

# Undergraduate - 2024/5 Handbook

## 1 - The Department and the University

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

Welcome to the Department of Economics at the University of 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.

In less than 60 years, we have established ourselves at the forefront of both economic research and education in the UK and beyond, attracting 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 only in the UK, but in the world too.

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

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

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

#### **1.1.1 - 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

The [interactive campus map](#) is a great way to find your location and help plan your route. It is your responsibility to find the locations of your lectures and classes and to ensure you arrive at them on time.

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

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

**2024/2025**

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

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

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

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

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

## **2025/2026**

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

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

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

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

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

## **2026/2027**

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

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

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

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

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

### **1.1.2.2 - Teaching weeks**

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

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

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

8	18 November	22	24 February	37	9 June
9	25 November	23	3 March	38	16 June
10	2 December	24	10 March	39	23 June

Christmas vacation      Easter vacation      Summer vacation

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

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

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

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

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

### 1.1.3 - Facilities

The UG Common Room (S0.96) is a space in the Department where students can study. There are two UG group work areas in S0.96 which can be [booked](#) for group study or meetings in half-hourly sessions. Space 1 has a capacity of 4 and Space 2 has a capacity of 10.

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

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

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

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

#### **1.1.4 - Diversity and values within the Department**

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

Our key principles are:

- **Respect:** everyone within our community has the right to be treated with dignity and respect, regardless of any protected characteristics
- **Integrity:** we are guided by the principles of integrity, fostering an open and positive environment that is inclusive to all.
- **Accountability:** we have a personal responsibility to commit to these values and hold ourselves accountable to our words and actions.

For more information about our diverse and inclusive community and to watch a video produced by our staff and students explaining our set of values within the Department of Economics, please visit our webpage [Diversity and Values](#).

#### **The University of Warwick Values**

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

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

### 1.1.5 - What we expect from you

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

The University's Regulation 36 lays down the expectations of students concerning Registration, Attendance and Progress.

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

#### Engaging with your study

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

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

- preparing for lectures and Support and Feedback classes as advised by your teaching staff
- attending and actively participating in all lectures and Support and Feedback classes, as well as benefiting from peer learning opportunities and working as part of a group
- collective learning will help you to improve your skills in a whole range of ways; your analytical skills communication skills and teamwork/collaborative skills
- meeting your monitoring points, as set out in section 2.6
- making the most of opportunities to discuss your studies with teaching staff
- meeting your personal tutor
- supporting each other's learning and development through active interactions with your cohort during lectures and classes, acting as a Mentor or a member of the SSLC
- benefiting from research opportunities through 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
- abiding by the Department's and the University's principles of academic integrity

- using your initiative and asking for help when necessary at the earliest opportunity.

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

### **Student Visa Holders**

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

### **1.1.6 - Glossary**

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

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

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

**Core Module:** A module that students on a programme are required to take. These modules must be passed in the first year in order to progress.

**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 virtual meetings.

**Optional core module:** Students must choose a module from a set list of modules.

**Optional module:** Students can choose modules to make up the required number of CATS for their year of study and their degree programme.

**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 Support and Feedback class.

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

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

**URSS:** [Undergraduate Research Support Scheme](#).

### 1.1.7 - 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 videos will be accessible via the Moodle webpage for the module.



- Well-prepared lectures which have the aim of engaging you and encouraging participation in discussion beyond the lecture
- Core module lectures are encouraged to be recorded and these will then be made available via the Lecture Capture service (at the discretion of the module leader). Recording lectures is not intended to replace attendance in-person. If attendance at lectures is insufficient then lecture capture will be withdrawn.

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

For any assessments you should expect:

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

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

- all lecturers to have two Advice and Feedback hours per week in term time, in which they are available to see you to offer advice on all matters relating to the relevant module.
- all tutors to be available for a minimum of two hours per week in term time to meet you to offer advice and feedback.

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

## 1.2 - Key sources of information

Many of your questions can be answered by looking on our website ([warwick.ac.uk/economics](http://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](http://tabula.warwick.ac.uk)). This is the University's secure web-based portal that supports teaching and learning. You will be able to find important information here, including your modules, timetable, assessment marks, monitoring points and Personal Tutor.

If you 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 Ben Lockwood, Head of Department**

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

**Room:** S1.119

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

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

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

**Room:** S0.73

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

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

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

**Room:** S0.79

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

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

### **Dr Emil Kostadinov, Deputy Director of Undergraduate Studies**

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

**Room:** S0.85

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

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

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

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

**Room:** S1.110

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

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

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

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

**Room:** S0.85

**Telephone:** +44 (0)24 765 75583

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

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

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

**Room:** S2.119

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

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

**Dr Christian Soegaard, Director of Student Engagement and Progression (DSEP)**

The DSEP supports the Director of Undergraduate Studies and is responsible for convening the Undergraduate Student-Staff Liaison Committee and for working on the continued

improvement of student engagement in the Department and for monitoring the progression of our students.

**Room:** S0.80

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

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

**Dr Amira Elásra, Senior Tutor (Term 1), Dr Emil Kostadinov, Senior Tutor (Term 2)**

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

**Dr Amira Elásra (Term 1),**

**Room:** S2.108

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

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

**Dr Emil Kostadinov (Term 2)**

**Room:** S0.85

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

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

**Year Tutors**

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

**Year 1 Tutor:** Dr Bhaskar Chakravorty

**Room:** S2.119

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

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

**Year 2 Tutor:** Dr Eleanya Nduka

**Room:** S0.68

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

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

**Year 3 Tutor:** Dr Jose Corpuz

**Room:** S0.68

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

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

### **Your Personal Tutor**

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

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

The Director of Student Opportunity supports the Director of Undergraduate Studies and has special responsibility for exchange overseas students and Economics students who are studying abroad in a partner institution. Taha acts as Personal Tutor to the exchange students. They are aided in the management of exchange and study abroad by the Undergraduate Programme Manager.

**Room:** S0.60

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

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

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

**Room:** S2.108

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

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

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

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

#### **Dr Mahnaz Nazneen (Term 1)**

Room: S0.82

Email: [m.nazneen.1@warwick.ac.uk](mailto:m.nazneen.1@warwick.ac.uk)

#### **Professor Dennis Novy (Term 2)**

**Room:** S2.90

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

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

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

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

**Room:** S0.60

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

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

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

The Report and Support Advisor provides a source of additional support to anyone feeling affected by bullying, harassment, sexual discrimination or intimidation or hate incidents/crime

and will support students to report such incidences through the University's [Report and Support](#) channel.

**Room:** S2.109

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

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

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

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

**Room:** S1.123

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

## **1.2.2 - Administrative staff with responsibility for 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.

If you have a question about departmental procedures, such as requesting unusual options, questions about degree regulations, etc., please check the [website](#) first. If you cannot find an answer to your query, you should contact the UG Office by coming to the office or you can email or telephone.

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

The UG Office team, which is your point of contact as an undergraduate student, has a daily presence on campus in room S0.88 (open Monday-Thursday from 09:00- 17:00, Friday- 09:00- 16:00)

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

1. Consult the [Frequently Asked Questions \(FAQs\)](#).
2. Email us on [economics.ugoffice@warwick.ac.uk](mailto:economics.ugoffice@warwick.ac.uk).
3. Ring us on +44(0)24 7652 3933
4. Visit us in S0.88.

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.

#### **Head of Administration (Teaching and Learning), Carolyn Andrews**

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

**Room:** S0.92

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

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

#### **Undergraduate Programme Manager, Jo Turrall**

The Undergraduate Programme Manager is responsible for the administration of undergraduate degree courses, including modules, assessment and study abroad.

**Room:** S0.86

**Telephone:** +44 (0) 24 765 73404

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

#### **Student Support and Progression Officers, Tina MacSkimming and Inga Turner**

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



**Year 1 - Inga Turner****Room:** S0.91**Email:** [Inga.Turner@warwick.ac.uk](mailto:Inga.Turner@warwick.ac.uk)**Year 2 and 3 - Tina MacSkimming****Room:** S0.91**Email:** [t.macskimming.1@warwick.ac.uk](mailto:t.macskimming.1@warwick.ac.uk)**The Joint Degree Programmes Coordinator, Ramkumar Govindaswamy**

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

**Room:** S0.88**Telephone:** +44 (0)24 765 23055**Email:** [R.Govindaswamy@warwick.ac.uk](mailto:R.Govindaswamy@warwick.ac.uk)**Exams Coordinator**

If you have a particular concern regarding Examinations, then your query should be referred to the Exams Coordinator. Please contact the UG Office who will direct your query onto the Exams Coordinator. However, in the first instance you might wish to speak with your Personal Tutor or Year Tutor about such a concern and they can always forward you on to the appropriate person.

**1.3 - How to contact academic staff****By email:**

All members of the Department have an email account and they will monitor it regularly, though please do note that staff will take academic and study leave and hence during holidays,

they will not be responding to emails as regularly. If you have a question for a particular member of staff, an email will normally be the best way to get a quick and straightforward answer or to set up a meeting with the relevant person. You can search for an email address using your Warwick email address book or on [our people pages](#). If your enquiry involves confidential personal information, it is best to email your Personal Tutor or your Year Tutor/ Senior Tutor directly.

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

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

All academic staff have Advice and Feedback hours at which they can meet you. Advice and Feedback hours will be posted on [staff webpages](#). You should make every effort to see staff during these times. If you are unable to meet a member of staff during the stated Advice and Feedback hours, you should contact them to arrange an appointment at a different time. Appointments should be made via email.

#### **Telephone contact:**

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

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

## **1.4 - 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 an email address usually in the form A.N.Other@warwick.ac.uk. This is the address that we will use to contact you. Please check your email **every day** as it is the main way we will contact you.

### **Moodle**

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

### **Current Students webpages**

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

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

### **Economics Updates**

These are Department newsletters which we send twice a term. They focus on important issues related to your academic study and student experience. They contain important messages from your Course Director, Directors of Study and the Head of Department as well as information about opportunities and events we think you'd benefit from. 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, X (ex-Twitter) and YouTube:

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

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

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

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

### **My Warwick mobile App**

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

### **Keeping your details up to date**

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

## **2 - Course Overview**

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 - Course Specifications**

#### **2.1.1 - BSc Economics UECA-L100**

##### **Course aims:**

- To provide students with a structured, cumulative, and rigorous foundation of specialised economic concepts, analysis, techniques, and knowledge including access to current economic research and debates.
- To promote understanding of national and international economic problems, policies, and decision-making including, where appropriate, an understanding of their political, social, and historical context, and to identify changes congruent with efficiency and equity.
- To encourage links between economics and other related disciplines including mathematics, finance, business studies, history, political science, international relations, or a modern language.
- To meet students' aspirations (a) to study in a supportive and intellectually challenging environment, (b) to develop their capacity to learn, (c) to enable them to acquire both subject-specific and generic skills, (d) to train for possible employment or further study as specialised economists or in wider fields where skilled analysis and critical thinking are required.
- To equip students with the generic and subject specific skills, including analysis, critical thinking and quantitative skills to meet national and international demands for high-quality graduates (a) in particular fields of employment, research, and further study where specialised training in economics is required (b) in broader fields of employment

##### **Learning outcomes:**

On completion of the 3 year BSc programme students should have provided evidence of being able:

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

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

Economic information: Knowledge of economic data; understanding of problems and solutions in economic measurement. Research and public policy debate. Familiarity with contemporary

theoretical and empirical debates and research outcomes in some more specialised areas of economics.

Analytical thinking: Verbal, graphical or mathematical analysis; concepts of an equilibrium (B); the ceteris paribus method and counterfactual analysis. Critical thinking. Habit of questioning received ideas; judgement and evaluation.

Strategic thinking: Multi-agent decision making, where pay-offs depend on the actions of others Solvability & problem solving. Finding whether there exists a solution to a problem; knowing how to approach a new problem.

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

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

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

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

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

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

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

Written communication skills

Oral communication skills

Working with others

Problem solving

Information technology

Numeracy

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

- UCAS codes - BSc Economics L100
- Home Department - Economics
- Course Leader - Professor Elizabeth Jones
- Contact Information - section 2 (BSc Economics L100 Regulations)
- Course Duration is 3 years from the course start date unless you are required to resit modules without residence or temporarily withdrawn which could delay the date of your graduation - section 4
- Course Delivery - your course will be delivered in-person at the University of Warwick campus.
- The framework for Higher Education Qualifications level is 6.
- Full credit load and breakdown - section 2 (Degree Course Regulations)
- Details of the course (including learning outcomes) section 2 (Course Specifications)
- Transferable skills and how these relate to the Warwick Award - section 8 Skills acquired through your modules
- The assessment strategy - section 4
- Details of which modules are studied and how they link to progression - section 2
- All details in this handbook relate to students starting their course in the academic year 2024/25.
- Examination conventions (including progression information) - section 4 (Exam boards, progression and resits)
- Rules for Award (including associated exit awards) - section 2 (Honours degrees)

### **Entry Requirements**

A Level - A\*A\*A (to include A in Mathematics)

Contextual Offer - A\*AB (to include A in Mathematics)

IB - 39 to include 6, 6, 6 in three Higher Level subjects including Higher Level Mathematics (either 'Analysis and Approaches' or 'Applications and Interpretation')

All applicants to our economics courses will be required to sit the [Test of Mathematics for University Admissions \(TMUA\)](#). There is no strict score required, the exact requirements will be set once all the results have been received. We are unlikely to consider applicants without this, unless there are serious extenuating reasons as to why you were unable to take the TMUA.

### **Additional Information**

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

## **2.1.2 - BSc Economics and Industrial Organisations UECA-L116**

### **Course aims:**

- To provide students with a structured, cumulative, and rigorous foundation of specialised economic concepts, analysis, techniques, and knowledge including access to current economic research and debates.
- To promote understanding of the economic problems, policies, and decision-making of firms, industries, and economies including, where appropriate, an understanding of their political, social, historical, and international context, and to identify changes congruent with efficiency and equity.
- To promote the specialised study of business and industry-related issues in economics, and to combine the study of economics with special subjects in business studies.
- To meet students' aspirations (a) to study in a supportive and intellectually challenging environment, (b) to develop their capacity to learn, (c) to enable them to acquire both subject-specific and generic skills, (d) to train for possible employment or further study as specialised economists or in wider fields where skilled analysis and critical thinking are required.
- To equip students with the generic and subject-specific skills, including analysis, critical thinking and quantitative skills to meet national and international demands for high-quality graduates (a) in particular fields of employment, research, and further study where specialised training in economics is required (b) in broader fields of employment

### **Learning outcomes:**

On completion of the 3 year BSc programme students should have provided evidence of being able:

**Economic principles:** Knowledge and understanding of core concepts and methods of analysis in microeconomics, macroeconomics, and the economics and finance of firms and industries.

**Applied economics:** Knowledge and understanding of standard economic models, quantitative methods and computing techniques applied to economic problems, especially the economics and finance of firms and industries.

**Economic information:** Knowledge of economic data; understanding of problems and solutions in economic measurement. Research and public policy debate. Familiarity with contemporary

theoretical and empirical debates and research outcomes in some more specialised areas of economics and/or business studies.

Analytical thinking: Verbal, graphical or mathematical analysis; concepts of an equilibrium; the ceteris paribus method and counterfactual analysis.

Critical thinking: Habit of questioning received ideas; judgement and evaluation.

Strategic thinking: Multi-agent decision making, where pay-offs depend on the actions of others.

Solvability & problem solving: Finding whether there exists a solution to a problem; knowing how to approach a new problem. Socio-economic awareness. Private versus social costs and benefits; rationale for government and international policy.

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

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

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

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

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

IT skills and computer technology. Word processing and spreadsheets; specialist econometric or statistical software; internet applications

Abstraction: Balancing simplification (for tractability) against literalness (for relevance).

Written communication skills

Oral communication skills

Working with others

Problem solving

Information technology

Numeracy



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

- UCAS codes - BSc Economics L116
- Home Department - Economics
- Course Leader - Professor Elizabeth Jones
- Contact Information - section 2 (BSc Economics L116 Regulations)
- Course Duration is 3 years from the course start date unless you are required to resit modules without residence or temporarily withdrawn which could delay the date of your graduation - section 4
- Course Delivery - your course will be delivered in-person at the University of Warwick campus.
- The framework for Higher Education Qualifications level is 6.
- Full credit load and breakdown - section 2 (Degree Course Regulations)
- Details of the course (including learning outcomes) section 2 (Course Specifications)
- Transferable skills and how these relate to the Warwick Award - section 8 Skills acquired through your modules
- The assessment strategy - section 4
- Details of which modules are studied and how they link to progression - section 2
- All details in this handbook relate to students starting their course in the academic year 2024/25.
- Examination conventions (including progression information) - section 4 (Exam boards, progression and resits)
- Rules for Award (including associated exit awards) - section 2 (Honours degrees)

### **Entry Requirements**

A Level - A\*A\*A (to include A in Mathematics)

Contextual Offer - A\*AB (to include A in Mathematics)

IB - 39 to include 6, 6, 6 in three Higher Level subjects including Higher Level Mathematics (either 'Analysis and Approaches' or 'Applications and Interpretation')

This course no longer accepts applications.

