MRes/PhD - 2023/24 Handbook

1 - The Department

Welcome from the Director of MRes/PhD

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

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

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

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

Professor Manuel Bagues
Director MRes/PhD Economics
University of Warwick

manuel.bagues@warwick.ac.uk

1.1 - The Department of Economics

The Department of Economics was one of the founding departments of the University of Warwick when it opened in 1965. Since then we have become one of the largest departments in the discipline and are now widely regarded as one of the top Economics departments, not only in the UK, but in the world too. We have an academic community of around 110 faculty members, including 37 professors, with approximately 1,600 undergraduate students, 250 MSc and 80 MRes/PhD students. 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.

1.2 - Communication and Information Sources

1.2.1 - Tabula

Tabula is the University's secure web-based portal to support teaching and learning activities and is a key mechanism through which we will communicate with you. It is here you will find information on your timetable, assessment marks and feedback, your progress on meeting your Monitoring Points and attending Support and Feedback classes, and the names of your class tutors, personal tutor and supervisor. Tabula is accessible on and off campus and further details and instructions are available when you login. You will be prompted by email to login to the system soon after enrolling.

1.2.2 - Moodle

Moodle is the University's Virtual Learning Environment (VLE); a web platform designed specifically to support the delivery of teaching and learning materials and activities. Every module has a Moodle page, where you can view lecture notes, recordings (if available) and coursework. You can use your student credentials to access information personalised to you (for both Moodle and Tabula).

1.2.3 - Current Student Webpages

The Current Students webpages contains all essential information about your course and other important information and resources to enhance your student experience, including links to the timetable and to module information and teaching material. This page is personalised, and you will need to use your student credentials to browse through the different areas.

Please visit this page regularly: https://warwick.ac.uk/economics/current/

1.2.4 - Email

Every member of the University has a central email address, usually in the form N.Surname@warwick.ac.uk. This is the address that we will use to contact you and you should use it to email members of staff.

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

1.2.5 - MyWarwick Mobile App

In the MyWarwick app students can access key links and contact information, links to careers information and advice and regular news updates and announcements. The app can be downloaded onto mobiles and tablets and customised to your needs and preferences. It can also be used to view teaching timetables, coursework deadlines, check emails and create alerts. If we need to communicate with you urgently about important things to do with your study here (e.g. about Support and Feedback class cancellations or specific deadlines) we use My Warwick alerts which will appear on your mobile device.

Please do not disable this feature as you may miss important communications.

1.2.6 - Social Media

Social Media

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

facebook.com/warwickeconomics

twitter.com/warwickecon

instagram.com/warwickeconomics

We also engage with former students of the Department via a LinkedIn group, which you are welcome to join: Economics :

Warwick Economics Alumni

1.2.7 - Keeping Your Personal Details Up To Date

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

1.2.8 - Student Privacy Notice

The University is committed to protecting the privacy and security of your personal data. Through enrolling you must confirm that you have read the Student Privacy Notice. The purpose of the Notice is to explain how the University will collect and use (process) your personal data, what rights you have in relation to that data and to provide transparency regarding the data we collect about you.

1.2.9 - Administration of the MRes/ PhD Course

The department is located in the Social Sciences Building on the corner of Library Road and Gibbet Hill Road. You will find the interactive map showing the location of all University buildings and car parks here. The key committees responsible for administration of the MRes/PhD programme are:

- The Graduate Student-Staff Liaison Committee (GSSLC MRes/PhD): an important forum within the department where MRes and PhD students meet with departmental staff to discuss issues relating the learning experience. (Please see also the Student Voice section).

- The Graduate Management Committee (GMC): monitors the quality of all postgraduate programmes in the department and reports to the Department's Teaching and Learning Committee, which oversees the strategy of all aspects of teaching and learning in the Department (in the context of University Education Strategy). The student Chairperson of the GSSLC attends both committees.

