** Understanding complex inter-reactions between economic variables and behaviours.

xii. **Analysis of optimisation:** Understanding choice and decision-making based on analysis of the interplay of preferences, objectives and constraints.

xiii. **Understanding of uncertainty and incomplete information:** Probability, expectation and risks asymmetric information.

8.2.2 - Skill Set 2: Subject-specific and professional skills

i. **Research skills:** Use of library and internet as information sources. Knowledge of how to locate relevant data, extract appropriate data and analyse and present material.

ii. **Numeracy and quantitative skills:** Use of mathematics and diagrams; statistical analysis of data.

iii. **Data-based skills:** Downloading, filtering, managing, coding and analysing data.

iv. **IT skills:** Word processing, spreadsheets, specialised econometric and statistical packages, drawing and equation-writing skills and internet applications.

8.2.3 - Skill Set 3: Key general skills

i. **Written communication skills:** Through submission of essays, problem sets, module Support and Feedback class work, tests, projects and examination scripts.

ii. **Oral communication skills:** Through participation in module Support and Feedback classes and group work.

iii. **Team work skills:** Through engagement in group project work and in module Support and Feedback classes.

iv. **IT skills:** as above under Skill Set 2 (iv).

v. **Mathematical, Statistical, data-based research skills:** As above under Skill Set 2 (i), (ii), and (iii).

8.2.4 - Skill Set 4: Subject knowledge and understanding

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

ii. **Applied Economics:** Knowledge and understanding of standard economic models and quantitative techniques with application to problems arising in public policy and the private sector.

iii. **Economic information:** Knowledge of economic trends and patterns; understanding of problems and solutions in economic measurement.

iv. **Research and debate:** Familiarity with contemporary theoretical and empirical debates and research outcomes in some more specialised areas of economics. Understanding of how to approach an economic problem from the perspective of a researcher in economics.

A useful exercise you might want to conduct is that of identifying how your different module choices contribute to the acquisition of these different skills.

8.3 - Undergraduates as Researchers

We pride ourselves on the excellent research-led teaching you receive as an Economics student at Warwick and we strive to encourage this same passion for original and impactful research in our undergraduates. As an economics student, you will have opportunities to carry out your own original research, particularly as part of the final year EC331 Research in Applied Economics module. We are incredibly proud of the involvement of our students in prestigious competitions, both nationally and internationally.

The Carroll Round

[The Carroll Round](#) is an annual international economics conference at Georgetown University that provides a unique forum for research and discussion among the world's top undergraduates. The goal of the Carroll Round is to foster the exchange of ideas among leading undergraduate international economics and political economy students by encouraging and supporting the pursuit of scholarly innovation in the field.

We have a strong track record of supporting exceptional final-year students to participate in this conference, usually in connection with their final projects for the EC331 Research in Applied Economics module. The work produced by our students is of such high calibre that since 2007, 34 of our students have presented papers at the Carroll Round, with a Warwick Economics undergraduate being awarded the prize for Outstanding Participant and Paper in 2011, 2012, 2015, [2016](#) and [2017](#), [2019](#). You can read some of the past reports from Carroll Round attendees on the [Carroll Round website](#).

Those eligible to be considered for participation in the Carroll Round will be contacted in the Autumn term.

The International Atlantic Economic Society (IAES)

[The International Atlantic Economic Society](#) holds two conferences and has two refereed publications each year. It has a 'Best Undergraduate Paper' competition and provides an opportunity for undergraduate students to submit their work and if successful, present their work and network with top economic researchers in the North American Conference. Warwick Economics has a fantastic history of past winners of this prestigious award, including winning it in [2015](#) and [2016](#).

British Conference of Undergraduate Research (BCUR)

[The British Conference of Undergraduate Research](#) is an annual conference for undergraduate students held at different universities across the UK. Students submit papers, posters and other work, which is peer-reviewed and authors of accepted papers are invited to the conference. Each session at the conference is delivered by undergraduate students and it provides a fantastic opportunity for students to network with students from other disciplines, universities and countries. Papers and posters from Warwick Economics students have been accepted regularly since the conference began in 2010.