### **Additional Information**

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

### **2.1.3 - BSc or BA in Economics, Politics and International Studies - UECA-LM1D**

#### **Course aims:**

- To provide students with a structured, cumulative, and rigorous foundation of specialised economic concepts, analysis, techniques, and knowledge including access to current economic research and debates.
- To provide students with a significant grounding in the main theoretical traditions and empirical areas of politics and international studies including teaching that is informed by current research.
- To promote understanding of national and international political and economic problems including, where appropriate, an understanding of their social, and historical context.
- To meet students' aspirations (a) to study in a supportive and intellectually challenging environment, (b) to develop their capacity to learn, (c) to enable them to acquire both subject-specific and generic skills, (d) to train for possible employment or further study as specialised economists or in wider fields where skilled analysis and critical thinking are required.
- To equip students with the generic and subject-specific skills, including analysis, critical thinking and quantitative skills to meet national and international demands for high-quality graduates (a) in particular fields of employment, research, and further study where specialised training in economics is required (b) in broader fields of employment.

#### **Learning outcomes:**

On completion of the 3 year BSc programme students should have provided evidence of being able:

Economic principles: Knowledge and understanding of core concepts and methods of analysis in economics.

Applied economics: Knowledge and understanding of standard economic models, quantitative methods and computing techniques applied to national and international problems

The nature of politics: Understanding the evolving nature and significance of politics in a global context

Applied politics and international studies: The application of concepts, theories and methods, for example, to the analysis of political ideas, institutions, practices, and global issues.

Economic information: Knowledge of economic data; understanding of problems and solutions in economic measurement.

Political ideas and processes: Knowledge and understanding of political ideas and national and international political processes. Research and public policy debate. Familiarity with contemporary theoretical and empirical debates and research outcomes in some more specialised areas of economics, politics, and international studies.

Analytical thinking. Verbal, graphical or mathematical analysis; concepts of an equilibrium; the *ceteris paribus* method and counterfactual analysis.

Critical thinking. Engagement in debate; habit of questioning received ideas; judgement and evaluation, including self-evaluation.

Strategic thinking: Multi-agent decision making, where pay-offs depend on the actions of others.

Solvability & problem solving: Finding whether there exists a solution to a problem; knowing how to approach a new problem.

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

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

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

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

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

IT skills and computer technology. Word processing and spreadsheets; internet applications.

Written communication skills

Oral communication skills

Working with others

Problem solving

Information technology

Numeracy

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

- UCAS codes - BSc Economics LLD2
- Home Department - Economics
- Course Leader - Dr Atisha Ghosh
- Contact Information - section 2 (BSc Economics LM1D Regulations)
- Course Duration is 3 years from the course start date unless you are required to resit modules without residence or temporarily withdrawn which could delay the date of your graduation - section 4
- Course Delivery - your course will be delivered in-person at the University of Warwick campus.
- The framework for Higher Education Qualifications level is 6.
- Full credit load and breakdown - section 2 (Degree Course Regulations)
- Details of the course (including learning outcomes) section 2 (Course Specifications)
- Transferable skills and how these relate to the Warwick Award - section 8 Skills acquired through your modules
- The assessment strategy - section 4
- Details of which modules are studied and how they link to progression - section 2
- All details in this handbook relate to students starting their course in the academic year 2024/25.
- Examination conventions (including progression information) - section 4 (Exam boards, progression and resits)
- Rules for Award (including associated exit awards) - section 2 (Honours degrees)

### **Entry Requirements**

A Level - A\*A\*A (to include A\*/Grade 8 in GCSE Mathematics)

Contextual Offer - A\*AB (to include A\*/Grade 8 in GCSE Mathematics )

IB - 39 to include 6, 6, 6 in three Higher Level subjects including Higher Level Mathematics. You will also need A\* or Grade 8 in GCSE Maths, or 5 in Standard Level Mathematics (either [Analysis and Approaches](#) or [Applications and Interpretation](#)). If you do not meet these Maths requirements you must be taking Maths at Higher Level in the IB.

All applicants to our economics courses will be required to sit the [Test of Mathematics for University Admissions \(TMUA\)](#). There is no strict score required, the exact requirements will be set once all the results have been received. We are unlikely to consider applicants without this, unless there are serious extenuating reasons as to why you were unable to take the TMUA.

### **Additional Information**

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

### **2.1.4 - BSc Maths and Economics - GL11**

#### **Course aims:**

- To provide students with a challenging education in mathematics beyond secondary school.
- To provide students with a transition via mathematical applications to the study of economics including access to current research and debates.
- To promote understanding of economic problems, policies, and decision-making, and to identify changes congruent with efficiency and equity.
- To meet students' aspirations (a) to study in a supportive and intellectually stimulating environment, including working alongside leading economic researchers (b) to train for possible employment or further study as specialists in economics and related disciplines, or in wider fields where skilled analysis and critical thinking are required.
- To meet national and international demands for high-quality graduates (a) in particular fields of employment, research, and further study where specialised training in economics and related disciplines is required (b) in wider fields of employment where skilled analysis and critical thinking are required.

#### **Learning outcomes:**

On completion of the 3 year BSc programme students should have provided evidence of being able:

Knowledge and understanding of a foundational core of pure mathematics.

Knowledge and understanding of some applied mathematics and techniques.

Knowledge and understanding of core concepts and methods of analysis in economics.

Applied economics (B). Knowledge and understanding of standard models applied to economic problems.

The ability to use mathematical methods and techniques in solving mathematical and economic problems.

Knowledge of economic trends and patterns found empirically, experimentally, or predicted by economic theory.

Familiarity with contemporary theoretical and empirical debates and research outcomes in some more specialised areas of economics.

Analytical thinking in mathematics. Assumptions, symbolisation, logic.

Analytical thinking in economics. Role of verbal, graphical, and mathematical analysis; importance of assumptions (B); the ceteris paribus method and counterfactual analysis.

Abstraction in mathematics (B). Appreciation of the power of abstraction and generalisation.

Abstraction in economics (B). Balancing simplification (for tractability) against literalness (for relevance).

Critical thinking. Habit of questioning received ideas; judgement and evaluation.

Strategic thinking (B). Multi-agent decision making, where pay-offs depend on the actions of others.

Solvability & problem solving (B). Finding whether there exists a solution to a problem; knowing how to approach a new problem

Private versus social costs and benefits; rationale for government and international policy.

Understanding institutions. What institutions exist and how incentives (B) work in them.

Understanding simultaneity. Situations in which two or more independent factors vary simultaneously.

Understanding trade-offs. Concept of opportunity costs

Understanding optimisation. Concepts of an optimum and efficiency.

Understanding uncertainty. Concepts of expectations and surprises; probability and its applications.

Research skills (B). Use of library and internet as information sources; locating, extracting, analysing, and presenting material.

Numeracy and quantitative skills (B). Use of mathematics and diagrams, understanding and analysing results.

IT skills. Word processing and spreadsheets; specialist mathematical, econometric, statistical, or other software; internet applications.

Written communication skills.

Oral communication skills.

Working with others

Problem solving

Information technology

Numeracy

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

- UCAS codes - BSc Mathematics G100
- Home Department - Maths during year 1 and 2, transferring to Economics for year 3
- Course Leader - Dr Richard Lissaman (DUGS Maths Department) and Dr Atisha Ghosh (Director of Joint Degree Economics Department)
- Contact Information - section 2 (BSc Maths and Economics GL11 Regulations)
- Course Duration is 3 years from the course start date unless you are required to resit modules without residence or temporarily withdrawn which could delay the date of your graduation - section 4
- Course Delivery - your course will be delivered in-person at the University of Warwick campus.
- The framework for Higher Education Qualifications level is 6.
- Full credit load and breakdown - section 2 (Degree Course Regulations)
- Details of the course (including learning outcomes) section 2 (Course Specifications)
- Transferable skills and how these relate to the Warwick Award - section 8 Skills acquired through your modules
- The assessment strategy - section 4
- Details of which modules are studied and how they link to progression - section 2
- All details in this handbook relate to students starting their course in the academic year 2024/25.
- Examination conventions (including progression information) - section 4 (Exam boards, progression and resits)

- Rules for Award (including associated exit awards) - section 2 (Honours degrees)

### **Entry Requirements**

A Level typical offer : A\*A\* in Maths and Further Maths, plus A in a third subject at A level

IB offer : 39 with 6 in three Higher Level subjects to include Mathematics ('Analysis and Approaches' only)

Applicants are required to take an additional Maths test, typically **TMUA**, **except** for applicants who are eligible for a Contextual Offer

### **Additional Information**

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

## **2.2 - 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 Atisha Ghosh or the Joint Degrees Coordinator, Ramkumar Govindaswamy .

### **2.2.1 - Modules and CATS points**

Each degree course is comprised of a number of core (compulsory) modules, optional core modules (one is compulsory), together with optional modules. A module is typically based on a series of lectures and could also include 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 135-150 CATS (depending on your degree course). Second Year and Final Year carry 120 CATS each (excluding GL11). Note the one CAT represents 10 hours of learning time (which will be split between independent self-study and actual contact time in lectures and/or classes).

## 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 core modules

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. Optional core modules are determined by your degree regulations and you must register for these modules in eVision.

## 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).

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 either 30 and 15 CAT modules, but some modules in other Departments are worth 10, 15, 30, 45, or 60 CATS:

- 15 CATS 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.
- 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.

## **2.2.2 - 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 a module have the right to remedy failure in any module on one occasion. This is determined by the end of year exam board and usually means that students are able to 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.

In order to be eligible to be awarded an Honours degree, you must have passed a minimum of 90 CATS of 300 coded modules (level 6 modules). If you fail to meet this threshold, you will only be eligible for a Pass Degree. There are no exceptions to this rule.

The University's [Rules for Award](#) contain comprehensive information.

A [Pass degree](#) may be considered for those who do not pass enough CATS to be classified with an Honours degree. 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](#).

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

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

We have always been focused on enhancing teaching and learning and the main elements of the teaching process in our Department are lectures, module Support and Feedback classes, assessed work, examinations and Advice and Feedback hours. You will also be expected to undertake your own independent study. Through the richness of the curricula and syllabi, you are able to develop a range of skills, capacities and capabilities, which are designed to meet the aims and learning objectives of the courses and modules. It is appropriate that different

learning objectives are assessed in different ways and this is reflected in a wide variety of types of both formative and summative assessment.

Contact hours are designed to be high in the 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. In the summer term, your independent study time will increase as you revise for exams and for some final year students, complete your research dissertation.

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

### **2.3.2 - Lectures**

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

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

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

A brilliant lecture, delivered by an academic who is a leading researcher in their field can be a wonderful experience: you are strongly encouraged to attend the in-person lecture at the time of delivery, so that you can experience the benefits of being taught by academics whose work is at the cutting edge of research. Availability of capture is contingent on lecture attendance remaining high.

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

### **2.3.3 - Lecture capture**

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

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

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

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

'Module Support and Feedback classes,' 'seminars,' 'classes,' 'tutorials' and 'supervisions' are all different names for essentially the same thing; compulsory teaching in small groups. These teaching sessions will all be held in-person. Some modules do not have Support and Feedback classes, due to their small size, whereby in-person 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.

### **2.3.5 - 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](#).

### **2.3.6 - 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](#).

## **2.4 - 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 is 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 on our module webpages 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.

## **2.4.1 - BSc Economics (L100) Regulations**

### **First-Year Course Structure**

In the first year you must take modules totalling between 135 and 150 CATS. This is comprised of 120 CATS of core modules (listed in the table below) and then optional modules. You must take an optional module worth at least 15 CATS. However, you can then choose a second optional module worth 15 CATS. Alternatively, you may choose to take just one optional module worth 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 15 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 their Deputy. You are advised to take a balanced load across the autumn and spring terms, so if you decide to take two 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 the [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 (135 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.

<b>Code</b>	<b>Required Core Modules</b>	<b>CATS</b>
EC108	Macroeconomics 1	30
EC109	Microeconomics 1	30
EC140	Mathematical Techniques B	15
EC124	Statistical Techniques B	15
EC104	The World Economy: History and Theory	30
<b>Code</b>	<b>Optional Modules</b>	<b>CATS</b>
EC119	Mathematical Analysis	15
EC132	The Industrial Economy: Strategy	15
EC133	Linear Algebra	15
EC134	Topics in Applied Economics 1a	15
EC135	Topics in Applied Economics 1b	15
EC138	Introduction to Environmental Economics	15
	An approved language module	30
	Any other module on the <a href="#">List of Approved Modules</a> for First Year Students	Minimum of 15 (1 x 15) and Maximum of 30 (or 2 x 15)

NB: we cannot guarantee that all optional modules listed in this handbook and online 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 Departmental Module



Management (DMM) 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 15 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, optional core modules worth 15 or 30 CATS and option modules worth 105 or 90 CATS depending on your optional core choices. Your combined total of 300 coded modules across your second and final years, including optional core and optional modules, must be a minimum of 105 CATS.

The following restrictions apply:

Within the 120 -135 CATS total of option modules chosen in the second and final years combined, you must include:

- EC coded-modules worth at least 60 CATS, and
- 300-coded modules worth at least 75 CATS, if you choose the 30 CAT optional core module in your final year, or
- 300 coded-modules worth at least 90 CATS if you choose the 15 CAT optional core module in your final year.

You are **not** permitted to take 100-coded modules in the second or final year.

You are **not** permitted to take EC200-coded modules in the 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 up to 30 CATS of WBS modules in each of your second and final years.

<b>Code</b>	<b>Core Modules</b>	<b>CATS</b>
EC201	Macroeconomics 2	30
EC202	Microeconomics 2	30
EC226	Econometrics 1	30
<b>Code</b>	<b>Optional Modules</b>	<b>CATS</b>
EC205	Development Economics (Macroeconomics)	15
EC208	Industrial Economics 1: Market Structure	15

EC220	Mathematical Economics 1a*	15
EC221	Mathematical Economics 1b*	15
EC228	Political Economy: Theory and Applications	15
EC230	Economics of Money and Banking	15
EC231	Industrial Economics 1: Strategic Behaviour	15
EC233	Development Economics (Microeconomics)	15
EC236	Topics in Applied Economics 2b	15
EC242	Experimental Economics	15
EC243	Economic Growth	15
	An approved language module	30
	Any other module on the <u>List of Approved Modules for Second-year Students</u>	30 or 2x15

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 Departmental Module Management (DMM) 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 only.

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, optional core modules worth 30 or 15 CATS and option modules worth 90 or 105 CATS depending on your optional core choices. Your combined total of 300 coded modules across your second and final years, including optional core and optional modules, must be a minimum of 105 CATS. The following restrictions apply:

Within the 120 - 135 CATS total option modules chosen in the second and final years combined, you must include:

- EC-coded modules worth at least 60 CATS credits, and
- 300-coded modules worth at least 75 CATS credits, if you choose the 30 CAT optional core module in your final year, or
- 300 coded-modules worth at least 90 CATS if you choose the 15 CAT optional core module in your final year.

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.

You are **not** permitted to take EC200-coded modules in the 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.