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

Professor Ben Lockwood, Head of Department

Room: S1.119
Email: Economics.HoD@warwick.ac.uk

Professor Carlo Perroni, Deputy Head of Department (Research)

Room: S1.117
Email: C.Perroni@warwick.ac.uk

Professor Manuel Bagues, Director MRes/PhD

Room: S2.122
Email: Manuel.Bagues@warwick.ac.uk

Dr Pablo Beker, Deputy Director MRes/PhD

Room: S2.93
Email: Pablo.Beker@warwick.ac.uk

Dr Claudia Rei, Deputy Head of Department (Teaching and Learning)
Room S0.73
Email: C.Rei@warwick.ac.uk

Senior Tutor (MRes)
Dr Mahnaz Nazneen
Room S2.140
Email**:** m.nazneen.1@warwick.ac.uk

Professor Wiji Arulampalam, Wellbeing Officer (PhD)

Room: S2.118
Email: Wiji.Arulampalam@warwick.ac.uk

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

Ms Carolyn Andrews, Programmes Manager (PGT)

Room: S1.130
Email: C.Andrews@warwick.ac.uk

Mrs Chau Ho, Programmes Coordinator (PGT)

Room: S1.132
Email: C.Ho.1@warwick.ac.uk

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

Mrs Natalie Deven, Programme Officer (PGR)

Room: S2.138
Email: N.S.Deven@warwick.ac.uk

View the full staff list for the Department.

1.2.10 - How to contact us

The Postgraduate Office

The Postgraduate Office team, which is your point of contact as a MRes student, has a daily presence on campus, in room S1.132. Please bear in mind that, if you do visit the PG Office, the person with expertise for your particular query may not be in the office on that day, and so we may need to refer to a colleague working remotely.

See the MRes/PhD Get in Touch page, where you can :

1. Access contact details and profiles of members of the MRes/PhD programme team.
2. Consult the Frequently Asked Questions (FAQs).
3. Make an appointment to meet online with one of the PG Office staff via MS Teams.
4. Email us on economics.pgoffice@warwick.ac.uk.

Finding Rooms

The Postgraduate Office is located in room S1.132 (where the letter 'S' denotes the Social Sciences building; '1' denotes the first floor; and '132' denotes the room number.

Email

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

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

Telephone

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

Advice and Feedback Hours

All academic members of staff (including Support and Feedback Class Tutors) have two hours allocated for advice and feedback every week, whereby students can meet with them on an individual basis for guidance or clarification on aspects of a particular module. These hours will be posted on staff web pages and on the Advice and Feedback Hours page. You should make every effort to see staff during these times. If you are unable to meet a member of staff during the stated Advice and Feedback hours, you should make an appointment to meet at a different time. Appointments should be made by email.

1.2.11 - What you can expect from us

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

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

- A module outline, detailing the module aims and objectives, the learning outcomes and an indication of the material that will be covered, the exam rubric, all of which can be found on the module webpage;
- Details of core texts and further readings to give you the best opportunity to prepare for lectures and Support and Feedback classes;
- Lecture notes may be made available for some modules, but this will depend on the individual lecturer;
- A well-prepared lecture, which has the aim of engaging you and encouraging participation in discussion beyond the lecture;
- An outline of how different learning components (e.g., pre-recorded videos, synchronous interactions) will be delivered should be provided on Moodle.

For any assessments you should expect:

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

You should expect your lecturers and tutors to have time to discuss any concerns or questions you have about the module material. To this end, you should expect:

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

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

1.2.12 - Diversity and values within the Department

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

Our key principles are:

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

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

Diversity and Values

1.2.13 - What we expect of 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

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

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

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

Student Visa Holders

The above expectations apply to all students, but for Student Visa holders it is important that you can demonstrate engagement with your course to meet the conditions of your visa. Please make sure you are aware of your responsibilities whilst studying in the UK; you can refer to the Warwick Immigration website and the monitoring point information in section 3.15.