The International Conference of Undergraduate Research

[The International Conference of Undergraduate Research](#) was launched in 2013 and is an annual two-day conference run and sponsored by the University of Warwick and Monash University. It provides undergraduate researchers with a unique opportunity to present and discuss their own research – in any discipline in real-time, without having to leave their home university, through an advanced video-conferencing system. It provides a fantastic opportunity for students to consider perspectives from around the world and in different cultures and contexts and to consider global and regional trends in a range of research fields.

8.4 - The Undergraduate Research Scholarship Scheme (URSS)

The [URSS](#) offers you the opportunity to:

- take part in original research
- achieve substantial outcomes
- develop a range of research and transferable skills

- work as a member of a research team or department and develop an awareness of the research environment
- enhance discipline-specific skills or knowledge
- where possible, participate in interdisciplinary work.
- The URSS opens for applications in December, in preparation for projects undertaken in the summer, and is open to all undergraduates, usually non-finalists. The scheme provides living expenses (check the URSS website for more information) and skills development training. You will be supervised by an academic member of staff throughout the project.

8.5 - Warwick Internship Scheme for Economics (WISE)

This is a complementary scheme to the Undergraduate Research Scholarship Scheme (URSS) that normally runs in the Department of Economics. In the academic year 2021-22, we hope to advertise a number of opportunities.

It provides students within the Department of Economics with opportunities to undertake a variety of projects or internships within the Department over the summer vacation and throughout the year. The internships are in a range of areas, including supporting staff with research, teaching related projects, administrative projects and many more. Staff advertise the projects that they require support with, together with the skills that they are looking for and students are able to apply for them. The successful applicants are paid for their work. For more information please go to the [WISE webpage](#).

8.6 - Cross-Faculty Research Scheme

This provides an opportunity for Undergraduate Studies to engage in research with other students within the Faculty of Social Sciences. You can apply for this scheme and identify areas of interest and successful applicants will then be matched with students wanting to conduct in research in related areas who may be based in different departments. This allows you to consider research areas and questions from different perspectives. Within your group you will develop your own research question and conduct your research, with some support from supervisors based in the Faculty of Social Sciences. This scheme normally takes place over the summer. For more information, please contact [Professor Jo Angouri](#), within CAL.

8.7 - Reinvention: A Journal of Undergraduate Research

Reinvention: a Journal of Undergraduate Research is an online, peer-reviewed journal, dedicated to the publication of high-quality undergraduate student research. The journal welcomes academic articles from all disciplinary areas. All articles in this journal undergo rigorous peer review, based on initial editor screening and refereeing by two or three anonymous referees.

Reinvention is published through the Institute for Advanced Teaching & Learning, a Warwick department designed to support commitment to teaching and the development of innovative courses and modes of delivery which have a real impact on student experience. Find out more on the [Reinvention website](#).

8.8 - Student Opportunity - Skills & Student Development

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

Higher education is about developing your academic capability and your personality, experience and skills - and though the future may seem far off, employers like to hear what students have done with their time at university and place great emphasis on the development of skills. Economics students are offered plenty of opportunities to develop skills through workshops and initiatives offered through [Student Opportunity](#). Many of these activities can count towards your [Personal Development Module](#) which you complete during your first year of study.