<b>Code</b>	<b>Optional Core Modules</b>	<b>CATS</b>
EC331	Research in Applied Economics*	30
EC346	Research Methods in Economics*	15
EC348	Research in Policy Evaluation	15
<b>Code</b>	<b>Optional Modules</b>	<b>CATS</b>
EC301	Mathematical Economics 2: Dynamics, Uncertainty and asymmetric Information*	15
EC306	Econometrics 2: Time Series*	15
EC307	Macroeconomic Policy in the EU	15
EC310	Topics in Development Economics	15
EC312	International Economics	15
EC313	The International Economic System Since 1918	15
EC318	Labour Economics	15
EC320	Economics of Public Policy	15
EC326	Industrial Economics 2: Practice and Strategy*	15
EC333	Topics in Financial Economics: Theories and International Finance	15
EC334	Topics in Financial Economics: Corporate Finance and Markets*	15

EC336	International Trade	15
EC337	Industrial Economics 2: Market Economics, Competition and Regulation*	15
EC338	Econometrics 2: Microeconometrics	15
EC339	Applied Macroeconomics	15
EC342	Topics in Economic History	15
EC343	Topics in Applied Economics (b): Health Economics	15
EC345	Behavioural Economics	15
EC346	Research Methods in Economics**	15
EC348	Research in Policy Evaluation**	15
EC349	Data Science for Economists	15
	An approved language module	30
	Any other modules from the <u>List of Approved Modules for Final-Year Students</u> , subject to regulations	30 or 2 x 15

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

\*\*Students are permitted to take EC346 or EC348 as an optional module, in addition to taking the other one as your optional core module. For example, if EC346 is your optional core module, you could choose EC348 as an optional module.

If EC331 is your optional core module, you could choose EC348 as an optional module. Please note that EC331 and EC346 cannot be taken together.

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 Departmental Module Management (DMM) 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.

**In order to receive an Honours Degree, you must take a minimum of 105 CATS of 300 coded modules across your second and final years. If you do not pass 90 CATS of 300 coded modules, you will be required to resit for a capped mark of 40% in your failed modules in the September exam period, such that you pass 90 CATS of 300 coded modules.**

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

## 2.4.2 - BSc Economics and Industrial Organisation (L116) Regulations

### First Year Course Structure

In the first year you must take modules totalling between 135 and 150 CATS. This is comprised of 105 CATS of core modules (listed in the table below) and then optional modules. You must take optional modules worth 30 CATS or you must choose two 15 CAT modules. However, you can choose another optional module worth 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 30 and 45 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 their Deputy. You are advised to take a balanced load across the autumn and spring terms, so if you decide to take two 15 CAT modules, one of them should be in the autumn term and the other in the spring term.

### 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 the 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 (135 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	Required Core Modules	CATS
EC108	Macroeconomics 1	30
EC109	Microeconomics 1	30
EC139	Mathematical Techniques B	15
EC124	Statistical Techniques B	15
IB132	Foundations of Finance	15

<b>Code</b>	<b>Optional Modules</b>	<b>CATS</b>
EC104	The World Economy: History and Theory	30
EC119	Mathematical Analysis	15
EC132	The Industrial Economy: Strategy	15
EC133	Linear Algebra	15
EC134	Topics in Applied Economics 1a	15
EC135	Topics in Applied Economics 1b	15
EC138	Introduction to Environmental Economics	15
	An approved language module	30
	Any other module on the <u>List of Approved Modules for First Year Students</u>	Minimum of 30 or 2x15, Maximum of 45

NB: We cannot guarantee that all optional modules listed in this Handbook or online 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 Departmental Module Management (DMM) 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 15 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 30 CATS, optional core modules worth 15 or 30 CATS and option modules worth 75 or 60 CATS, depending on your optional core choices. Your combined total of 300 coded modules, including optional core and optional modules, must be a minimum of 105 CATS. The following restrictions apply:

- within the 75 or 60 CATS of optional modules taken in the final year, candidates must include no more than 15 CATS of 200-coded modules, and
- within the 75 or 60 CATS of optional modules taken in the final year, candidates must include EC coded-modules worth at least 30 CATS.

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).

<b>Code</b>	<b>Core Modules</b>	<b>CATS</b>
EC201	Macroeconomics 2	30
EC202	Microeconomics 2	30
EC226	Econometrics 1	30
EC208	Industrial Economics 1: Market Structure	15
EC231	Industrial Economics 1: Strategic Behaviour	15

#### **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 30 CATS, optional core modules of 15 or 30 CATS and optional modules worth 60 or 75 CATS, depending on the optional core modules chosen. Your combined total of 300 coded modules, including optional core and optional modules, must be a minimum of 105 CATS. The following restrictions apply:

- within the 60 - 75 CATS of optional modules taken in the final year, candidates must include no more than 15 CATS of 200-coded modules, and
- within the 60 - 75 CATS of optional modules taken in the final year, candidates must include EC coded-modules worth at least 30 CATS.

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 up to 30 CATS of WBS modules in your final year.

<b>Code</b>	<b>Core Modules</b>	<b>CATS</b>
EC326	Industrial Economics 2: Practice and Strategy	15

EC337	Industrial Economics 2: Market Economics, Competition and Regulation*	15
<b>Code</b>	<b>Optional Core Modules</b>	<b>CATS</b>
EC331	Research in Applied Economics*	30
EC346	Research Methods in Economics*	15
EC348	Research in Policy Evaluation	15
<b>Code</b>	<b>Optional Modules</b>	<b>CATS</b>
EC301	Mathematical Economics 2: Dynamics Uncertainty and Asymmetric Information	15
EC306	Econometrics 2: Time series*	15
EC307	Macroeconomic Policy in the EU	15
EC310	Topics in Development Economics	15
EC312	International Economics	15
EC313	The International Economic System Since 1918	15
EC318	Labour Economics	15
EC320	Economics of Public Policy	15
EC333	Topics in Financial Economics: Theories and International Finance	15
EC334	Topics in Financial Economics: Corporate Finance and Markets*	15
EC336	International Trade	15
EC338	Econometrics 2: Microeconometrics	15
EC339	Applied Macroeconomics	15
EC342	Topics in Economic History	15
EC343	Topics in Applied Economics (3b): Health Economics	15
EC345	Behavioural Economics	15
EC346	Research Methods in Economics**	15
EC348	Research in Policy Evaluation**	15
EC349	Data Science for Economists	15
EC354	Development Economics (Macroeconomics) for Finalists	15
EC351	Development Economics (Microeconomics) for Finalists	15



EC352	Economics of Money and Banking for Finalists	15
	Any EC200-coded optional module*	1x15
	An approved language module	30
	Any other modules from either the <u>List of Approved Modules for Second-year Students</u> , or the List of <u>Approved Modules for Final-year Students</u> subject to regulations	30 or 2x15

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

\*\* Students are permitted to take EC346 or EC348 as an optional module, in addition to taking the other one as your optional core module. For example, if EC346 is your optional core module, you could choose EC348 as an optional module.

If EC331 is your optional core module, you could choose EC348 as an optional module. Please note that EC331 and EC346 cannot be taken together.

NB: we cannot guarantee that all optional modules listed in this Handbook or online 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 Departmental Module Management (DMM) 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.

**In order to receive an Honours Degree, you must take a minimum of 105 CATS of 300 coded modules. If you do not pass 90 CATS of 300 coded modules, you will be required to resit for a capped mark of 40% in your failed modules in the September exam period, such that you pass 90 CATS of 300 coded modules.**

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

### **2.4.3 - BSc/BA Economics, Politics and International Studies (LM1D)**

#### **Regulations**

##### **First Year Course Structure**

In the first year you must take modules totalling between 135 and 150 CATS. This is comprised of 120 CATS of core modules (listed in the table below) and then optional modules. You must take an optional module worth 15 CATS. However, you can choose a second optional module

worth 15 CATS. Alternatively, you may choose to take just one optional module worth 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 15 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 their Deputy. You are advised to take a balanced load across the autumn and spring terms, so if you decide to take two 15 CAT modules, one of them should be in the autumn term and the other in the spring term.

### **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 the 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 mark of at least 40%, calculated as the CATS weighted average across the minimum required module marks (core and optional modules). This CATS weighted average mark should meet the CATS requirement (135 CATS) and 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.

<b>Code</b>	<b>Required Core Modules</b>	<b>CATS</b>
EC107	Economics 1	30
EC122	Statistical Techniques A or	15
EC124	Statistical Techniques B	
EC139	Mathematical Techniques A or	15
EC140	Mathematical Techniques B	
PO107	Introduction to Politics	30
PO131	World Politics	30

<b>Code</b>	<b>Optional Modules</b>	<b>CATS</b>
EC104	The World Economy: History and Theory	30
EC119	Mathematical Analysis	15
EC132	The Industrial Economy: Strategy	15
EC133	Linear Algebra	15
EC134	Topics in Applied Economics 1a	15
EC135	Topics in Applied Economics 1b	15
EC138	Introduction to Environmental Economics	15
PO102	Political Research in the 21st Century	30
PO132	Contemporary Themes in Comparative Politics	15
PO133	Foundations of Political Economy	15
PO134	Justice, Democracy and Citizenship	15
PO135	Nine Ideas in International Security	15
	An approved language module	30
	Any other module on the <u>List of Approved Modules</u> for First-Year Students	Minimum of 15, Maximum of 30

NB: we cannot guarantee that all optional modules listed in this handbook or online 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 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 15 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.

Your combined total of 300 coded modules across second and final years, including optional core and optional modules, must be a minimum of 105 CATS.

### **Economics Major**

You will take core modules worth 30 CATS, optional core modules worth 60 CATS and optional modules worth 30 CATS.

<b>Code</b>	<b>Core Modules</b>	<b>CATS</b>
EC204	Economics 2	30
<b>Code</b>	<b>Optional Core Modules in Economics (one from)</b>	<b>CATS</b>
EC203	Applied Econometrics or	30
EC226	Econometrics 1*	30
<b>Code</b>	<b>Optional Core Modules in PAIS (one from)</b>	<b>CATS</b>
PO201	Political Theory from Hobbes or	30
PO203	Politics of International Development or	30
PO219	Theories of International Relations or	30
PO230	States and Markets: An Introduction to International Political Economy or International Security	30
PO231		30
<b>Code</b>	<b>Optional Modules (totalling 30 CATS)</b>	<b>CATS</b>
	A Second Year module in Economics or Politics and International Studies or	2 x 15 or 1 x 15

Any other module on the List of Approved Modules for Second Year Students 30 or 2 x 15 or 1 x 15

Add Language

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

An asterisk (\*) indicates that certain restrictions or pre-requisites 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 Departmental Module Management (DMM) 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 or require pre-requisite modules.

### Politics and International Studies Major

You will take core modules worth 60 CATS, optional core modules worth 30 CATS and optional modules worth 30 CATS.

Code	Core Modules	CATS
EC204	Economics 2	30
PO201	Political Theory from Hobbes	30
Code	Optional Core Modules in PAIS (one from)	CATS
PO203	Politics of International Development or	30
PO219	Theories of International Relations or	30
PO230	States and Markets: An Introduction to International Political Economy or International Security	30
PO231		30

<b>Code</b>	<b>Optional Modules (totalling 30 CATS)</b>	<b>CATS</b>
	A Second Year module in Economics or Politics and International Studies or	30 or 2 x 15 or 1 x 15
	An approved language module or	30
	Any approved module on the <a href="#">List of Approved Modules for Second -year Students</a>	30 or 2 x 15 or 1 x 15

NB: we cannot guarantee that all optional modules listed in this Handbook or online 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 Departmental Module Management (DMM) 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 or require pre-requisite modules.

### **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).

Your combined total of 300 coded modules across second and final years, including optional core and optional modules, must be a minimum of 105 CATS.

### **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.

You may take a maximum of 30 CATS of optional modules from outside Economics and Politics in each of your Second and Final years.

<b>Code</b>	<b>Core Modules</b>	<b>CATS</b>
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EC304	The Making of Economic Policy	30
<b>Code</b>	<b>Optional Modules (totalling 90 CATS)</b>	<b>CATS</b>
	Final Year modules in Economics AND	Min 60 CATS
	a Final Year module in Politics and International Studies or	30 or 2 x 15 or 1 x 15
	an approved language module or	30
	any other module on either the <u>List of Approved Modules for second year students</u> (excluding EC200 and PO200 coded modules), or the <u>List of Approved Modules for Final-Year Students</u> , subject to regulations	30 or 2 x 15 or 1 x 15

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

Students are permitted to take EC331, EC346 or EC348 as an optional module, but please note that EC331 and EC346 cannot be taken together. Additionally, EC348 cannot be taken together with PO22Q-15.

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 Departmental Module Management (DMM) 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 PO200-coded modules or EC200 coded modules.**

**In order to receive an Honours Degree, you must take a minimum of 105 CATS of 300 coded modules across your second and final years. If you do not pass 90 CATS of 300 coded modules, you will be required to resit for a capped mark of 40% in your failed modules in the September exam period, such that you pass 90 CATS of 300 coded modules.**

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

### **Politics and International Studies Major (BA)**

Candidates for Honours take modules totalling 120 CATS, which comprises 30 CATS of the core EC304 module, 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).

You may take a maximum of 30 CATS of optional modules from outside Economics and Politics in each of your Second and Final years.

<b>Code</b>	<b>Core Modules</b>	<b>CATS</b>
EC304	The Making of Economic Policy	30
<b>Code</b>	<b>Optional Modules (totalling 90 CATS)</b>	<b>CATS</b>
	Final Year modules in PAIS AND	Min 60 CATS
	a Final Year module in Economics or	30 or 2 x 15 or 1 x 15
	an approved language module or	30
	any other module either on the List of <u>Approved Modules for Second-Year Students</u> (excluding EC200 and PO200 coded modules), or the <u>List of Approved Modules for Final-Year Students</u> , subject to regulations	30 or 2 x 15 or 1 x 15

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

Students are permitted to take EC331, EC346 or EC348 as an optional module, but please note that EC331 and EC346 cannot be taken together. Additionally, EC348 cannot be taken together with PO22Q-15.

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 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 PO200-coded modules or EC200 coded modules.**

**In order to receive an Honours Degree, you must take a minimum of 105 CATS of 300 coded modules across your second and final years. If you do not pass 90 CATS of 300 coded modules, you will be required to resit for a capped mark of 40% in your failed modules in the September exam period, such that you pass 90 CATS of 300 coded modules.**



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

### **Bipartite Pathway (BA)**

Candidates for Honours take modules totalling 120 CATS, which comprises 30 CATS of the core EC304 module, and 90 CATS of optional modules. Within the 90 CATS of optional modules, at least 60 CATS must be contributed by EC-coded or PO-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.

<b>Code</b>	<b>Core Modules</b>	<b>CATS</b>
EC304	The Making of Economic Policy	30
<b>Code</b>	<b>Optional Modules (totalling 90 CATS)</b>	<b>CATS</b>
	Final Year modules in Economics or Final Year modules in Politics and International Studies* AND	Min 60 CATS*
	an approved language module or	30
	any other module either on the List of <u>Approved Modules for Second-Year Students</u> (excluding EC200 and PO200 coded modules) or on the <u>List of Approved Modules for final year students</u> subject to regulations	Up to max 30 CATS

\* 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 or online will be available each year or that the same lecturers will continue to deliver the modules.

Students are permitted to take EC331, EC346 or EC348 as an optional module, but please note that EC331 and EC346 cannot be taken together. Additionally, EC348 cannot be taken together with PO22Q-15.

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 PO200-coded modules or EC200 coded modules.**

**In order to receive an Honours Degree, you must take a minimum of 105 CATS of 300 coded modules across your second and final years. If you do not pass 90 CATS of 300 coded**

**modules, you will be required to resit for a capped mark of 40% in your failed modules in the September exam period, such that you pass 90 CATS of 300 coded modules.**

Final Year students are not normally permitted to take modules worth less than 15 CATS for credit. Some modules may have some restrictions or require pre-requisite modules.

#### **2.4.4 - BSc Mathematics and Economics (GL11) Regulations**

Course co-ordinator: Dr Atisha Ghosh

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

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 transfer onto GL11 either in their first few weeks of starting at Warwick or at the end of their first year of study. Those students transferring during their first few weeks will take the core module EC107. For students on G100 or G103, you must take the optional modules, EC106 Introduction to Economics or EC107 Economics 1, and ST120 Introduction to Probability, in order for a transfer to be possible. 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 10 or 15 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 30 CATS of Mathematics core modules, 30 CATS of Economics core modules, 30 CATS of Economics optional core modules and between 30 and 60 CATS of optional modules, as shown in the table below. You are permitted to take only 30 CATS of WBS modules in each of your second and final years. Your combined total of 300 coded modules across second and final years, including optional core and optional modules, must be a minimum of 105 CATS.

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.