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

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

*** For information regarding PhD monitoring points, please see the PhD Monitoring Points section. This differs to the MRes specific information below.**

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

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

- After three Monitoring Points are missed we will contact you to investigate whether you are having any problems that are preventing you from fully engaging with your course. Where the missed monitoring points are consecutive, and there is no alternative evidence of engagement, you will be invited to meet with the Director MRes/PhD and a support plan will be put in place.
- After four Monitoring Points are missed you will be invited to meet with the Director MRes/PhD to discuss your academic progress (unless you have already met after three missed monitoring points in the circumstances explained above). We may refer you to the relevant professional within the University welfare system who could help you, such as the Senior Tutor, Dean of Students, the Disability Coordinator or Mental Health Coordinator, as appropriate.
- After six Monitoring Points are missed you will be invited to a second meeting with the Director MRes/PhD, and a report will be made by the Department to Student Records regarding your non-engagement with your studies. You are now at serious risk of your registration being terminated.
- If you are absent from classes for a period of at least five weeks, or you miss eight departmental monitoring points, the Department and University is likely to invoke Regulation 36 to begin termination of registration proceedings and your case is handed over to the Academic Office.

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

MRes Economics (L1PL Year 1)

Autumn term

Monitoring Point

1

2

3

4

5

6

Spring term

Monitoring Point

7

8

9

10

Summer term

Monitoring Point

11

12

Summer vacation

Monitoring Point

13

14

MRes Economics (L1PL Year 2)

Autumn term

Monitoring Point

1

2

3

4

5

6

Spring term

Monitoring Point

7

8

9

10

Summer term

Monitoring Point

11

12

Summer vacation

Description

13	Contact with the PG Office (Email)
14	Submission of dissertation

1.2.15 - Monitoring points for PhD students

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

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

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

PhD Economics (L1P2)

Autumn

Monitoring Point

1

2

3

4

Spring

Monitoring Point

5

6

7

Summer

Monitoring Point

8

9

10

Summer vacation period

Monitoring Point

11

12

13

Notes:

1. The University requires in-person monitoring points in Terms 1 and 2 for Student Visa students. (Supervisors should be present in term time. If supervisors are not present, you must record a meeting that takes place online but present yourself to the Department administrators and sign an attendance sheet).
2. Supervisor meetings should take place at least 7 days apart to meet the monitoring point requirement. Absolutely no period of over 59 days of non-engagement must take place.
3. Students studying away from the University (e.g., as a visiting research student, fieldwork etc.) will be expected to fulfil monitoring points in the same way as other

students, in terms of maintaining contact with their supervisor. This will be done online or via email and recorded in Tabula as usual.

4. PhD students in extension will continue to be expected to fulfil monitoring points through monthly supervisor meetings.

5. After submission of the thesis, PhD students on a Student Visa will have attendance at their viva voce examination and any resubmissions/second viva voce examinations as monitoring points. If corrections are required, monthly supervisor meetings should continue as monitoring points until final submission and examiner approval.

6. Visiting research students are expected to fulfil the monitoring points above in the same way as a regular PhD student, for the time they are in the department. Where a 12 monthly progress report is listed, visiting students should record a supervisor meeting.

7. A strict intervention process must be instigated at the point of two (consecutive) missed monitoring points. At three missed monitoring points a student is at risk of being automatically withdrawn from the course and visa sponsorship stopped.

1.2.16 - Teaching and term dates

The academic year is split into three ten-week terms. Most of the teaching takes place in the first two terms, with examinations taking place in April/May. The exception is module EC9AA, which is taught in the third term (Year 1 MRes).

We use a numbering system to refer to the academic weeks during the year. After the two week pre-sessional mathematics course, week one of the Autumn Term (Term 1) starts on Monday 2nd October and runs for ten weeks. Weeks 11- 14 refer to the period over the Christmas vacation. The Spring Term (Term 2) runs from week 15–24, there are then 5 weeks over the Easter period, and Summer Term (Term 3) is from weeks 30–39. An explanation of the academic weeks system is available online. All term dates are published on the University website.