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

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

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

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

8.9 - Careers and Skills support within the Department of Economics

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

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

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

Available Resources

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

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

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

8.10 - The University Library

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

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

- Use the [Get Started](#) online Library orientation programme to find out how to use the library effectively.
- Use the Library Catalogue to find what you need, using the "Library Search" textbox on the [Library](#) home page. The Catalogue contains details of the books and journals (print and electronic) held by the Library.
- Most electronic resources are available from any PC with internet access, so you can use them from home. Usually, you'll need your University username and password (the one you use to login to a PC on campus) to access these.
- Use My Library Account to renew and reserve items via the internet. You will find the link to your Library Account near the top of the Library home page.
- The Library webpages for [Economics](#) contain high-quality information relevant to your area of study. A good way to get started on a topic is to use Key Electronic Resources for Economics. The Library also provides useful online tutorials for Economics students and a guide to databases.
- DataStream is one of the main sources for finding macroeconomic time series or data on equity markets, bonds, futures, exchange rates and interest rates. DataStream is only available at a dedicated PC on Floor 1 in the Library. At busy times you may need to book to use the terminal. You will also find a very wide range of international macroeconomic time series, plus UK social survey data, on the UK Data Service (UKDS), available online through the Library's list of databases.
- If you are seeking a useful book or journal article that Warwick does not have, we can often obtain it for you from another library. The Article Reach scheme allows you to obtain journal articles from some other libraries. Document Supply is a more comprehensive scheme for borrowing books or obtaining articles from academic and

national libraries in the UK. Collect a form from the Library or download it from the Document Supply section of the website, under 'Using the Library', and obtain your supervisor's signature.

- If you are having trouble finding what you need, there is an Economics Academic Support Librarian to help you. Library contact details appear below.
- The Library manages a range of [learning and study spaces](#) which offer a range of resources, including access to IT facilities and a collection of reference-only key textbooks.

8.10.1 - Contacting the library

General Enquiries

The Library help desk is available from 8.30 am to 9.30 pm, seven days a week.

t: +44 (0)24 7652 2026

e: Library@Warwick.ac.uk

Economics Enquiries

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

Karen Jackson can be contacted by email or telephone, 9.00am - 5.00pm Monday to Thursday, and 9.00am - 4.00pm on Fridays.

t: +44 (0)24 7657 2712

e: Helen.Riley@Warwick.ac.uk

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

8.11 - Information Technology (IT) Services

8.11.1 - Your email address

Once you have registered with IT Services and your account has been activated you will have a usercode, password and an email address which is usually in the format **initials.surname.number@warwick.ac.uk**

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

8.11.2 - IT Services Help Desk

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

8.11.3 - Computer security

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

8.11.4 - Open access areas

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

8.11.5 - Printing

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

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

Printing costs are as follows:

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

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

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

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

Further details can be found at: warwick.ac.uk/studentprint

8.11.6 - Software

The University has a wide range of software for economists. Besides generic software, such as Microsoft Office, email and web browsers, the econometric software we use includes Stata, Eviews, and SPSS. You will be given appropriate guidance on software use when the time comes. It is very important that you download and have access to [STATA](#).

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

8.11.7 - Bloomberg room

The Department has three Bloomberg Terminals in room S0.84. The Bloomberg Terminal is a computer software system which provides access to current and historical financial information on individual equities, stock market indices, fixed-income securities, currencies, commodities and futures for both international and domestic markets. It also provides company profiles and

financial statements, analysts' forecasts, news on worldwide financial markets and audio and video interviews and presentations by key players in business and finance.

You can book the use of one of the terminals in half hourly sessions from Monday-Thursday 9-4.30pm and Friday 9-3.30pm. They can be [booked](#) here. **Note that due to current Covid-19 restrictions, only one person is permitted to use this room at any one time.** Please note that there are restrictions in the amount of data you are permitted to download. This is imposed by Bloomberg and further information is provided by the terminals. You will only be able to use the terminal if you have pre-booked online.

8.11.8 - Microsoft Windows and Apple Mac software

GiveWin (win), Maple (win/mac), Mathematica (win/mac), MATLAB (win/mac), NVIVO (win), SAS (win), Scientific Word / Workplace (win), SPSS (win/mac), S-PLUS (win), Statistics for the Terrified (win) and WinEcon (win) are all available for use. The majority of this software is available from the University network, although some titles will need to be installed onto your computer. STATA is available university wide and is paid for by the Department of Economics. For assistance with locating and installing software, please contact the IT Services Help Desk: warwick.ac.uk/helpdesk

8.11.9 - Access to Economic Datasets Online

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

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

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

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

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

8.11.10 - Software to download

It is now possible to download several of the software package offered by IT Services. Details can be found at warwick.ac.uk/software/list

8.11.11 - Getting help

If you have general problems logging in to IT Services open access areas you should contact the IT Services Help Desk. If you have specific problems relating to the computers or printers in S2.81a you should contact the Economics Computer Support Staff on extension 23501 or visit room S0.83.