<b>Code</b>	<b>Core Modules</b>	<b>CATS</b>
EC204	Economics 2	30
MA260	Norms, Metrics and Topologies	10
MA265	Methods of Mathematical Modelling	10
MA270	Analysis 3	10

<b>Code</b>	<b>Optional Core Modules</b>	<b>CATS</b>
EC226	Econometrics 1*	30
or		
EC220/21	Mathematical Economics 1a and 1b*	30

<b>Code</b>	<b>Optional Modules</b>	<b>CATS</b>
List A	As List A for the Second Year of G100 Mathematics. Students taking EC226 as an optional core module should consider as recommended options, ST202 Stochastic Processes, and/or ST213 Mathematics of Random Events. Students taking EC220/21 as an optional core module should consider as a recommended option, MA209 Variational Principles	

\*You must take EC226 Econometrics 1, as opposed to EC220/EC221 Mathematical Economics, if you intend to take the optional 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 up to two optional core modules worth 15 or 30 CATS and optional modules worth either 105 or 90 CATS (of which at least 90 or 75 CATS must be 300 coded and at least 60 CATS must be EC, MA or ST coded). You are permitted to take only 30 CATS of WBS modules in each of your second and final years. Your combined total of 300 coded modules across second and final years, including optional core and optional modules, must be a minimum of 105 CATS. The following restrictions apply:

<b>Code</b>	<b>Optional Core Module</b>	<b>CATS</b>
EC331	Research in Applied Economics*	30
EC346	Research Methods in Economics*	15

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

Please note that EC331 and EC346 cannot be taken together.

If EC331 is your optional core module, you could choose EC348 as an optional module.

Students are permitted to take one of EC346 or EC348 as an optional module, in addition to taking the other one as your optional core module. For example, if EC346 is your optional core module, you could choose EC348 as an optional module.

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 Departmental Module Management (DMM) system.

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

**In order to receive an Honours Degree, you must take a minimum of 105 CATS of 300 coded modules across your second and final years. If you do not pass 90 CATS of 300 coded modules, you will be required to resit for a capped mark of 40% in your failed modules in the September exam period, such that you pass 90 CATS of 300 coded modules.**

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

## **2.5 - 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. 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.

### 2.5.1 - 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.

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

(Pop-out table)(Pop-out table)

<b>To:</b>	<b>Economic</b>	<b>Economics</b>	<b>Economics</b>	<b>PP</b>	<b>Mathemat</b>	<b>Economic</b>	<b>Modern</b>
<b>From:</b>	<b>cs</b>	<b>&amp; Industrial</b>	<b>, Politics &amp; International Studies</b>	<b>EP</b>	<b>ics &amp; Economics or MORSE</b>	<b>Studies and Global Sustainable Development</b>	<b>Languages and Economics</b>

Economics	A	C	C	E	C	C
Economics & Industrial Organisation	A		C	C	E	C
Economics, Politics & International Studies	B, C, D	B, C, D		C	E	C
PPE and EPP	B, C, D	B, C, D	C		E	G
Mathematics & Economics or MORSE	B, C	E	E	E		E
Economic Studies and Global Sustainable Development	B, C, F	B, C, F	B, C, F	G	E	G
Modern Languages and Economics	B, C, D	B, C, D	B, C, D	G	E	G

(Pop-out table)(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 EC140 and EC124, this will be approved subject to passing EC120 overall. If you are taking EC139 and EC122, you are required to pass EC139 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 (EC139/EC140) and Statistical Techniques (EC122/EC124). If you are taking EC140 and EC124, this will be approved subject to passing EC120 overall. If you are taking EC139 and EC122, you are required to pass EC139 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.

### **2.5.2 - 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 contact the Economics Undergraduate Office with a statement explaining why you wish to join our course. This will be considered by the Director of Undergraduate Studies. Please note that places are very limited and competitive. The Department will consider transfers for the academic year 2024-25. 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.

## **2.6 - 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). Student visa holders should contact [immigration@warwick.ac.uk](mailto:immigration@warwick.ac.uk) with queries regarding this opportunity as it will affect your visa. 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 student visa holders. If you are a student visa holder you should go to the [Immigration Team](#) to seek advice from an Immigration Adviser as a temporary withdrawal will affect your visa.

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

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

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



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

### **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 Director of Undergraduate Studies. 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](#). This will be reviewed by the UG office, who will liaise with the Director of Undergraduate Studies, who will then arrange to inform the Academic Office of your departure. Please note that you should seek advice from [Student Finance](#) on any implications for your fee payments and also from Warwick [Accommodation](#). International Students should contact the [Immigration Team](#) to seek advice for details on visa implications.

## **2.7 - 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**

<b>Monitoring Point</b>	<b>Description</b>	<b>How to meet this point</b>	<b>Timing</b>
1.	Attendance at Departmental Welcome Meeting	Scanning student card at in person event	Week 0
2.	Attendance at EC109 lecture	Scanning student card at in person event	Week 2
3.	Attendance at module support and feedback class for EC108	Tutor to note attendance on Tabula	Week 4
4.	Attendance at module support and feedback class for EC109	Tutor to note attendance on Tabula	Week 6
5.	Attendance at module support and feedback class for EC140	Tutor to note attendance on Tabula	Week 8
6.	Submission of Economics module evaluation	Via an online link to module evaluation	Week 10

**Spring Term**

7.	Attendance at EC109 lecture	Scanning student card at in person event	Week 16
8.	Attendance at module support and feedback class for EC108	Tutor to note attendance on Tabula	Week 18
9.	Attendance at module support and feedback class for EC109	Tutor to note attendance on Tabula	Week 20
10.	Attendance at module support and feedback class for EC108	Tutor to note attendance on Tabula	Week 22
11.	Attendance at module support and feedback class for EC124	Tutor to note attendance on Tabula	Week 24

## Summer Term

12.	Attendance at EC109 revision lecture	Scanning student card at in person event	Week 30
13.	Attendance at an examination	Your exam script constitutes attendance	Between weeks 33-38

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

### Autumn term

<b>Monitoring Point</b>	<b>Description</b>	<b>How to meet this point</b>	<b>Timing</b>
1.	Attendance at EC202 Lecture	Scanning student card at in person event	Week 1
2.	Attendance at module support and feedback class for EC201	Tutor to note attendance on Tabula	Week 3
3.	Attendance at module support and feedback class for EC202	Tutor to note attendance on Tabula	Week 5
4.	Attendance at module support and feedback class for EC226	Tutor to note attendance on Tabula	Week 7
5.	Attendance at module support and feedback class for EC201	Tutor to note attendance on Tabula	Week 9
6.	Submission of Economics module evaluation	Via an online link to module evaluation	Week 10

### Spring Term

7.	Attendance at EC201 lecture	Scanning student card at in person event	Week 15
8.	Attendance at module support and feedback class for EC202	Tutor to note attendance on Tabula	Week 17
9.	Attendance at module support and feedback class for EC201	Tutor to note attendance on Tabula	Week 19
10.	Attendance at module support and feedback class for EC226	Tutor to note attendance on Tabula	Week 21

11.	Attendance at module support and feedback class for EC201	Tutor to note attendance on Tabula	Week 23
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Summer Term

12.	Attendance at EC201 revision lecture	Scanning student card at in person event	Week 30
13.	Attendance at an examination	Your exam script constitutes attendance	Between weeks 33-38

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

**Autumn term**

<b>Monitoring Point</b>	<b>Description</b>	<b>How to meet this point</b>	<b>Timing</b>
1.	Attendance at Departmental Welcome Back Meeting	Scanning student card at in person event	Week 1
2.	Attendance at EC coded module support and feedback class	Tutor to note attendance on Tabula	Week 3
3.	Attendance at EC coded module support and feedback class	Tutor to note attendance on Tabula	Week 5
4.	Attendance at EC coded module support and feedback class	Tutor to note attendance on Tabula	Week 7
5.	Attendance at EC coded module support and feedback class	Tutor to note attendance on Tabula	Week 9
6.	Submission of Economics module evaluation	Via an online link to module evaluation	Week 10

Spring Term

7.	Attendance at EC331/EC346 lecture (Students who are not doing either module will come to the UG Office)	Scanning student card at in person event	Week 15
8.	Attendance at EC coded module support and feedback class	Tutor to note attendance on Tabula	Week 17
9.	Attendance at EC coded module support and feedback class	Tutor to note attendance on Tabula	Week 19
10.	Attendance at EC coded module support and feedback class	Tutor to note attendance on Tabula	Week 21
11.	Attendance at EC coded module support and feedback class	Tutor to note attendance on Tabula	Week 23
Summer Term			
12.	EC331/EC346 submission/attendance at online event	Online submission/attendance	Week 30
13.	Attendance at an examination	Your exam script constitutes attendance	Between weeks 33-38

## LM1D (LLD2) Year 1

### Autumn term

Monitoring Point	Description	How to meet this point	Timing
1.	Attendance at Departmental Welcome	Scanning student card at in person event	Week 0
2.	Attendance at EC107 lecture	Scanning student card at in person event	Week 2
3.	Attendance at module support and feedback class for EC107	Tutor to note attendance on Tabula	Week 4
4.	Attendance at module support and feedback class for EC107	Tutor to note attendance on Tabula	Week 6

5.	Attendance at module support and feedback class for PO131	Tutor to note attendance on Tabula	Week 8
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6.	Submission of Economics module evaluation	Via an online link to module evaluation	Week 10
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**Spring Term**

7.	Attendance at EC107 lecture	Scanning student card at in person event	Week 16
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8.	Attendance at module support and feedback class for EC107	Tutor to note attendance on Tabula	Week 18
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9.	Attendance at module support and feedback class for EC107	Tutor to note attendance on Tabula	Week 20
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10.	Attendance at module support and feedback class for PO131	Tutor to note attendance on Tabula	Week 22
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11.	Attendance at module support and feedback class for EC107	Tutor to note attendance on Tabula	Week 24
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**Summer Term**

11.	Attendance at EC107 revision lecture	Scanning student card at in person event	Week 30
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12.	Attendance at an examination	Your exam script constitutes attendance	Between weeks 33-38
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**LM1D â Year 2**

**Autumn term**

<b>Monitoring Point</b>	<b>Description</b>	<b>How to meet this point</b>	<b>Timing</b>
1.	Attendance at Departmental Welcome Back Meeting	Scanning student card at in person	Week 1

event

- |    |   |   |         |
|----|---|---|---------|
| 2. | Attendance at module support and feedback class for EC204                             | Tutor to note attendance on Tabula      | Week 3  |
| 3. | Attendance at module support and feedback class for EC204                             | Tutor to note attendance on Tabula      | Week 5  |
| 4. | Attendance at module support and feedback class for PO201, PO203, PO219, PO230, PO231 | Tutor to note attendance on Tabula      | Week 7  |
| 5. | Attendance at module support and feedback class for EC204                             | Tutor to note attendance on Tabula      | Week 9  |
| 6. | Submission of Economics module evaluation   | Via an online link to module evaluation | Week 10 |

**Spring Term**

- |     |   |  |         |
|-----|---|--|---------|
| 7.  | Attendance at EC204 lecture   | Scanning student card at in person event | Week 16 |
| 8.  | Attendance at module support and feedback class for EC204                             | Tutor to note attendance on Tabula       | Week 18 |
| 9.  | Attendance at module support and feedback class for EC204                             | Tutor to note attendance on Tabula       | Week 20 |
| 10. | Attendance at module support and feedback class for PO201, PO203, PO219, PO230, PO231 | Tutor to note attendance on Tabula       | Week 22 |
| 11. | Attendance at module support and feedback class for EC204                             | Tutor to note attendance on Tabula       | Week 24 |

### Summer Term

12.	Attendance at EC204 revision lecture	Scanning student card at in person event	Week 30
13.	Attendance at an examination	Your exam script constitutes attendance	Between weeks 33-38

### LM1D (LLD2) Year 3, LM1H Year 4

#### Autumn term

Monitoring Point	Description	How to meet this point	Timing
1.	Attendance at Departmental Welcome Back Meeting	Scanning student card at in person event	Week 1
2.	Attendance at module support and feedback class for EC304 module	Tutor to note attendance on Tabula	Week 3
3.	Attendance at module support and feedback class for EC304 module	Tutor to note attendance on Tabula	Week 5
4.	Attendance at module support and feedback class for EC304	Tutor to note attendance on Tabula	Week 7
5.	Attendance at module support and feedback class for EC304 module	Tutor to note attendance on Tabula	Week 9
6.	Submission of Economics module evaluation	Via an online link to module evaluation	Week 10

#### Spring Term

7.	Attendance at EC304 lecture	Scanning student card at in person event	Week 16
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8.	Attendance at module support and feedback class for EC304 module	Tutor to note attendance on Tabula	Week 18
9.	Attendance at module support and feedback class for EC304	Tutor to note attendance on Tabula	Week 20
10.	Attendance at module support and feedback class for EC304 module	Tutor to note attendance on Tabula	Week 22
11.	Attendance at module support and feedback class EC304 module	Tutor to note attendance on Tabula	Week 24

#### **Summer Term**

12.	EC331/EC346 submission / attendance at online event	Online submission/attendance	Week 30
13.	Attendance at an examination/coursework submission	Your exam script/coursework submission constitutes attendance	Between weeks 33-38

### **2.7.1 - 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](mailto: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 consecutive 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 Senior Tutor, as you are now at serious risk of your registration being terminated. If we have had no contact with you after 10 days, the University will temporarily withdraw you from your studies. 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.

**Student visa students should be particularly aware of the consequences of missing monitoring points: the Academic Office is obliged to report to the UK Border 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.**

### **2.7.2 - Monitoring module Support and Feedback class absences**

You are required to attend all of your allocated in person module Support and Feedback classes. You can see which groups you are in by logging into Tabula.

At the start of each module Support and Feedback class your tutor will record your attendance or absence and input this data into Tabula within 24 hours (please note that late arrival (after 15 minutes) may result in an absence being recorded by your class tutor). 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 ([Sick notes and Medical certificates](#)). You should submit this via the online mitigating circumstances form on Tabula within 3 days and you 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 Support 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.

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

If you try to attend a 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 for both groups.**

### 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 and optional 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 or optional core modules. You can find the required core and optional 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 for that module, without forgetting that you must register all your module choice(s) on the eVision Module Registration 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 module registration is open for the first 2 weeks of term 1 and 3 weeks of term 2. After week 3 of Term 2 your registration is binding.**

##### 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 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 (Economics and Industrial Organisation), LM1D (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 module approval team, who work under the Director of Undergraduate Studies. They 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	Department	Building	Email Address
CS	Computer Science	Computer Science	<a href="mailto:comp-sci@dcs.warwick.ac.uk">comp-sci@dcs.warwick.ac.uk</a>
EQ	Centre for Education Studies	Social Sciences	<a href="mailto:educationundergrad@warwick.ac.uk">educationundergrad@warwick.ac.uk</a>
FR	French Studies	Faculty of Arts Building	<a href="mailto:resource.languages@warwick.ac.uk">resource.languages@warwick.ac.uk</a>
GD	Global Sustainable Development	Ramphal	<a href="mailto:globalsustainabledev@warwick.ac.uk">globalsustainabledev@warwick.ac.uk</a>
GE	German	Faculty of Arts Building	<a href="mailto:resource.languages@warwick.ac.uk">resource.languages@warwick.ac.uk</a>
HI	History	Faculty of Arts	<a href="mailto:HistoryOffice@warwick.ac.uk">HistoryOffice@warwick.ac.uk</a>

		Building	
IB	Warwick Business School	Warwick Business School	<a href="mailto:undergraduate@wbs.ac.uk"><u>undergraduate@wbs.ac.uk</u></a>
IE	Centre for Professional Education	Avon Building	<a href="mailto:CTE.admissions@warwick.ac.uk"><u>CTE.admissions@warwick.ac.uk</u></a>
IL	Institute for Advanced Teaching and Learning	Senate House	<a href="mailto:IATL@warwick.ac.uk"><u>IATL@warwick.ac.uk</u></a>
IP	Liberal Arts	Ramphal	<a href="mailto:liberalarts@warwick.ac.uk"><u>liberalarts@warwick.ac.uk</u></a>
IT	Italian	Faculty of Arts Building	<a href="mailto:resource.languages@warwick.ac.uk"><u>resource.languages@warwick.ac.uk</u></a>
LA	Law	Social Sciences	<a href="mailto:law@warwick.ac.uk"><u>law@warwick.ac.uk</u></a>
LL	Language Centre	Faculty of Arts Building	<a href="mailto:resource.languages@warwick.ac.uk"><u>resource.languages@warwick.ac.uk</u></a>
MA	Mathematics	Maths and Stats	<a href="mailto:UGMathematics@warwick.ac.uk"><u>UGMathematics@warwick.ac.uk</u></a>
PH	Philosophy	Social Sciences	<a href="mailto:philundergrad@warwick.ac.uk"><u>philundergrad@warwick.ac.uk</u></a>
PO	Politics and International Studies	Social Sciences	<a href="mailto:paisug@warwick.ac.uk"><u>paisug@warwick.ac.uk</u></a>
PS	Psychology	Humanities	<a href="mailto:psychology@warwick.ac.uk"><u>psychology@warwick.ac.uk</u></a>
SO	Sociology	Social Sciences	<a href="mailto:socugresource@warwick.ac.uk"><u>socugresource@warwick.ac.uk</u></a>
ST	Statistics	Maths and Stats	<a href="mailto:stats.ug.support@warwick.ac.uk"><u>stats.ug.support@warwick.ac.uk</u></a>

### 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 15 CAT module, such that your total modules in your first year add up to at least 135 CATS. However, you can take one 30 CAT module or two 15 CAT modules.