In practice, teaching sessions normally begin at five minutes past the hour and end at five minutes to the hour in order to allow people to enter and vacate the room. You should make every effort to be there on the hour so that teaching can begin promptly.

1.2.17 - Facilities

Completing a PhD (and doing research at the highest level more broadly) is an extremely rewarding, yet challenging and at times very frustrating, activity. Throughout the programme your main asset will be your peer group. An uncountable number of long-lasting partnerships and friendships have been formed during the PhD years discussing research and ideas. To facilitate this, MRes/PhD students can use the common space in rooms S2.127 or S2.132. Both rooms are equipped with some comfortable chairs and coffee tables for relaxing. S2.127 is opposite a small kitchen (S2.127B) with facilities provided during normal office hours including microwave, fridge and access to filtered and tap water.

Please do not take up space in the fridge overnight as it is intended for the storage of lunch boxes or similar only. For good health and safety standards to be maintained, it is not possible for this area to remain permanently open (card access is available out of hours). Out-of-hours kitchen facilities are located on the first floor, opposite the lift.

Work space in the Department is made available for first year and second year MRes students in room S0.56 and S0.58. You can access this room by swiping your student card. MRes students can use the lockers available in this room. However space is limited, so please do not take locker space if you have a room on campus.

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

Printer and photocopier facilities are available in room S2.130 and S0.72 (use by swiping your student card).

Room S0.55 contains Bloomberg terminals which can be booked for half hourly sessions.

The University provides dedicated study space and facilities for postgraduate students, including the PG Hub and the Research Exchange (further details of which are included in the Resources section of this handbook).

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

1.2.18 - Student Visa holders

Please make sure you are aware of your responsibilities whilst studying in the UK; there is a webpage for international students, which includes immigration advice.

You can arrange to meet with an adviser from the Student Experience: Immigration and Compliance team to discuss visa issues.

Employment

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

Change of Study Location

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

Authorised Absence

You may request an authorised absence from your course for a compelling reason such as illness or bereavement. The minimum length of absence is 8 days and the maximum is 6 weeks per academic year. Please complete an authorised absence request form in Student Records Online. Periods of authorised absence are not reported to UKVI and as such the Student Visa will not be curtailed, although we are required to maintain records of absence for immigration purposes.

1.3 - The University

The Department of Economics is based within the Faculty of Social Sciences, which is one of four faculties in the University. The University has become one of the UK's best universities, consistently at the top of UK league tables, and climbing the international league tables of world class universities.

1.3.1 - Student Administrative Services

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

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

1.3.2 - Doctoral College

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

Find out further information on the Doctoral College web page.

2 - MRes Course

2.1 - Induction and enrolment

Your induction timetable is available here.

You are required to complete the Course Registration to enrol to your course, and you can do this online before arriving on campus. Once arriving in the UK, you will also need to attend an in-person right to study check event on Monday 18th September from 9:00 - 9:30 in Senate House. Please note, you cannot take part in any study until you have completed both Course Registration (online) and cleared the in-person checks. Please follow the University's guidance by visiting the student enrolment pages.

Although the Advanced Mathematics for Economics course takes place in the two weeks before term starts (Monday 18th September – Friday 29th September 2023 inclusive), lectures for your other Autumn Term modules start on the Tuesday of Week 1 (Tuesday 3rd October).