8.12 - Policy Content

1. We actively discourage private tutoring arrangements between undergraduate/postgraduate students and class tutors who are completing their PhDs,

but do not prohibit it. Other staff employed in the Department are not permitted to engage in private tutoring with students from Warwick.

2. If you are experiencing study difficulties you are encouraged to make full use of University and Departmental resources, such as advice from your Personal Tutor, Year Tutor, and other academic staff, Study Support Sessions on year 1 and 2 core modules, Revision Sessions and the guidance provided by the Centre for Student Careers and Skills, which should be sufficient to meet your needs.
3. However, we recognise that private tutoring arrangements are likely to persist; hence the Department imposes the following regulations:
 - a. A tutor employed in the Department of Economics is not permitted to tutor privately on an undergraduate or postgraduate module on which they are employed to teach or have previously been employed to teach.
 - b. A tutor undertaking private tutoring is not permitted to access any materials not available to other students registered for the module.
 - c. Any private tutoring arrangement must not be conducted on University premises, with the exception of within campus student accommodation.
 - d. The tutor must assume responsibility for ensuring the tutee is aware that the tutoring arrangement does not form part of the tutee's Warwick degree, that it is not governed by any of the University's or Department's quality assurance mechanisms, and that the Department will not be accountable for any misinformation given out as part of the private arrangement.

8.13 - Private Tutoring Policy

Purpose of Policy - To clarify our position on private tutoring arrangements between Graduate Teaching Assistants and undergraduate and postgraduate students.

Applicability - Applicable to all undergraduate and postgraduate students based within the Department of Economics and all Graduate Teaching Assistants employed to teach on Economics modules.

Point of Contact for Policy Queries - Quality Assurance and Exams Coordinator in Department of Economics.

9 - Study Abroad Opportunities

This section of the Handbook provides information for Warwick students looking to study abroad and also for students who will be studying at Warwick for up to one year as part of their Degree.

9.1 - Study Abroad Exchanges

The Department is currently an active member of the EU's Erasmus programme which offers opportunities for students in EU countries to study abroad at other universities in EU countries. However, there is uncertainty whether the Erasmus+ programme will continue in its current format after Brexit.

If you are enrolled on: L100, L116 , LM1D , and GL11, you are able to apply to spend a full academic year abroad between your second and final years of study, with placement providers who are partners of the Economics Department.

If you are successful in gaining a placement with an Erasmus partner, your degree programme becomes a four-year programme, and assuming you pass sufficient modules, the title of your course changes to add the suffix 'with Study Abroad' to the existing title (e.g. BSc Economics with Study Abroad).

On returning to Warwick the final year of studies continues in the normal way. You will be expected to produce a Returner's Report for the Department in addition to the one you have to provide to the International Student Office.

The Department offers a choice from a range of universities for undergraduate students. These are:

- [Universiteit van Amsterdam \(Netherlands\)](#)
- [Université Paris 1 Panthéon-Sorbonne \(France\)](#)
- [Sciences Po - L'Institut d'Études Politiques \(IEP\) de Paris \(France\)](#)
- [Ludwig-Maximilians-Universität München \(Germany\)](#)
- [Universität Mannheim \(Germany\)](#)
- [Universität Konstanz \(Germany\)](#)
- [Universidad Carlos III de Madrid \(Spain\)](#)
- [Universitat Pompeu Fabra \(Barcelona, Spain\)](#)
- [Ca'Foscari in Venice \(Italy\)](#)
- [Università Commerciale Luigi Bocconi in Milan \(Italy\)](#)
- [University of Economics Prague \(Czech Republic\)](#)

We also have places with worldwide partners in Canada, China, Mexico, Malaysia, Japan and Australia. More information can be found on the Study Abroad website:

<http://www2.warwick.ac.uk/study/studyabroad/>

9.1.1 - Financial aspects

As a Warwick student, you will pay a reduced fee to the University of Warwick while studying abroad. The precise figure is liable to change and so it is best to check with the Student Mobility Office. You receive the student loan to which you are normally entitled. If you receive any grants or bursaries for studying your degree at Warwick, these will continue while you are studying abroad. Erasmus grants will stop in May 2022 and the University will provide more guidance on future grants, where applicable, shortly.