For those on L116, you must take at least one 30 CAT module or two 15 CAT modules, such that your total modules in your first year add up to at least 135 CATS. However, you can take one 30 CAT module and one 15 CAT module, or three 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 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 includes the times of the in-person 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 have 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 **BOTH** the Spring term and Autumn term for all of your modules, as sometimes Lecture times and module Support and Feedback class times may change across 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 optional modules is feasible due to clashes; this is particularly true in the Final Year, where there is a lot of choice. Remember when checking the timetable **it is important that you check both terms 1 and 2**. In particular, Final Year students taking EC331 need to ensure that they can attend the class for their particular EC331 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 in person lectures 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. If a module is over-subscribed, places are allocated sometimes by ballots, sometimes on a 'first come, first served' basis. 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 and joint degree 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 required to pre-register their module choices. [Pre-registration](#) opens in the Summer Term (Term 3) and is compulsory. If you are entering into your Second Year of study you will be prompted to complete the [pre-registration form for second year students](#) at the appropriate time. If you are entering into your Final Year of study, you will be prompted to complete the forms linked to your degree course from the [Pre-registration page](#). You will be contacted by email when this system is open and will receive guidance on making your module choices in the respective 'Exams Briefing' 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.

Please note that if the Department of Economics does need to cap any of its modules, priority will be given to those students who followed departmental policy and did complete module pre-registration.

#### **3.4.2 - eMR (eVision Module Registration)**

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

When registering your choices ensure that you have selected the appropriate CATS and assessment group for the chosen module. Economics students are not allowed to select modules for audit only.

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 at the start of 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 CATS module in Term 1 and wish to change to another 15 CATS module also in Term 1, you will not be permitted to make the change once close of business on Monday of 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. 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 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)(Pop-out table)(Pop-out table)

	<b>Title</b>	<b>Pre-requisite(s)</b>	<b>May not be combined with</b>	<b>May not be taken by</b>	<b>Notes</b>
<b>Code</b>					
EC201	Macroeconomics 2	One of the following: 1. EC108 or 2. EC107 or EC136 with a mark of 65% plus guided reading in	EC204 EC229 EC239	LM1D, GL11, PPE, L1L8, LA99, Languages and Economics	Point 2 is for transfers from PPE, EPAIS, GSD and Languages to L100 or L116

			summer vacation		
EC202	Microeconomics 2	One of the following:  1. EC109 or  2. EC107 or EC137 with a mark of 65% plus guided reading in summer vacation	EC204 EC229 EC238	LM1D, GL11, PPE, L1L8, LA99, Languages and Economic s	Point 2 is for transfers from PPE, EPAIS, GSD and Languages to L100 or L116
EC203	Applied Econometrics	One of the following:  1. EC139 or EC140 and EC122 or EC124  2. IB122 (for WBS students)  3. EC106 or  4. EC107 or  5. QS104 with a mark of 65% (for LA99 students only)	EC226	GL11, L100 and L116	
EC204	Economics 2	One of the following:	EC201 EC202	L100 and L116 and WBS	Point 3 is for transfers

- |    |  |                |  |   |
|----|--|----------------|--|---|
| 1. | EC106 or   | EC238<br>EC239 | students<br>in their<br>second<br>year | from L100<br>or L116 to<br>one of our<br>joint<br>degrees |
| 2. | EC107 or   |                |  |   |
| 3. | EC108<br>and<br>EC109 or   |                |  |   |
| 4. | EC131<br>and<br>EC229,<br>with a<br>mark of<br>65% in<br>each, plus<br>passes in<br>IB121 and<br>IB122<br>with a<br>mark of<br>60% |                |  |   |

EC205	Development Economics (Macroeconomics )	One of the following: 1. EC106 or 2. EC107 or 3. EC108 and EC109 or 4. EC131 and EC229 and IB121 and IB122
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EC208	Industrial Economics 1: Market Structure	One of the following: 1. EC139 or EC140	EC335
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and  
EC122 or  
EC124  
and  
EC106 or  
EC107 or  
EC109

2. EC106 or  
EC107 (for  
MORSE  
and GL11)

EC220/EC22  
1

Mathematical  
Economics 1a and  
1b

One of the  
following:

1.  
EC139 or  
EC140  
and  
EC122 or  
EC124  
and  
EC106 or  
EC107 or  
EC109 or  
EC137 or
2. EC106 or
3. EC107  
and  
EC139 or  
EC140  
and  
EC122 or  
EC124 (  
for GL11  
or MORSE  
students)

EC226

Econometrics 1

One of the  
following:

1.  
EC139  
and

EC203

GL11  
students  
are  
encourage  
d to take  
EC226 as  
their

		EC124 or		optional core module
		2. EC140 and EC124 or		
		3. EC106 or EC107 (for GL11 and MORSE students)		
		4. IB122 (for WBS students)		
EC228	Political Economy: Theory and Applications	One of the following:		
		1. EC106 or		
		2. EC107 or		
		3. EC109 or		
		4. EC131 or		
		5. EC139 or		
		6. EC140		
EC229	Economics of Strategy	EC131		May not be taken by Economic s students
EC230	Economics of Money and Banking	One of the following:	IB3J8 and PO391	
		1. EC107/EC 136 or		
		2. EC108 and		

			EC109 or	
			3. EC131 with a mark of 65% in the final examinati on plus either EC229 or EC204 as a co- or pre- requisite	
EC231	Industrial Economics 1: Strategic Behaviour	EC208 for all students except L100		EC335
EC233	Development Economics (Microeconomics)	One of the following: 1. EC106 or 2. EC107 or 3. EC108 and EC109		
EC235	Topics in Applied Economics (2a)	One of the following: 1. EC108 and EC109 or 2. EC107 and EC139 or EC140 and EC122 or EC124 or 3. EC204		May only be taken by L100, L116, LM1D, GL11 V7ML, V7MP, V7MR, L1L8, L1CA, Languages and Economics



		and EC139 or EC140 and EC122 or EC124	
EC236	Topics in Applied Economics (2b)	One of the following:  1. EC108 and EC109 or  2. EC107 and EC139 or EC140 and EC122 or EC124 or  3. EC204 and EC139 or EC140 and EC122 or EC124	May only be taken by L100, L116, LM1D, GL11 V7ML, V7MP, V7MR, L1L8, L1CA, Languages and Economics
EC238	Economics 2: Microeconomics	EC106-30 Introduction to Economics OR  EC107-30 Economics 1 OR  EC137-15 Economics 1: Micro OR  EC131-15 Economics for Business (with a mark of at least 60%) AND EC229- 15 Economics of Strategy (with a	

		mark of at least 60%) AND IB121-15 Business Statistics (with a mark of at least 40%) AND IB122-15 Business Analytics (with a mark of at least 40%)
EC239	Economics 2: Macroeconomics	<p>EC106-30 Introduction to Economics OR</p> <p>EC107-30 Economics 1 OR</p> <p>EC136-15: Economics 1: Macro OR</p> <p>EC131-15 Economics for Business (with a mark of at least 60%) AND EC229-15 Economics of Strategy (with a mark of at least 60%) AND IB121-15 Business Statistics (with a mark of at least 40%) AND IB122-15 Business Analytics (with a mark of at least 40%)</p>
EC242	Environmental Economics	<p>EC107-30 Economics 1 AND EC139 or EC140 Mathematical Techniques A or B and EC122 or</p>

EC124 Statistical  
Techniques A or B  
OR

EC109-30  
Microeconomics 1  
AND EC139 or  
EC140  
Mathematical  
Techniques A or B  
and EC122 or  
EC124 Statistical  
Techniques A or B

(Pop-out table)

EC301	Mathematical Economics 2: Dynamics, Uncertainty and Asymmetric Information.	One of the following: <ol style="list-style-type: none"><li>1. EC202 and EC220 or</li><li>2. EC204 and either EC220 (12 CATS) or EC220 (15 CATS) or</li><li>3. EC238 and EC220 (12 CATS) or EC220 (15 CATS)</li></ol>	Not available to non-final year students on Economics-based degrees.
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(Pop-out table)


EC304	The Making of Economic Policy	A Politics 200-coded Political Theory module AND EC204	May only be taken by LM1D, V7ML, V7MP and V7MR students
EC306	Econometrics 2:	One of the	

	Time Series	following: <ol style="list-style-type: none"> <li>1. EC226 or</li> <li>2. ST218 (part A) and ST219 (part B) Mathematical Statistics</li> </ol>
EC307	Macroeconomic Policy in the EU	One of the following: <ol style="list-style-type: none"> <li>1. EC201 and EC202 or</li> <li>2. EC204</li> </ol>
EC310	Topics in Development Economics	EC204 and EC203 or EC204 and EC226 or EC201 and EC202 and EC226
EC312	International Economics	One of the following: <ol style="list-style-type: none"> <li>1. EC201 and</li> <li>2. EC202 or EC204</li> </ol>
EC318	Labour Economics	One of the following : <ol style="list-style-type: none"> <li>1. EC201 and EC202 and</li> </ol>

EC226 or

2. EC204  
and  
EC203 or

3. EC204  
and  
EC226

EC326	Industrial Economics 2  Strategy and Practice	One of the following : 1. EC202 or 2. EC204 or 3. EC238		EC231 and EC208 are recommended though not a formal prerequisite. For those without EC231 or EC208, it is recommended that material covered in the EC208 and EC231 syllabus is the basis for private study during the summer vacation.
EC331	Research in Applied Economics	1. EC204 and EC203 or EC204 and EC226 or EC201 and EC202 and EC226	EC346, PO366	
EC333	Topics in Financial Economics: Theories and International Finance	One of the following : 1. EC201 and EC202 or	IB253	Students who have taken or are taking IB253 are not permitted to take this module.

2. EC204

And either:

1. EC139 or

2. EC140

EC334	Topics in Financial Economics: Corporate Finance and Markets	One of the following: 1. EC202 and EC333 2. EC204 and EC333 3. EC220 and EC333 or 4. EC239 and EC333 5. ST339 or 6. IB253	IB254	Students who have taken or are taking IB254 are not permitted to take this module.	
EC335	Managerial Economics	EC131 and EC229	EC208 and EC231	Any student who is not registered for BSc Management or BSc Accounting and Finance International Business, International Management, Law and Business	Not available to Economics students

EC336	International Trade	One of the following:	
		<ol style="list-style-type: none"> <li>1. EC201 and EC202 or</li> </ol>	
		<ol style="list-style-type: none"> <li>2. EC204</li> </ol>	
EC337	Industrial Economics 2 <del>â&amp;#160;</del> Market Economics, Competition and Regulation	One of the following :	EC231 and EC208 are recommended though not a formal prerequisite. For those without EC231 or EC208, it is recommended that material covered in the EC208 and EC231 syllabus is the basis for private study during the summer vacation.
		<ol style="list-style-type: none"> <li>1. EC202 or</li> </ol>	
		<ol style="list-style-type: none"> <li>2. EC204 or</li> <li>3. EC238</li> <li>• with EC208 and EC231 as desirable.</li> </ol>	
EC338	Econometrics 2: Micro-econometrics	One of the following:	
		<ol style="list-style-type: none"> <li>1. EC203 or</li> </ol>	
		<ol style="list-style-type: none"> <li>2. EC226 or</li> </ol>	
		<ol style="list-style-type: none"> <li>3. ST218 (part A) and ST219 (part B) Mathematical Statistics</li> </ol>	

EC339	Applied Macroeconomic s	One of the following:  1. EC201 and EC202 or  2. EC204
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EC340/EC343	Topics in Applied Economics (a) and (b)	One of the following:  1. EC201 and EC202 or  2. EC204  Plus one from the following:  1. EC203 or  2. EC226
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EC345	Behavioural Economics	One of the following:  1. EC202 or  2. EC204 or  3. EC238
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(Pop-out table)

EC346	Research Methods in Economics	EC201 and EC202 and EC226 or EC204 and EC203 or EC204 and EC226	EC331, PO366
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EC348	Research in Policy Evaluation	One of the following: EC203 or EC226
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EC349	Data Science for Economists	One of the following:  1. EC203 or  2. EC226
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IB132	Foundations of Finance
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IB133	Foundations of Accounting		
IB253	Principles of Finance 1	IB132	EC333 Students not in their second year of study (with the exception of final year L116 students)
IB254	Principles of Finance 2	IB253	EC334 Students not in their second year of study (with the exception of final year L116 students)
IB313	Business Studies 1		L100, L116, LM1D students
ST217	Mathematical Statistics (Parts A and B)	One from the following: 1. EC139 or 2. EC140  Plus one from the following: 1. EC124 or 2. ST101 Probability	

(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), 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 (Level 6).\*
- 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 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 CATS 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 by scrolling down on the department's [second year](#) and [final year](#) module pages. Please check this carefully as restrictions may apply. You should speak directly to [IATL](#) about the modules to gain their permission to take the module, as places are limited.

## **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.

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 analyses, 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 either be '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. Formative assessments 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 will be 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 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 no less important than assessed coursework, is just as compulsory, and forms 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 Question Mark Perception (QMP) and Moodle but some Final Year tests will take place in person.

QMP tests are multiple choice questions. Moodle tests and in person tests can be a mixture of multiple choice questions and short answers. Detailed instructions will be sent prior to each test taking place.

If you require special arrangements for tests, please contact [Disability Services](#) to obtain the relevant documentation. We endeavour to support and arrange the requests received. If your approved special arrangements are not in place when you access a QMP or Moodle test, please contact the Economics UG office.

### 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:

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

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

familiarity with the subject matter including, where appropriate, methodological, technical, and scholarship skills.	question with loose structure, little knowledge of concepts/theories, and inadequate use of evidence.	of relevant arguments, debates, and/or interpretations.	techniques of academic writing with particular reference to structure, referencing/sourcing, and spelling/grammar.
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### 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	Scale	Mark	Descriptor
First	Excellent	100	Exceptional work of the highest quality, demonstrating excellent knowledge and understanding, analysis, organisation, accuracy, relevance, presentation and appropriate skills. At Final Year level: work may achieve or be close to publishable standard.
	1st	94	
	High 1st	88	
	Upper Mid 1st	82	
	Lower Mid 1st	78	Very high quality work demonstrating excellent knowledge and understanding, analysis, organisation, accuracy, relevance, presentation and appropriate skills. Work which may extend existing debates or interpretations.
	Low 1st	74	

<b>Upper Second (2.1)</b>	High 2:1	68	High quality work demonstrating good knowledge and understanding, analysis, organisation, accuracy, relevance, presentation and appropriate skills.
	Mid 2:1	65	
	Low 2:1	62	
<b>Lower Second</b>	High 2:2	58	Competent work, demonstrating reasonable knowledge and understanding, analysis, organisation, accuracy, relevance, presentation and appropriate skills.
	Mid 2:2	55	
	Low 2:2	52	
<b>Third</b>	High 3rd	48	Work of limited quality, demonstrating some relevant knowledge and understanding.
	Mid 3rd	45	
	Low 3rd	42	
<b>Fail</b>	High Fail (sub Honours)	38	Work does not meet standards required for the appropriate stage of an Honours degree. Evidence of study and demonstrates some knowledge and some basic understanding of relevant concepts and techniques, but subject to significant omissions and errors.
	Fail	32	Work is significantly below the standard required for the appropriate stage of an Honours degree. Some evidence of study and some knowledge and evidence of understanding but subject to very serious omissions and errors.
		25	Poor quality work well below the standards required for the appropriate stage of an Honours Degree.
	Low Fail	12	
<b>Zero</b>	Zero	0	Work of no merit OR Absent; work not submitted; penalty in some misconduct cases.

### 4.3 - Submitting your work

Please note that most modules will require submission of assessment by e-submission 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. The department uses Tabula for e-submissions, recording your marks, and providing you with

feedback. If you are granted an extension it will also appear on Tabula. You are asked to read the guidance on the e-submission system carefully before using it.