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

2.2 - Important dates

Pre-Term

Monday 18 Sept - Friday 29 Sept (inclusive)

Autumn Term starts 2 October 2023

Monday 2 Oct - Friday 6 October 2023

Monday 9 October - Friday 13 October 2023

Wednesday 13th December - Tuesday 19th December 2023

Spring Term starts 8 January 2024

Monday 29 January - Friday 2 February

February - March 2024

Summer Term starts 22 April 2024

Monday 22 April - Friday 10 May 2024

Monday 13 May - Friday 31 May 2024

August - September 2024

Thursday 29 August 2024

Monday 30 September 2024

2.3 - Timetable

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

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

Your in-person classes take place in a variety of places across campus so make sure you keep a campus map handy. The University of Warwick interactive campus map is a great way to find your location and help plan your route. Classes 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.

2.4 - Online module registration

When you arrive at the University in September you will need to be registered your module/exam choices for the 2023/2024 academic year. The department will register you for all your core modules in the first year. You will be able to see a personalised page of the modules you will be taking via www.warwick.ac.uk/evision at the beginning of term 1. ITS username and password are required to log on.

For year 2 MRes modules, you will be asked to make your initial choice of optional modules in the second term of your first year. The choices you submit at this stage will not be final and you will be able to change your optional modules by the end of week 1 of the Autumn term; however, they will be used to decide which module will not be running if there are not enough interests.

2.5 - Reading lists, lecture handouts and exam papers

Module Reading lists are available centrally through the Talis Aspire system. Copies of reading lists and other module lecture notes and handouts are normally supplied for lectures and classes via Moodle.

Exam papers for the last three years are available on the University Exam Paper Archive.

2.6 - Class attendance and reporting absences

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

At each class your tutor will record your attendance or absence and input this data into Tabula. If you have been marked 'absent' you will see an 'Absent' flag appear on your Tabula page next to the class in question.

It is your responsibility to explain your absence by sending an email to the Postgraduate Office, providing evidence as to why you could not attend. The Postgraduate Office will decide whether or not the reason is valid and either condone or uphold your absence accordingly. If you believe an error has been made, you should contact the Postgraduate Office immediately.

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

2.7 - Course Specification

We aim to provide students with professional training in modern economics; as well as knowledge, this includes tools and techniques of analysis, and opportunities to apply this in extended research. Our objective is to produce doctoral students able to pursue careers at the highest level in academia, government agencies or consultancies. This programme will provide future PhD Economics students with a thorough understanding of research techniques and in-depth appreciation of principal areas of concern for researchers in economics. The programme is distinctive in the length of training given to the students (two years), unusual in the UK but common among our key competitors in the US and other parts of Europe.

MRes Economics Learning Outcomes

Subject knowledge and understanding

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

Cognitive skills

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

Subject specific professional skills

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

knowledge and understanding of publication and dissemination of research output through the Internet and other digital media.

2.8 - Course regulations

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

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

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

Year One: Core Modules Only*

Autumn (Term 1)

EC9A1 Advanced Microeconomic Theory
(35 CATS)
45 hours of lectures and seminars

EC9A2 Advanced
Macroeconomic Analysis
(35 CATS)
45 hours of lectures and seminars

EC9A3 Advanced Econometric Theory
(35 CATS)
45 hours of lectures and seminars

Year Two: Option Modules and Dissertation*

Autumn (Term 1)

Option modules

(2 or 3 per term)

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

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

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

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

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

2.9 - Progression requirements

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

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

These are the normal progression rules. However, the final Exam Board is permitted to exercise discretion with regard to progression requirements where appropriate (for example where there are mitigating circumstances).

The research part of the degree (the PhD programme, is in years 3 to 6) is not necessarily, but can be, up to four years long. You are expected to defend your thesis at some point in the sixth year. Extension beyond the sixth year is only granted in truly exceptional circumstances.

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

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

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

2.10 - MRes dissertation

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

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

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

was present at your presentation to see if they have comments that they did not have time to make.

(Further guidance on presentation skills is available from the Skills Programme)

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

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

Key dates:

Monday 22nd April 2024: Students to inform name of supervisor(s), draft dissertation title and short description of topic via the dissertation information form.