As this is an exchange scheme you do not pay fees to the host university. You will have to pay for your travel to and from the university; your accommodation while living in the country and living expenses. All students are strongly advised to take travel and health insurance for the duration of their stay abroad as the University's travel policy covers students for emergencies only.

9.1.2 - Eligibility

To be considered for a study abroad placement through the Department of Economics, you should:

1. Be in the first term of your Second Year in either BSc Economics, BSc Economics and Industrial Organisation, BSc/BA Economics, Politics and International Studies, BSc/BA Philosophy, Politics and Economics or BSc Mathematics and Economics. Students studying BSc/BA Economics, Politics and International Studies, BSc/BA Philosophy, Politics and Economics and BSc Mathematics and Economics are also eligible to apply for Erasmus through the other departments contributing to their degree; different departments have different rules for applications.
2. Be achieving 60% or above across your First and Second Year modules. In some cases a student achieving a lower score in some modules can be considered if they are achieving high-level grades in other modules. This is judged on a case-by-case basis.
3. For study in France, Germany or Spain, you need to have language skills at or above Level 5 on Warwick's Language Centre programme of courses; this is equivalent to skills beyond A Level. Universität Konstanz is the exception as it is happy to accept students who have attained Level 4, i.e. A Level equivalent; they will put you on an intense German course when you arrive. For other institutions, you will need to gain a working knowledge of the local language in order to live there effectively.

Please note: Each application is judged holistically so if you have a weakness in one area, for example, in terms of language skills, this may be counter-balanced by other strengths such as experience living or studying abroad or living independently in a challenging context in the past.

Please note: PPE students should only apply to one Department.

We will also take into account the view of your Personal Tutor in terms of your suitability to undertake a year abroad as well as your general attendance and performance so far. Thus, you are advised to discuss your desire to study abroad with your Personal Tutor as soon as possible.

9.1.3 - Programme of study while on study abroad placement

Whilst on your study abroad placement you are expected to take the equivalent of a full year's study at Warwick. Here you would take 120 CATS worth of modules; this is equivalent to 60 European Credit Transfer System (ECTS) points. The detailed programme of study must be approved by the Programme Manager once you are on placement but should reflect the degree course you are enrolled on at Warwick. For example, we would expect those taking BSc Economics to take most of their modules while on placement in Economics, at least 50%. However, we are prepared to allow some flexibility in choice of modules. In particular, Warwick recognises the ECTS of short language courses that you may take while abroad, even if the host institution does not include these on your transcript for your year with them; do ensure you come back with a certificate from the module if you have taken such a course.

Students studying BSc/BA Economics, Politics and International Studies, BSc Mathematics and Economics or BSc/BA Philosophy, Politics and Economics should discuss the precise balance between different subject areas with their various departments.

Modules taught in English are available at the host institutions, though to a lesser degree at Lille and Paris Sorbonne than at the other universities. In some cases, Warwick students have taken modules at Master's level but have coped quite well. You should aim to balance your studies across the two semesters, i.e. 30 ECTS/30 ECTS or 20 ECTS/20 ECTS/20 ECTS for universities with trimesters. However, this is not always possible given the range of modules available. You do need to recognise the workload implications of having imbalanced semesters and also ensure that you take a total of 60 ECTS of modules across the year as a whole.