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

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

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

All electronically submitted work is marked online and feedback on this assessed work will 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 graphs, figures, or equations will have to be incorporated into your electronic document.
3. To submit your document online, once you have produced your final electronic file as e.g., a Word document, you will need to create a PDF document from that Word document. To create a PDF document you can download a copy of the free Kofax Power PDF Advanced converter software from ITS and follow the instructions: <https://warwick.ac.uk/services/its/service-support/software/list/pdfconverter>
4. Name the resultant PDF file as follows: module code-assignment number.pdf. For example, EC208-a1.pdf would be the name for your first assignment for EC208- Industrial Economics 1. EC307-a2.pdf would be the name for your second assignment for EC307- Macroeconomic Policy in the UK.
5. Check the final document before uploading to ensure it has been converted accurately, including checking graphs and equations.



6. Double check you are submitting the correct document and that you are submitting it to the correct module/assessment.
7. If you submit more than one document for your assignment these must be submitted simultaneously (holding down the Ctrl key while selecting your files allows you to select multiple files).
- 8.

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

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

It is your responsibility to arrange your own schedule and manage your time accordingly. We advise you always to leave a safety margin in case of last-minute difficulties in obtaining books, printing files, computer issues, and so on. Aim to submit the piece of work a day or more before the final deadline. If it is a piece of group work, double check with your group members that it has been submitted. **No reduction in late penalties will be made if you find you cannot upload the material before the deadline or if you thought that another member of your group was supposed to upload the work.** It is your responsibility to ensure all work is submitted within the deadline and errors that lead to the work being submitted 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	Submission Deadline				
	Mon	Tues	Weds	Thurs	Fri
After deadline Mon and Before deadline Tues	5				
After deadline Tues and Before deadline Weds	10	5			
After deadline Weds and Before deadline Thurs	15	10	5		
After deadline Thurs and Before deadline Fri	20	15	10	5	
After deadline Fri and Before deadline successive Mon	25	20	15	10	5
After deadline Mon and Before deadline successive Tues	25	20	15	10	5
After deadline Tues and Before deadline successive Weds	30	25	20	15	10
After deadline Weds and Before deadline successive Thurs	35	30	25	20	15
After deadline Thurs and Before deadline successive Fri	40	35	30	25	20

With a further five points for each day, excluding weekends

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

For problem sets, where solutions are discussed in moduleSupport 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 close to assessment deadlines or on the day of a test or examination.

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

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

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

Evidence that is in any other language than English must be accompanied by an official translation. All evidence must be submitted in a timely manner, which means within one week of the deadline or date of the assessment.

**EC-coded module assessments are not eligible for self-certification.**

Some external modules may be eligible for a self-cert extension. You should check with the department teaching the module. **Only two self-certifications are permitted each academic year.** Only assessments worth less than 10% may be eligible 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 create a Personal Circumstances claim on Tabula and upload the necessary evidence. We will not chase you for the evidence and if you do not provide it or if it is insufficient and doesn't confirm the dates you are claiming for, your request will not be considered.

#### **4.4.3.1 - Extensions**

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

Any requests for extensions should be made in a timely manner and ideally before the deadline. However, extensions can be applied retroactively, lifting any late penalty you might have already received for that assessment. Should there be an unexplained delay of more than one week before submitting 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 submission deadlines. Please allow reasonable time for the situation to be resolved before contacting the undergraduate office.

For assessments that are spread over a long period of time, such as dissertations or coursework, there is an expectation that almost every student will encounter some difficulties in their lives during this period. As a result, it is anticipated that you will handle these

situations without impacting your final submission. Thus, low-level and short-term illnesses and factors such as problems with computers will not be considered as a basis for an extension for this type of work. This differs from assessments which have a shorter time to complete. For problem sets, where solutions are discussed in module Support and Feedback classes immediately after submission, no extensions can be granted, but you may be condoned from the assessment, based on the evidence.

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

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

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

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

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

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

**Comment:** You knew you had 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 a 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, and for other assessments where students may be affected by the rule below, if an assessment is missed or not submitted and you request an exemption based on mitigating circumstances, this will not be considered until the Exam Board. You will be given a mark of zero and this will only be condoned when the Exam Board meets.

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

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

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

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

These reasons for absences will not normally be condoned:

- Open Days;
- family celebrations;
- holidays;
- mistakes with travel arrangements;
- mistake with the time or location of the 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 as long as you provide valid evidence for your mitigating circumstance to the Student Support and Progression Officer.

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 an optional core module for Final Year students on L100, L116, GL11, 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).

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.

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.

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

The expectations for an academic essay are high. If you are unfamiliar with more formal writing, we strongly encourage you to engage with the new [Academic Writing Skills](#) course and to familiarise yourself with any module-specific writing guides. The Academic Writing Skills course is a *compulsory* component of the [Personal Development Module \(PDM\)](#) that you complete in your first year.

Additional sources of advice on essay writing include:

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

Not every module in your programme will include a written assignment. However, good writing skills are needed across all aspects of your degree. Even your core Mathematics and Statistics modules will include discussion questions in problem sets, tests, and exams. A well composed response can have an impact on the grade you receive. After all, if your reasoning is not clear, how can it be understood and graded correctly?

If you are not a confident English speaker or writer, [Warwick Foundation Studies](#) provides in-session language classes, usually taking place at the start of term 1.

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

### 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 ID 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.

### 4.6.4 - Creating a bibliography

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

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

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

Here are a few examples:

1. Reference list entry for a book:

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

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

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

1. Reference list entry for a journal article:



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

## **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 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 Director of Assessment and Feedback 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-mark 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 in person lectures and are intended to give you the opportunity to test your understanding of material. In most module Support and Feedback classes, you will be expected to prepare some exercises or problem sets in advance and these will be discussed in class. You will then have time during the module Support and Feedback class to work through a new set of

questions, usually in groups and with the help of the tutor, before presenting answers to the rest of the class. We try to keep the number of students in these classes as small as possible so that your needs can be accommodated.

- Pieces of non-assessed work, in addition to assessed work and tests, are collected periodically and feedback on these is given by tutors.
- Tutors and lecturers are accessible by email and available for both 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**

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

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

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

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

If you still believe there has been an error in the assessment mark, please complete an Assessed Work Mark Check form, which is available from the [useful forms](#) section. You should email it, together with the marked copy of the assessed work in question, to the UG Office within seven working days from the date on which the feedback was published in Tabula. We will then carry out a check of the marks. If no discrepancy is found, you will be advised of this. You will be advised that there is no right to a further check or questioning of marks. Should a discrepancy be discovered, we will calculate the correct mark for the work and adjust this on

our systems. The Department has the right to adjust the mark upwards or downwards after the checking process.

## 4.8 - Academic Integrity

### 4.8.1 - What is academic integrity?

**Academic integrity means committing to honesty in academic work, giving credit to the ideas of others, and being proud of our own achievements.**

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

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

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

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

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

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

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

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

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

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

- Fabrication or falsification of research, including falsifying data, evidence or experimental results.

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

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

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

The statement should clearly explain:

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

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

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

#### **4.8.2 - Academic misconduct or poor academic practice?**

Warwick distinguishes between academic misconduct and poor academic practice.

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

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

*There is no penalty for poor academic practice: marks are not deducted, instead work is assessed under the marking criteria (e.g., the University Marking Scales have an implicit expectation in respect of good academic practice). (A4.2 Regulation 11)*

*Judgements about poor academic practice are academic judgements against which there is no appeal. (A4.3 Regulation 11)*

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

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

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

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

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

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

Breaches of academic integrity are quite damaging. They damage the perpetrator, who does not learn how to be an economist, but learns how to be dishonest. They damage relations between tutors and students, because it generates suspicion. They damage all students when they leave Warwick, because such misconduct cases lower the reputation of a Warwick

degree, which is perceived by employers as very high. They damage academic staff, who spend time policing the rules instead of teaching and researching.

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

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

#### **4.8.5 - Academic referencing**

It is important that you familiarise yourself with the Academic Referencing approach used at Warwick. The fact that you may not have written essays before coming to this University, or that you may come from a different school system, are not acceptable excuses for incorrect referencing. You must take the initiative to ensure you have all the skills needed to produce good work as it is expected here. Bear in mind that there will be slight differences between what departments require so do not assume that the approach will be exactly the same if you are taking a module in another department.

There are numerous online resources to help you grasp proper academic referencing including the [Library](#), [The Centre for Student Careers & Skills](#).

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

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

##### **4.8.5.1 - When to acknowledge sources**

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

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

- when you include charts, tables, and diagrams produced by other people. If the source you have taken the material from has been copied from someone else, you must reference both the original author and the source you have used yourself.
- when you reuse material that comes from work you have previously submitted for assessment whether at Warwick or elsewhere.

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

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

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

#### **4.8.5.2 - How to acknowledge sources**

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

- (1) According to Howlett (1994, p. 3), the need for rapid mobilisation is a crucial reason why market institutions may not sufficiently adjust the allocation of resources to wartime priorities.
- (2) The original application of rational expectations to macroeconomics is usually attributed to Lucas (1972).
- (3) One theory argues the first industrial revolution occurred in Britain due to a unique combination of factor prices (Allen 2009).

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

#### **4.8.5.3 - Common pitfalls in academic referencing**

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

- An essay is an exercise in writing, not in using other people's words. This means that, unless something is extremely effective, you should not quote. You can summarise the thoughts of others, but make sure that the writing is your own style. We want to know what you think.



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

Suppose the point matters to your essay. Whom do you cite: Flavin or Gordon? If you cite only Flavin it makes you look good: here's a student who seems to have gone into the subject in depth. But you run the risk of making an inappropriate citation: you have to trust Gordon; was his purpose in making the citation really the same as yours? The correct form is Flavin (1981), cited by Gordon (1998, p. 490). That makes Gordon, not you, responsible should the citation prove incorrect or inappropriate. Better still, if the point really matters, go to the original reference and read it yourself. Then you can cite it confidently without risk of being caught out.

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

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

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

If you have any questions on this, you should seek advice in good time from either the module leader, your module tutor, and/or your Personal Tutor. For advice on the Department's Academic Integrity Procedure, please refer to the Academic Services Manager on [economics.integrity@warwick.ac.uk](mailto:economics.integrity@warwick.ac.uk).

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

### **4.9 - Examinations**

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

You are required to bring your student ID card and place it on your desk so that your identity can be checked during the examination. You should avoid bringing a bag with you to the exam as you will not be permitted to bring it into the examination room with you. The use of PDAs or mobile phones, or any other hand-held devices that facilitate wireless communication is not normally permissible in examination conditions. If you are found to have an electronic device

in an examination or test that is not permitted, even if it is switched off and hasn't been used, the penalty will normally be a mark of 0% on that examination and can be even more severe.

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

#### **4.9.1 - Examination methods**

Many First, Second and Final Year Economics modules are assessed under a 'standard scheme' which combines an unseen examination, with other pieces of assessed coursework. 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.

#### **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. The scheduling process is very complex and, whilst direct clashes will be avoided, it is quite common for students to have two papers on the same day, or papers on adjacent days, and this is comparable to the position at other UK universities similar to Warwick in size and complexity.

It is your responsibility to check the date and time of your exams and ensure you arrive at the exam venue ahead of the exam. Exams usually start at a set time (either 9.30am GMT/BST or 2pm GMT/BST). Exams with reading time start at 9.10am GMT/BST or 1.40pm GMT/BST. Students with Reasonable Adjustments may be asked to start their exams at an earlier start time of either 9.00am GMT/BST or 1pm GMT-BST. If you are late to an exam, you will be permitted to enter up to thirty minutes after the start time, but you will only receive the time

remaining on the exam. If you miss an exam, you are not permitted to sit at a later time and you will be marked as absent. You will receive a mark of zero.

### **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 Student Support and Progression Officers. 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 [Student Administrative Services website](#) for specific dates. Recommendations received after this deadline may not be put in place for that exam period.

Please contact the Student Support and Progression Officers with the details of any special arrangement requests.

### **4.9.4 - Writing Legibly in Examinations**

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

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

[https://warwick.ac.uk/services/academicoffice/modules\\_marks\\_assessments/student\\_s/alternative\\_examination\\_arrangements](https://warwick.ac.uk/services/academicoffice/modules_marks_assessments/student_s/alternative_examination_arrangements)

- Students who have failed a paper where sections were deemed illegible will be offered the chance to type their answers for that paper in the resit exam.

#### **4.9.5 - Good practice in exams**

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

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

Other pointers for good practice in examinations, include:

- familiarising yourself with University's [Examination Regulations 10.2](#).

- familiarising yourself with the rubric beforehand and doing what the rubric asks (the rubric for each module can be found on the module webpage - 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

#### **4.9.6 - Calculators in Exams**

Except for the display of error or function messages, calculators with non-numeric displays are not allowed. Note, that this means that graphical calculators and calculators with algebraic capabilities that are acceptable in GCSE and A-level examinations, are not allowed for exam in any EC-coded module. There are many calculators which meet the criteria laid out above and we are unable to list them all here or answer the question as to whether calculator type is appropriate. We do note that the Casio FX82, FX83 or FX85 series are all appropriate and are reasonably priced.

#### **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, but this is only available to individuals starting their degree course from 2021/22.

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](#). First year students are required to pass all core modules, so if you fail a core module, you are required to resit these exams before you can proceed onto the next year of your degree programme. You do, however, have the right to resit failed optional

modules, but this is not required if you have already met the progression conditions for your degree.

#### **4.10.2 - The First Year Board of Examiners**

The first year of all single and joint honours degree courses in Economics (except for GL11) is a qualifying year. If you fail to progress to the second year at the first attempt in June you have the right to a further attempt, which normally involves a resit exam in early September.

Results are considered by the Board of Examiners for Economics and ratified by the University. This Board usually sits in the first week of the summer vacation. 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 135 credits (for L100, LM1D, and L116) to proceed to the second year of your degree programme. 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 EC104 on the final project). Students will also have the right to remedy failure in other modules which are not passed.

You will find full conventions on the [examinations website](#). The Board meets after the May/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 what you have the option to resit and when the resits are (normally September). If you fail to meet the progression criteria after 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.

It is very important that you submit documentary support for any mitigating circumstances affecting your performance via the personal circumstances tab on Tabula. All mitigating evidence related to exams should be submitted no later than **five working days following the affected exam**. All other mitigating circumstances claims must be submitted as soon as possible and no later than **2nd June 2025**. 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 second 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 as a first attempt 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 progression decision. It is very important that you submit documentary support for any mitigating circumstances affecting your performance via the personal circumstances tab on tabula. All mitigating evidence related to exams should be submitted no later than **five working days following the affected exam**. All other mitigating circumstances claims must be submitted as soon as possible and no later than **2nd June 2025**. 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. All mitigating evidence related to exams should be submitted no later than **five working days following the affected exam**. All other mitigating circumstances claims must be submitted as soon as possible and no later than **23rd May 2025**. 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.

#### **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 a negative impact on the student's ability to undertake assessments/examinations which are independently evidenced in a timely fashion; (e.g., doctor's note during illness showing duration and level of negative impact);
- Situations that are acute or short-term, the timing of which are relevant to the impact on the study (normally within three weeks of the relevant assessment event deadline).

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

#### **Deadlines**

Where you are applying for an extension to a coursework deadline because of mitigating circumstances, you must apply as soon as possible and ideally before the submission

deadline. All mitigating evidence related to exams should be submitted no later than **five working days following the affected exam**. All other mitigating circumstances claims must be submitted as soon as possible and no later than 2nd June 2025 for first-year students, 2nd June 2025 for second-year students and 23rd May 2025 for final-year students.

The University expects that all mitigating evidence is brought to the Department's attention in a timely manner, despite the discomfort you might feel in so doing. The Department will do all it can to support you in difficult situations. You should be aware that mitigating circumstances not submitted by the relevant deadline cannot be considered by the Department and may only be considered by an Academic Appeals Committee as part of an academic appeal and then will only be considered if there is a detailed and convincing explanation for why the evidence was not supplied in a timely manner.

### **Medical evidence**

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

### **Who to talk to**

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

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

### **Exam anxiety**

Exams are a stressful time for all students and hence you should expect to feel some degree of anxiety during the exam period. When taking an exam, it is not uncommon for students to feel

a rising level of anxiety and to think that it is a panic attack. A panic attack during an exam will not be taken as a severe mitigating circumstance, unless:

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

### **Mitigating Circumstances Panel**

The Mitigating Circumstances Panel is Chaired by the Director of Undergraduate Studies and membership includes the Senior Tutor, the Deputy Director of Undergraduate Studies, the Director of Student Experience and Progression, the Director of Assessment, Exams and Academic Integrity (UG), the Year Tutor and the Student Support and Progression Officer. The panel has the following remit:

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

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

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

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

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

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

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

## Possible action by the Exam Board

For severe mitigating circumstances the Exam Board might recommend the candidate 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 the Second Year Exam Board, it may be recommended that no action is required in terms of progress decisions, but the circumstances will be carried forward and will be considered when determining the degree classification at a future meeting of the Board of Examiners. Please note that the Exam Board will not change any marks, whether module or average marks for any student, even if there are mitigating circumstances. The role of the Exam Board is to determine progression and Degree Class.

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

## Reasonable Adjustments

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

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

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

- Once a student has met with Wellbeing Support Services, the adviser will contact the student's department and the Examinations Office (with their permission) to recommend any specific adjustments.
- Reasonable adjustment recommendations for examinations must be made before the annual deadlines as set out by the Examinations Office on the [Disability Services](#) website. Recommendations that are made AFTER these deadlines will be handled under the Mitigating Circumstances Policy.
- Recommendations to apply reasonable adjustments may include for the student to be able to complete assessments via alternative assessment methods; bearing in mind that academic or professional standards in relation to core competencies and assessed criteria still need to be met.
- Further information on disabilities and reasonable adjustments can also be accessed in the University's [Disability Policy](#).

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

#### **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. This discretion can be used in two ways.

Firstly, if a student has mitigating circumstances that affects an assessment or test and is accepted by the mitigation panel, the mark can be condoned. University restrictions are in place and this can only be used up to 3 CATS on one piece of work, up to 4 CATS within one module and 6 CATS across an academic year.

The second option 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. However, the Boards do not exercise discretion lightly or arbitrarily, nor do they alter marks.

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 with 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.

Following the decisions of the Exam Board all marks and decisions are passed onto the University and will be available to be viewed on Tabula.

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 your modules, the module leader's comments per question on the areas on which the cohort generally did well and not so well.
- For your modules, the module leader's comments on the kind of answers that may have scored highly in this exam paper, or other guidance on assessment criteria as a further form of feedback.

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

**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 Examinations Coordinator via the UG office in the first instance: [economics.ugoffice@warwick.ac.uk](mailto:economics.ugoffice@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. Appeals are submitted to the University but before submitting a formal appeal, you are strongly encouraged to speak with your Year Tutor or a Student Support and Progression Officer in the first instance. If you wish to submit a formal appeal, you are required to complete a form 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
- Attending a focus group
- Advice and Feedback hours of the Senior Tutor
- Advice and Feedback hours of the Director of Student Experience and Progression: Christian Soegaard
- The Student-Staff Liaison Committee (SSLC)
- Warwick Student Experience Survey (WSES) in term 1
- the National Student Survey (NSS) in the final year
- Departmental online feedback form (which is anonymous)

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

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

#### 5.1.1 - Module Evaluation

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

#### Why is feedback collected?

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

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

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

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

### **Be honest**

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

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

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

### **Be considerate**

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

### **Be conscientious**

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

## **What happens to your feedback?**

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

- The written comments are retained by the module leader, though they are also read by the Deputy Head of Department (Teaching) and the Head of the Department. The written comments will also be reviewed by a small number of senior PSS to enable them to create an overall summary of the data and feedback.
- At the end of the Spring term each module leader writes an Annual Module Report, incorporating both qualitative and quantitative feedback results (see more on this below).
- Each module leader writes a response to students and shared with students on the main points raised in the module evaluation.
- A summary of the responses to module evaluations is shared with the SSLC and made available on the Module Evaluation webpage.
- The feedback you provide is an essential input into our quality management process. It will help to improve the teaching and learning environment for yourselves and for future students. We ask you to take part in it thoughtfully and seriously.

### **5.1.2 - Annual Module Review**

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

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

All Annual Module Review Reports are considered by the Director of Undergraduate Studies, who then summarises key points and presents them to the Undergraduate Management Committee. This identifies causes for concern, suggests action to overcome problems, and monitors trends from year to year. Reports may also be made available to outside agencies such as QAA subject review assessors.

### **5.1.3 - National Student Survey**

The National Student Survey (NSS) is conducted annually and is a survey of undergraduate students in all UK universities about their learning and teaching experience.

NSS allows us to get honest feedback from you on what we do well and what we could improve further to be able to maintain our reputation as one of the top economics departments globally. Find out about the feedback we have acted upon, from the NSS and

other feedback, and how we have worked together to implement some real improvements to your teaching and learning experience [here](#).

We would encourage all students to take part in the NSS survey. In previous years the department made a charitable donation (for each response received) to a charity voted for by the student cohort. There was also a prize draw for all students, triggered once the response rate was reached. For more information about this survey please visit the department's [NSS webpage](#).

Following analysis of the results of NSS, the department develops an action plan based on the students' response, which informs development of policy and procedures in the undergraduate area.

## 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](mailto:economics.quality@warwick.ac.uk).

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

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

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

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

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

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

You can expect to receive a response within 30 University working days. For further information please refer to the Stage 2 [procedure](#).

### 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. A Stage 3 complaint must be submitted with 10 University working days of receiving the Stage 2 outcome.

A Stage 3 review may be requested when:

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

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

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

This stage of the complaints resolution procedure is concluded within 28 days.

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

#### **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 twelve months of the date of the Completion of Procedures Letter from 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 academic and pastoral support 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 Student Support and Progression Officers who are available for students based in the Department of Economics. Inga Turner is primarily responsible for Year 1 and Tina MacSkimming is primarily responsible for students in Years 2, 3 and 4. Both officers are based in S0.91. They are available to speak to you by appointment in person or via Microsoft Teams.

The Senior Tutor is Amira Elásra. You can find details of who the Year Tutors are and how to contact them on the [Pastoral support](#) web pages. You can also make an appointment to meet with Amira or one of the Year Tutors.

#### 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 academic or personal matters. Your Personal Tutor is your first point of contact with the Department and University. New students can find out who has been assigned as their Personal Tutor on Tabula.

Your Personal Tutor is there to guide you through your degree course when you need advice on academic progression and career prospects. Your tutor is also here to help you when things are not going as well as you would like. Perhaps you have concerns about your academic work or need pastoral support. You should email your tutor to arrange an appointment during their advice and feedback hours, either in person or via Microsoft Teams to discuss some of the following things, for example:

- 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 academic and personal 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).

Where possible, you will 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 should contact the Student Support and Progression Officer at [economics.pastoral@warwick.ac.uk](mailto:economics.pastoral@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 extenuating circumstances that are affecting your ability to study and/or engage in your degree course. Any evidence should be submitted via the mitigating circumstances portal on Tabula under 'personal circumstances'.
- Any additional support that you may require from University Support Services.
- Any concerns you have over your engagement.
- Any issues relating to Departmental or University rules and regulations.
- Temporary or Permanent Withdrawal queries.
- Any problems relating to plagiarism.
- Concerns that you may not wish to raise with your Personal Tutor.

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

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 them. They will 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.

### **6.1.3 - Senior Tutor**

Under the guidance of the Director of Undergraduate Studies, the Senior Tutor (*Amira Elasra* for term 1 and *Emil Kostadinov* for term 2) has overall responsibility for the operation and design of the Personal Tutor system in Economics. The Senior Tutor also directs the Academic and Pastoral Support team involving Personal Tutors and Year Tutors, who may defer cases needing higher-level support, 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 cases of students with poor attendance or study records. When records identify cases of students with poor attendance or with other apparent study problems, the relevant Year Tutor will have the responsibility of contacting students to suggest a review meeting. If a meeting is required we will use various platforms to contact you such as email and Microsoft Teams. Students might choose to involve the Personal Tutor in this discussion.

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

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

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

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

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

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

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

## **6.2 - References and referees**

When you apply for jobs, postgraduate degrees and scholarships, you will usually need at least one academic referee who has some general familiarity with your work and progress over your degree course. Your Personal Tutor is one person who will normally do this. So, it is important to always attend your personal tutor meetings and stay in touch with your tutor. 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. So, engaging with your lecturers and tutors is very important to make them familiar with your course engagement. Please note that 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 the academic staff.

Before citing anyone as a referee you should seek their advice and permission first. You should ask permission from your referees in ample time. This is both a matter of courtesy and to give your referee 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 can act as your referee. Once you have the agreement of the referee, and so that references can be as accurate and supportive as possible, please supply your referees with a copy of your curriculum vitae (CV), transcript of marks (HEAR), details of any academic integrity investigations, let them know why you are applying, and keep them informed of your strengths and weaknesses. 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 (SSLC)
- The Undergraduate Mentor Scheme
- Engaging in Department activities such as Careers events, Warwick Economics Lectures, Economics Bites sessions, social events
- Joining one of the Economics Societies
- Becoming a Student Ambassador
- Sharing your views in a student focus group
- Becoming involved in the Warwick Internship Scheme for Economists (WISE)
- Applying to take part in the Undergraduate Research Support Scheme (URSS)

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

### **7.2 - Director of Student Engagement and Progression**

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

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

#### **What is the Student-Staff Liaison Committee (SSLC)?**

The SSLC is a committee made up of elected student representatives and members of staff. This provides an accessible arena for you to discuss issues connected to teaching, learning and student support with staff. The SSLC meetings 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 Student-Staff Liaison Committee (SSLC) provides you with the opportunity, as a student, to take an active part in the development of department policies. The agenda of the SSLC contains some fixed items such as gender, diversity and inclusivity issues as well as items related to student careers and library issues. In addition, students and staff have the opportunity to raise items to be discussed at the meetings such as:

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

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

The SSLC is an important platform to have your say and provide feedback to us. The Committee has also been very useful in the past simply to ask questions that were unclear to many students. This makes the SSLC a good opportunity for you to communicate with us. SSLC agenda items should only be issues that concern a wide population of students. The SSLC should generally not be a channel for evaluation of individual modules, or to address a specific problem that concerns only one student. Instead, this should be done via the module evaluation form or by contacting the UG office. However, if the SSLC representatives feel that there are some issues that have not been addressed via these channels, they are then free to raise these in the SSLC meetings.

During the Diploma course, the SSLC representatives will meet with staff and students in other degree programmes within the Department five times. SSLC reps are advised to make sure you prepare for the meetings and have a list of issues that you want to bring to the Department which can be put on the agenda.

### **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 representatives per year and per degree course based on the total number of students that are part of the course. Larger courses will typically have more SSLC reps to ensure representation, and a fair workload.

Student reps from each Year 2 and 3 degree course are elected at the end of the previous academic year. Student reps from Year 1 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. 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 by the student SSLC reps. For a full list of the duties of the Chair and Deputy Chairs of the SSLC see the [SSLC webpage](#) and Handbook.

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

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

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

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

### **7.3.6 - Useful Information for SSLC Representatives**

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

## **7.4 - Student Societies**

### **7.4.1 - Warwick Economics Summit**

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

### **7.4.2 - Warwick Economics Society**

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



and run an annual debating competition where the winners are able to debate in a larger competition against students from other top universities.

### **7.4.3 - Warwick Women in Economics**

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

### **7.4.4 - Rethink Economics Warwick**

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

### **7.4.5 - Prosper Warwick**

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

## **7.5 - Economics Student Ambassadors**

Each year there is an opportunity for some of our students to become Economics Student Ambassadors to promote the Department and enhance their own student experience. During the 2024/25 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, photoshoots and producing videos about student life at Warwick.

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 in your second or third year, please apply once applications open during the summer via the Department's Ambassador [webpage](#).

## **7.6 - 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 CVs and skills.

If you are interested in becoming a mentor, students can submit an application for the scheme in term 3, and if successful, become a mentor the following academic year. There is an application form to complete and if you are selected you will be required to attend a training session. See the [Mentor Scheme webpages](#) for more information.

## **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 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/complete a sufficient number of compulsory and optional sessions within each area. 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**

During your study at Warwick, you will be able to gain some key skills which you might be able to cite in your job or further study applications and/or interviews. More importantly, we hope that these varied range of skills will help you to reflect on your journey: what your studies mean to you and how you have grown personally, academically and professionally during your time at Warwick.

In the [Module Skills mapping](#) section of our Careers webpage, we have provided you with a range of skills that you can potentially acquire from the different modules over your degree course. As you go through your degree course and consider the various skill sets, you may want to think about how your capacity to approach complicated problems, to reason and to communicate your answers and views have evolved over the years. It is useful to relate this to the context of the teaching and learning environment you have experienced, as well as how they would help you in your future endeavours.

- In what ways has your degree challenged you?

- How have you risen to the challenges?
- 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?
- What are the skills that you have garnered in the various modules in your degree?

In designing and delivering your degree course and modules, considerable importance has been assigned to embedding employability skills in the curriculum and assessments in order to prepare you for the real world. In particular, we have introduced a compulsory Personal Development Module (PDM) for first year students which will provide you with opportunities to take part in a wide variety of activities. These will help you to develop and apply your academic knowledge and enhance your CV, by demonstrating an active engagement in becoming an effective learner as well as strengthening your team working skills.

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. Our Support and Feedback classes and different types of assessments across modules will 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.

Given the diversity, we also hope that by the end of your time at Warwick, you will have developed some common skills and characteristics that will ensure a smooth transition for you as you move into the increasingly competitive world of jobs. You will be equipped to approach complex problems in a rigorous, careful and analytical way, interact with people from different backgrounds, think on your feet, and come up with solutions within a very short span of time. The opportunity to develop transferable skills within the process of your degree will enable you to become more competitive in the job market.

### **8.2.1 - Skill Set A: Cognitive skills**

1. **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.

2. **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.
3. **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.
4. **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.
5. **Strategic thinking:** e.g., through game theory with multi-agent decision making where payoffs depend on the endogenous actions of others.
6. **Problem solving:** Knowing how to approach various types of problem, determining whether a solution exists.
7. **Abstraction:** Judging how to balance simplification against "realism." Knowing how to isolate separate effects of different factors "as with marginal or ceteris paribus effects."
8. **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."
9. **Analysis of institutions:** Understanding the roles of institutions and through political economy analysis of the origins and behaviour of these institutions.
10. **Analysis of incentives:** Understanding economic motivations of individuals and the limits of economic explanations.
11. **Concepts of simultaneity and endogeneity:** Understanding complex inter-reactions between economic variables and behaviours.
12. **Analysis of optimisation:** Understanding choice and decision-making based on analysis of the interplay of preferences, objectives and constraints.
13. **Understanding of uncertainty and incomplete information:** Probability, expectation and risks asymmetric information.

### 8.2.2 - Skill Set B: Subject-specific and professional skills

1. **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.

2. **Numeracy and quantitative skills:** Use of mathematics and diagrams; statistical analysis of data.
3. **Data-based skills:** Downloading, filtering, managing, coding and analysing data.
4. **IT skills:** Word processing, spreadsheets, specialised econometric and statistical packages, drawing and equation-writing skills and internet applications.

### 8.2.3 - Skill Set C: Key general skills

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

### 8.2.4 - Skill Set D: Subject knowledge and understanding

1. **Economic Principles:** Knowledge and understanding of core concepts and methods in micro and macro economics.
2. **Applied Economics:** Knowledge and understanding of standard economic models and quantitative techniques with application to problems arising in public policy and the private sector.
3. **Economic information:** Knowledge of economic trends and patterns; understanding of problems and solutions in economic measurement.
4. **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.

### 8.2.5 - Warwick Award

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

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

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

### **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 optional core 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 (RAE) module.

Each year the department nominates a number of our very best students to submit their RAE work to the Carroll Round. The work produced is of such high calibre that our students have been awarded the prize for Outstanding Participant and Paper on a number of occasions (including in 2011, 2012, 2015, [2016](#), [2017](#) and [2019](#)). You can read some of the past reports from Carroll Round attendees on the [Carroll Round website](#).

Those who are eligible to participate will be contacted in the Spring 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 typically 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 and travel (check the URSS website for more information). You will be supervised by an academic member of staff throughout the project.

## **8.5 - Warwick Internship Scheme for Economics (WISE)**

In order for students to differentiate and distinguish themselves further, it can be advantageous to enhance skills over and above those directly associated with the degree syllabus. With this in mind, the Department has introduced the Warwick Internship Scheme for Economists (WISE), which aims to provide opportunities for our undergraduate and postgraduate students to further enhance their employability skills. This is a complementary scheme to the Undergraduate Research Scholarship Scheme (URSS).