9.1.4 - Assessing your study abroad performance

Transcripts of the marks you attain during your study abroad year are forwarded to us. A sub-committee of the Final Year Examination Board reviews these marks to ascertain whether you have passed the appropriate number of ECTS points. You need to pass a minimum of 45 ECTS to be considered to have passed the year. The marks you achieve do not count towards your final Warwick degree classification. However, an unsatisfactory performance may be taken into account by Final Year Boards of Examiners in considering cases at the borderlines of degree classes.

Failure to achieve the appropriate number of ECTS points will result in your reverting to your original degree course. We do not, however, ask a higher standard from Final Year students at Warwick, irrespective of whether it is their third or fourth year - they are judged by the same standards. Job prospects are substantially improved where an academically successful year abroad can be shown.

The second part of our assessment of your performance during your study abroad year is the Returner's Report which you are asked to complete for the Department upon your return to Warwick. This report is in addition to any reports you provide to the Student Mobility office. It is intended to help you reflect on your placement experiences and to demonstrate what you

have learned and how you have developed during the year abroad. Without the submission of this report, you cannot be considered for the 'with Study Abroad' degree title. Previous students' Returner's Reports are available for you to read.

9.1.5 - How to apply

The application process opens in November and details on how to apply are communicated to you at an introductory session. If you miss this session, contact the Programme Manager or Director of Student Opportunity who can provide you with the relevant resources.

There is a two-stage process. First you apply to the Economics Department to be selected as one of the students to study abroad. If you are selected, you then have to apply directly to the institution abroad that you hope to study at. You will receive support in making this application from the Department and the Student Mobility office. It is rare for a student to be rejected by the partner university, but it is best for you if you ensure that your application is accurate and submitted on time.

Applications will be made online using the new Study Abroad portal available in e:Vision.

9.1.6 - Contacts

For queries about study abroad and other overseas opportunities through the Economics Department contact the Undergraduate Programme Manager, [Jo Turrall](#).

The Student Mobility Office oversees all Study Abroad and can help you with general queries regarding the process. For questions please contact the team on studyabroad@warwick.ac.uk or on 024 7657 4429.

9.2 - Exchanges to Australia

9.2.1 - Background

We will take into account the view of your Personal Tutor in terms of your suitability to undertake a year abroad; your general attendance and performance so far. Thus, you are advised to discuss your desire to study abroad with your Personal Tutor as soon as possible. In terms of performance you will need to show good performance in assessments (2:1 minimum) as we will not get your exams results on time to confirm the decision. The Australia term starts in July, and therefore we will take your performance in assessments into account as well as the exams.

For the year abroad successful applicants will pay a reduced tuition fee to the University of Warwick — check with the Study Abroad office for the current rate. Tuition fees will not need to be paid to Monash University under the reciprocal exchange agreement.

All other expenses incurred during the year at Monash will be met by you. This includes travelling to and from the university; your accommodation while living in the country and living expenses.

You are strongly advised to take travel and health insurance for the duration of your stay abroad. The Australian government has made it compulsory for students travelling to the country to have insurance before they arrive, this can cost £300-500. In addition for Australia,

you will have to pay for a visa which costs around £800. However, this visa permits you to do up to 20 hours paid work during the term and work full-time during the vacations.

On returning to Warwick the final year of studies continues in the normal way. You will be expected to produce a Returner's Report for the Department in addition to the one you have to provide to the Student Mobility office.

Please note that the Application process is exactly the same as the study abroad exchange explained earlier.

9.2.2 - What to study and how assessment works

You will be expected to study the equivalent of a full year's academic load at Monash. Study programmes will be agreed before you leave the UK. Thus, you need to access the resources of the university to determine which modules you will be taking. Students on an Economics programme will be expected to take at least 50% of their modules in Economics subjects. Students studying BSc/BA Economics, Politics and International Studies, BSc Mathematics and Economics or BSc/BA Philosophy, Politics and Economics should discuss the precise balance between different subject areas with their various departments.

Performance at Monash will be monitored, and candidates performing at a satisfactory level will be permitted to graduate with the following suffix to their degree: 'with Study Abroad'. A Returner's Report will be required from candidates on these schemes. You will need to pass 6 Units (=120 CATS).

Please note that as Monash is in the Southern Hemisphere, its seasons are reversed to those of Europe. Consequently you will start your study there in July, just weeks after you will have completed your Second Year at Warwick. The summer vacation at Monash runs through December and January.

9.3 - Other study abroad opportunities

You can also apply for Study Abroad opportunities offered at a University level, for example to study in South Korea or Japan for a year. There are also a range of summer school opportunities, many of them outside Europe, that you can apply for without altering your programme of study at Warwick. Applications for these schemes are handled by the Student Mobility office, but you will be supported by the Economics Department if you make such applications. You will also need to speak to your Personal Tutor about these applications as they are likely to be approached to provide a reference for your application.

9.3.1 - Contacts

For queries about Erasmus and other Study Abroad opportunities through the Economics Department contact the Undergraduate Programme Manager, Jo Turrall.

The Student Mobility office oversees all Study Abroad and can help you with general queries regarding the process. For questions about studying at Monash University, contact the Student Mobility office on worldwide@warwick.ac.uk or on 024 7652 4133. They can also provide details of exchange opportunities in East Asian universities that are available for Warwick students.

9.4 - Information for Visiting students

Much of the information in the earlier sections of the Handbook will be relevant for you, so we would advise you to familiarise yourself with it, in particular [section 1](#) which introduces you to the Department its key contacts and [section 3](#) which covers details about the modules and timetable.

On arrival, visiting students should report to the Department of Economics at the start of Term 1 or Term 2 to meet with the Programme Manager or the Director of Student Opportunities.

9.4.1 - Academic year

Our system differs from most continental universities in that the year is split into three terms, each of ten weeks. These run October — December, January — March, and April — June. Most of the teaching takes place in the first two terms, with examinations taking place in May/June.

9.4.2 - Modules

Visiting students can take First, Second and Final year modules in Economics. Be aware that some modules will have pre-requisites and that you will need to be able to show you have appropriate knowledge and skills in order to take these modules. Typically, you will have to confirm your choice with your home university. They will have to accept what is a feasible pattern here and the fact that modules may be changed or not run in a specific year. As modules for different years are taught in the same slots in the week, you may find if you mix Second and Final Year modules that there will be clashes. Please note that our modules are in economics, not in business studies. It is sometimes possible for you to take some modules run by Warwick Business School or other departments. However, this depends upon the consent of the department teaching the module, and it is not possible to make any commitments in advance. We cannot accept, as Economics-based students, those who wish to do a majority of non-EC coded modules.

In this Department, modules run either for one term or the whole year. In both cases however, you are only examined at the end of the year, i.e. in the third/Summer term. It is, however, possible to enrol as a visiting student for only one or two of the terms. Not all modules are available to students who are with us only for the Autumn and/or the Spring terms. If you are only here for one term and are interested in taking a year-long module, you will only be able to take the term 1 part of the module.

It is likely that if you only study the modules for one or two terms that you will receive fewer credits than students studying it for the entire year. Check the booklet for Assessment methods for part-year students for details. The booklet is available from the Student Mobility office. Students who come for more than one term are not permitted to change modules after the third week of the first term they are studying here.

Number of modules: Our own students do a certain amount of modules each year; these must add up to 120 CATS (60 ECTS) and it is a government requirement that visiting students fit as closely as possible with the amount of study undertaken by a Second or Final Year student. It may mean that visiting students accrue more credits than are required by their home university. Each module will usually consist of two one-hour lectures a week, and usually a

module Support and Feedback class either weekly or fortnightly. Some Final Year modules do not have module Support and Feedback classes.

9.4.3 - Assessment

For Second and Final year modules, our students will usually do some coursework during the year followed by the Summer examination counting for the majority of the final mark. Unless a visiting student is present for the entire academic year, module marks for visiting students are based on assessed work. Visiting students should be aware that this will be the case. Help in essay writing and other study skills for your time at Warwick are available from the Library, Careers & Skills and within the Assessments and Examination section of this UG Handbook ([section 4](#)). You are advised to read this section to find out further information about assessments in the Economics Department.