The WISE scheme 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.

These opportunities will aim to help students gain valuable skills for employment such as data handling and analysis, communication skills, report writing, event organisation, project management and IT skills. The interns employed through the scheme will work with either academic members of staff or as part of the Professional Services teams to support research, teaching, student experience and Department management activities. In the academic year 2024-25, we hope to advertise a number of WISE opportunities. For more information please go to the [WISE webpage](#).

### **8.6 - Cross-Faculty Research Scheme**

The Cross-Faculty Research Scheme provides an opportunity for Undergraduate students 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 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 the Department of Applied Linguistics.

### **8.7 - Warwick-Monash Paper Series**

The Economics Undergraduate degree course at Warwick is tailored to produce 'students as researchers'. To illustrate this, undergraduate students get the unique opportunity to showcase their final year research project in the [Warwick Monash Economics Student Papers \(WM-ESP\)](#), an exciting international collaboration between the Departments of Economics at Warwick and Monash University. The published papers (based on UG and PG dissertations) are hand-selected by an academic editorial board and publicly viewable on the Warwick Economics website. These papers are by students who are able to demonstrate their independent research skills, combined with techniques they learn during their degree with us. This is one way for the department to signal its belief in creating credible independent researchers.

### **8.8 - 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](#).

## **8.9 - 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](http://careersblog.warwick.ac.uk)
- A huge range of [opportunities and events](#) to meet organisations and employees, from large careers fairs to alumni meetings to employer-led skills events.
- Support with [finding internships and other work experience](#) and [access to work experience bursaries](#).
- [Skills development opportunities](#) including the [Undergraduate Research Support Scheme \(URSS\)](#) and [the Warwick Award](#).
- Support with the practical process of [making applications](#), including CV reviews, interview support and to [practise psychometric tests](#)

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

## **8.10 - Careers and Skills support within the Department of Economics**

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

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

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

### **Available Resources**

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

- It provides you with information on a range of exciting job roles in various sectors, which are not only in banking and finance.
- There is a section which maps skills that you will acquire in different modules to employability skills. This will enable you to consolidate and communicate your profile to prospective employers.
- You will be able to access important tips from past students who have secured roles after graduation and via Spring and insight weeks and also those who have opted to go

on to further studies. This is in addition to information about a host of services provided by the various student societies in supporting your career goals.

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

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

## 8.11 - The University Library

[The Library](#) is open 24/7 and provides a range of study spaces and information resources to support your studies at Warwick, including books, journals and databases and a specialist librarian for economics.

- All students receive an introduction to the library during welcome week. You can also use the [Get Started](#) online library orientation programme, which includes virtual and self-guided library tours, and training on how to use reading lists and find books and journals.
- Use [Library Search](#) to find and access all library books, journals and databases. The library has a Digital First policy and purchases electronic resources where possible. Most electronic library resources can be accessed on any computer, on and off campus, with your university IT username and password. The Library also has subscriptions to the Economist.com and FT.com online newspaper apps.
- The Library has a large collection of printed books available to borrow. The economics collection is on the 5th floor of the library. You can borrow up-to 999 books for 365 days, providing they are not required by another library user. Use [My Library Account](#) to request and renew library books, including recalling/reserving library books on-loan.
- The library's [Subject Guide](#) includes recommended books, journals and databases for economists, sources of economic data and statistics, and guidance on study skills and referencing. You can also contact and book an appointment with the economics librarian. There is one Refinitiv Eikon terminal on the 1st floor of the library, which can be pre-booked online, and provides global company, industry, and financial markets data.

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

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

### **8.11.1 - Contacting the library**

#### **General Enquiries**

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

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

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

#### **Economics Enquiries**

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

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

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

t: +44 (0)24 7657 2588

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

#### **Book an Appointment**

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

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

### **8.12.1 - 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, initials.surname@warwick.ac.uk or firstname.surname@warwick.ac.uk*

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

### 8.12.2 - 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](http://warwick.ac.uk/helpdesk)

### 8.12.3 - 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.

### 8.12.4 - Open access areas

There are many open access areas operated by IT Services. (You will need your University ID card to enter some of the open access areas.) The computers are all connected to the network and the internet, and provide access to printers, the Library online catalogue and a wide range of software applications. All computers in open access areas run on the Windows 10 operating system (except room A0.01 - SUSE Linux). Further information can be found at [warwick.ac.uk/workareas](http://warwick.ac.uk/workareas)

### 8.12.5 - Printing

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

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

Printing costs are as follows:

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

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

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

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

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

### 8.12.6 - 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](#).

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

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

### **8.12.7 - Microsoft Windows and Apple Mac software**

GiveWin (win), Maple (win/mac), Mathematica (win/mac), MATLAB (win/mac), NVIVO (win), SAS (win), Scientific Word / Workplace (win), SPSS (win/mac), S-PLUS (win), Statistics for the Terrified (win) and WinEcon (win) are all available for use. 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](http://warwick.ac.uk/helpdesk)

### **8.12.8 - Bloomberg room**

The Department has three Bloomberg Terminals in room S0.55. The Bloomberg Terminal is a computer software system which provides access to current and historical financial information on individual equities, stock market indices, fixed-income securities, currencies, commodities and futures for both international and domestic markets. It also provides company profiles and financial statements, analysts' forecasts, news on worldwide financial markets and audio and video interviews and presentations by key players in business and finance.

You can book the use of one of the terminals in half hourly sessions from Monday-Thursday 9-4.30pm and Friday 9-3.30pm. They can be [booked](#) here. 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.

### **8.12.9 - Getting help**

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

### **8.12.10 - IT Training**

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

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

- Stata
- SPSS
- Mathtype

- Mathematica
- Matlab
- Qualtrics

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

### **8.13 - Private tutoring**

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

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

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

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

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

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

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





## 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 Study Abroad programme which offers opportunities for students to study abroad at other universities in Europe. Funding for this programme is limited and Student Mobility will confirm monies available during the application process.

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 Student Mobility.

The Department offers a choice from a range of universities for undergraduate students. For 2024-25 these are:

- [Universiteit van Amsterdam \(Netherlands\)](#)
- [University of Groningen \(Netherlands\)](#)
- [Sciences Po - L'Institut d'Études Politiques \(IEP\) de Paris \(France\)](#)
- [Universite de Paris Cite \(France\)](#)
- [Universite Catholique de Lille](#)
- [Ludwig-Maximilians-Universität München \(Germany\)](#)
- [Universität Mannheim \(Germany\)](#)
- [Universität Konstanz \(Germany\)](#)
- [Universidad Carlos III de Madrid \(Spain\)](#)
- [Universitat Pompeu Fabra \(Barcelona, Spain\)](#)
- [Universitat Autònoma de Barcelona \(Spain\)](#)
- [IE Business School \(Spain\)](#)

- Ca'Foscari in Venice (Italy)
- Università Commerciale Luigi Bocconi in Milan (Italy)

We are also offered places at University wide agreements with worldwide partners in Canada, China, Mexico, Malaysia, Japan and Australia. More information of the institutions is available in November of your second year of study.

### **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. Funding is very limited and application restrictions apply to the Turing Scheme. The University will provide more guidance on future grants, where applicable, in November.

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 exchanges through the other departments contributing to their degree; different departments have different rules for applications.
2. Be achieving 65% 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. As you are applying to go on your year abroad prior to knowing your 2nd year marks, offers to go on the Year Abroad can and have been withdrawn if you do not meet the minimum academic standards required by the Department.
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 your general attendance and academic performance so far. Students who have received a penalty for Academic Integrity will not be considered for this opportunity. You are advised to discuss your desire to study abroad with your Personal Tutor.

### **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 or Director of Student Opportunities 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. You are expected to attend the entire academic year and leaving early for internship opportunities can not be considered as mitigation for the above requirements.

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.

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 from the Undergraduate Office.

### **9.1.5 - How to apply**

The application process opens in November of the academic year prior to that in when you are planning to go on the study abroad 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 through a SiteBuilder form which will open in late November.

### **9.1.6 - Study Abroad Contacts**

For queries about study abroad and other overseas opportunities through the Economics Department contact the Undergraduate Programme Manager, [Jo Turrall](#) and [Economics Undergraduate Team](#).

The Student Mobility Office oversees all study abroad opportunities and can help you with general queries regarding the process. For questions please contact the team on [studyabroad@warwick.ac.uk](mailto:studyabroad@warwick.ac.uk).

## **9.2 - Exchanges to Australia**

### **9.2.1 - Background**

Warwick offers a popular University wide partnership with Monash in Australia that students can take part in. The application process is exactly the same as the study abroad exchange explained earlier.

We will take into account your general attendance and performance to study abroad. In terms of performance you will need to show good performance in year 1 (65% 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 Student Mobility 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 required to produce a Returner's Report for the Department in addition to the one you have to provide to the Student Mobility office.

### **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 Available Mobility Opportunities**

You can also apply for Study Abroad opportunities offered at a University level. There are a range of 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 - Worldwide Study Opportunities**

Each year the Department is able to secure some study opportunities at the University's worldwide partners. Over the last 3 years, these have included institutions in China, Hong

Kong, Canada and South Korea. Student Mobility coordinate these opportunities and inform the Department of their allocation during late October of your second year of study.

### **9.3.2 - Short Term Mobility**

You can also apply for short term mobility that is offered by the Student Mobility team. Opportunities to study, work or undertake a research project through international opportunities, teach with our Warwick in Africa project or you could study modules offered by the Warwick International Intensive Study Programme (WIISP).

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.

### **9.3.3 - Contacts**

For queries about 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 or other worldwide partners contact the Student Mobility office on [worldwide@warwick.ac.uk](mailto:worldwide@warwick.ac.uk) or on 024 7652 4133.

Volunteering opportunities or study opportunities can be found on their [website](#) or you can sign up to their regular mailing list.

For details of the application process and module information please look at the [WIISP website](#).

## **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 to December, January to March, and April to 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 who are based in Economics 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 timetable 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 modules from outside the Department (i.e. 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 part year handbook given out in your welcome event for assessment methods for part-year students. The handbook is available from the Undergraduate 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, although some 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 Taha Movahedi

Director of Student Opportunities (Economics)

Taha Movahedi

#### **9.4.4 - Examinations**

Exchange 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. Further details can be found in the part year handbook available at the start of the term.

Exchange 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 Exchange students must ensure that they are registered for the finalist examination (as opposed to the non-finalist option).

Final results are issued during February for Autumn leavers, May for Spring leavers and July for June leavers. Marks are uploaded to the HEAR transcript.

## 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 Department in which you are studying.

Warwick students studying abroad will need to meet 13 Monitoring points during the year, so that we are assured of your wellbeing, attendance and engagement with your Degree course. The consequences of missing too many Monitoring points can be severe, including the removal of 'With Study Abroad' from your Degree title. The Monitoring points that you must meet are listed below:

#### Economics based students on Erasmus and Study Abroad placements

L100 â YEAR 3, L116 (LL12) â YEAR 3, LM1D (LLD2) â YEAR 3, GL11 â YEAR 3

#### Autumn term

Monitoring Point	Description	How to meet this point	Timing
1.	Compulsory meeting with Economics Study Abroad Team	Attend one of the series of MS Teams meetings held that week	September
2.	Compulsory meeting with Economics Study Abroad Team	Attend one of the series of MS Teams meetings week commencing 23.9.2024	September
3.	Compulsory meeting with Economics Study Abroad Team	Attend one of the series of MS Teams meetings held week commencing 14.10.2024	October
4.	Compulsory meeting with Economics Study Abroad Team	Attend one of the series of MS Teams meetings held week commencing 28.10.2024	October
5.	Compulsory meeting with Economics Study Abroad Team	Attend one of the series of MS Teams meetings held that week	November
6.	Compulsory meeting with Economics Study Abroad Team	Attend one of the series of MS Teams meetings held that week	December

### **Spring Term**

<b>7.</b>	<b>Compulsory meeting with Economics Study Abroad Team</b>	<b>Attend one of the series of MS Teams meetings held that week</b>	<b>January</b>
<b>8.</b>	<b>Compulsory meeting with Economics Study Abroad Team</b>	<b>Attend one of the series of MS Teams meetings held that week</b>	<b>February</b>
<b>9.</b>	<b>Compulsory meeting with Economics Study Abroad Team</b>	<b>Attend one of the series of MS Teams meetings held that week</b>	<b>March</b>
<b>10.</b>	<b>Compulsory meeting with Economics Study Abroad Team</b>	<b>Attend one of the series of MS Teams meetings held that week</b>	<b>April</b>
<b>11.</b>	<b>Compulsory meeting with Economics Study Abroad Team</b>	<b>Attend one of the series of MS Teams meetings held that week</b>	<b>May</b>

### **Summer Term**

<b>12.</b>	<b>Compulsory meeting with Economics Study Abroad Team</b>	<b>Attend one of the series of MS Teams meetings held that week</b>	<b>June</b>
<b>13.</b>	<b>Compulsory meeting with Economics Study Abroad Team</b>	<b>Attend one of the series of MS Teams meetings held that week</b>	<b>June</b>

As an incoming visiting student, you have some responsibilities to the Department, just as we have some responsibilities to you. We want to ensure that you are coping with your work and engaging with your course while you are with us. In the table below, you will find a list of 13 Monitoring points across the three terms. You must ensure that you meet each one of the Monitoring points during the time that you are with us. If you miss too many, we will get in contact with you to check on your wellbeing and we will also inform the Student Mobility team about our concerns regarding your attendance and engagement. The Monitoring points are listed below:

## Economics based students on incoming Erasmus and Study Abroad placements

### Autumn term

Monitoring Point	Description	How to meet this point	Timing
1.	Attendance at Department Welcome Meeting	Scan student card and upload to Tabula	Week 0
2.	Confirmation of module choices with UG Programme Manager in Economics	Attend module session with the Programme Manager	Week 2
3.	Attendance at an Economics Support and Feedback class for an economics module	Tutor to note the meeting in Tabula	Week 4
4.	Attendance at an Economics Support and Feedback class for an economics module	Tutor to note attendance in Tabula	Week 5
5.	Attendance at an Economics Support and Feedback class for an economics module	Tutor to note attendance in Tabula	Week 7
6.	Completion of module evaluation	UG Office to note attendance on Tabula	Week 10

### Spring Term

7.	Meeting with Director of Student Opportunities	Tutor to note the meeting in Tabula	Week 16
8.	Attendance at an Economics Support and Feedback class for an economics module	Tutor to note attendance in Tabula	Week 18
9.	Attendance at an Economics Support and Feedback class for an economics module	Tutor to note attendance in Tabula	Week 20
10.	Attendance at an Economics Support and Feedback class for an economics module	Tutor to note attendance in Tabula	Week 22
11.	Attendance at an Economics Support	Tutor to note attendance	Week

	and Feedback class for an economics module	in Tabula	24
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**Summer Term**

12.	Attendance at an online session	UG Office to note attendance in Tabula	Week 30
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13.	Attendance at an examination	Your exam script constitutes attendance	Week 34-38
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## **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. If you experience an incident(s) of sexual misconduct, bullying, harassment, discrimination, or hate crime, please tell us what happened via secure and confidential online platform called '[Report + Support](#)'. You can report anonymously or speak with an advisor. If you submit a report to speak to an advisor, a specially trained Liaison Officer will contact you within 2 university working days.

### **10.2 - Personal Safety and Security on Campus**

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

### **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](#).

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

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

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

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

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

## **10.4 - Student Data**

### **Student Privacy Notice**

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

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

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

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

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

understand inequalities within our programmes. We also try to measure engagement with educational resources, such as class attendance and usage of online material, to better understand the relationship between effort and attainment.

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

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

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

## **10.5 - Policies and Regulations**

- [Warwick Student Community Statement](#)
- [Children on Campus](#)
- [Data Protection Regulation](#)
- [Personal Conflicts of Interest Policy](#)
- [Feedback and Complaints](#)
- [Smoking Policy](#)
- [Anti-Bribery Policy](#)
- [Examination and Assessment Policies](#)
- [Policy on the Timing of the Provision of Feedback to Students on Assessed Work](#)
- [Moderation Guidance](#)
- [Proofreading Policy](#)
- [Regulation 8 Regulations for First Degrees](#)
- [Regulation 10 Examination Regulations](#)



- Regulation 11 Academic Integrity
- Regulation 23 Student Disciplinary Offences
- Regulation 31 Regulations governing the use of Information Management, Security and Records Management
- Regulation 36 Regulations Governing Student Registration, Attendance and Progress

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