Extension request for coursework:

In principle the rules applying to you if you are a visiting or incoming study abroad student are the same as for other students. In practice we treat visiting students a little differently for two reasons.

1) Most Warwick degree students do not face formal assessed coursework deadlines and penalties for late submission affecting their degree classification until their second year. Therefore, they have had a whole first year to learn about good practice, library access, the computer network, juggling home and overseas travel and family commitments and so on. Visiting students may face assessed coursework deadlines almost immediately on arrival, with less opportunity to adjust beforehand.

2) Warwick degree students are working to obtain a Warwick degree. Visiting students are here to work for a degree for their home institutions, partly to gain broader educational benefits from living and studying in another country.

In considering visiting students' requests for short assessed coursework deadline extensions the Department will start from the same rules as those applying to Warwick degree students. However, we will also take into account the two factors listed above. We will not agree to such requests automatically or without a case being made. However, we will agree visiting students' requests for extensions, particularly concerning those first items of coursework normally submitted in December and January, more readily than similar requests from Warwick degree students.

As well as extensive online support these two services also offer short courses. Visiting students are encouraged to make use of this support soon after arriving at Warwick and certainly well before they have to write their first essay. While you may feel you have strong scholarly skills, it can be important to get in tune with expectations for academic work at this university.

Contact

Dr Subhasish Dey

Director of Student Opportunities (Economics)

[Subhasish Dey](#)

9.4.4 - Examinations

Visiting and Erasmus students coming for just the autumn term; just the spring term or the autumn and spring terms but not the summer term, will not take examinations. Thus, when registering for a module, normally you will put in 'VA' (which means Visiting Assessment) or another alternate assessment indicator.

Any Visiting or Erasmus students studying in the Department either for the spring and summer terms or for the entire year, will take the examinations. Thus, at the start of the year you need to register for the standard form of assessment just like permanent students in the Department. If this is not done it can lead to difficulties at the examination time.

For some modules there will be separate examinations for second years and for finalists. The finalist's examination will usually come first. For such modules, all Visiting and Erasmus students must ensure that they are registered for the finalist examination (as opposed to the non-finalist option).

9.5 - Monitoring points for Outgoing and Incoming Study Abroad Students

Whether you are a student visiting Warwick or a Warwick student studying abroad, you have responsibilities to the

Warwick students studying abroad will need to meet 13 Monitoring points during the year, so that we are assured of

Economics based students on Erasmus and Study Abroad placements

L100 - YEAR 3, L116 (LL12) - YEAR 3, LM1D (LLD2) - YEAR 3, GL11 - YEAR 3

Autumn term

Monitoring Point

1.

2.

3.

4.

5.

6.

Spring Term

7.

8.

9.

10.

11.

Summer Term

12.

13.

As an incoming student, you have some responsibilities to the Department, just as we have some responsibilities to

Economics based students on incoming Erasmus and Study Abroad placements

Autumn term

Monitoring Point

1.

2.

3.

4.

5.

6.

Spring Term

7.

8.

9.

10.

11.

Summer Term

12.

13.

10 - General Information

10.1 - Dignity at Warwick

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

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

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

The [Dignity at Warwick Policy](#) outlines unacceptable behaviours and the process of reporting and dealing with inappropriate behavior.

10.2 - Personal Safety and Security on Campus

To feel and stay safe on campus, please familiarise yourself with some guidelines that the Campus Security team have provided for students on the [Campus Security](#) 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.

10.3 - Health and Safety

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

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

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

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

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

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

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

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

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

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

10.4 - Other Policies and Regulations

- [Warwick Student Community Statement](#)
- [Children on Campus](#)
- [General Data Protection Regulation](#)
- [Personal Conflicts of Interest Policy](#)
- [Feedback and Complaints](#)
- [Smoking Policy](#)
- [Anti-Bribery Policy](#)

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

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