Friday 10th May 2024: Completed ethical approval form (if required) to be sent to Chau Ho / Postgraduate Office.

Monday 17th June 2024: Submit the research proposal in Tabula

Tuesday 18th 2024: Presentation of the research proposal

Thursday 29th August 2024: Submission of the dissertation via Tabula

Monday and Tuesday 9th and 10th September 2024: Presentation of the dissertation to academic panel

Tuesday 17th September 2024: MRes September Exam Board

2.11 - Award of MRes Economics

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

2.12 - Temporary Withdrawal

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

You should inform Student Finance of your temporary withdrawal once it has been confirmed.

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

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

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

2.13 - Permanent withdrawal

If you feel that you would like to permanently withdraw from your course, whether after a period of temporary withdrawal or not, please make an appointment to see your Personal Tutor or Senior Tutor. If, after discussion, you are resolved to withdraw from your course, you must complete the online Permanent Withdrawal Request form. The Director of Graduate Studies (Taught Degrees) will approve the form and the Academic Office will be informed of your departure. International Students should contact the International Student Office for details on visa implications.

Regulation 36.4 explains the grounds and procedure for requiring you to withdraw temporarily or permanently.

2.14 - Private tutoring

Purpose of Policy - To set out the Department's position on private tutoring arrangements between Graduate Teaching Assistants and undergraduate and postgraduate students.

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

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

2. If you are experiencing study difficulties you are encouraged to make full use of University and Departmental resources, such as advice from your Personal Tutor, Year Tutor, and other academic staff, study support sessions on year 1 and 2 core modules, revision sessions and the guidance provided by the Student Opportunity, Careers, which should be sufficient to meet your needs.

3. However, we recognise that private tutoring arrangements are likely to persist; hence the Department imposes the following regulations:

    a. A tutor employed in the Department of Economics is not permitted to tutor privately on an undergraduate or postgraduate module on which they are employed to teach or have previously been employed to teach.

    b. A tutor undertaking private tutoring is not permitted to access any materials not available to other students registered for the module.

    c. Any private tutoring arrangement must not be conducted on University premises, with the exception of within campus student accommodation.

    d. The tutor must assume responsibility for ensuring the tutee is aware that the tutoring arrangement does not form part of the tutee's Warwick degree, that it is not governed by any of the University's or Department's quality assurance mechanisms, and that the Department will not be accountable for any misinformation given out as part of the private arrangement.

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

3 - Assessment and Examinations

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

We have always been focused on enhancing teaching and learning. Through the richness of the curricula and syllabi, you are able to develop a range of skills, capacities and capabilities, which are designed to meet the aims and learning objectives of the courses and modules. It is appropriate that different learning objectives are assessed in different ways and this is reflected in a wide variety of types of assessment.

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

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

3.1 - Assessment criteria

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

Assessment criteria

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

80 PLUS

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

70-79

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

60-69

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

50-59

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

40-49

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

Below 40

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

3.2 - Coursework and Examinations

3.2.1 - MRes module examinations and assessment

MRes Year 1*

Code

EC9A1

EC9A2

EC9A3

EC9AA

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

MRes Year 2*

Code

EC9B8

EC9B9

EC9C0

EC9C1

EC9C2

EC9C3

EC9C4

EC9C5

EC9C6

EC9C7

EC9C8

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

3.2.2 - MRes assessment and examination scheme and progression rules

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

Examination Components

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

Examined Component in Year 1

EC9A1 Advanced Microeconomic Theory (core)

EC9A2 Advanced Macroeconomic Analysis (core)

EC9A3 Advanced Econometric Theory (core)

Examined Component in Year 2

EC9AA The Practice of Economics Research (core)

5 Option Modules (@12 CATS)

Dissertation (core)

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

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

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

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

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

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

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

Progression to the PhD

In order to automatically proceed onto the PhD programme, the candidate must:
(i) pass all modules and

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

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

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

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

Marking Conventions

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

Mark

70.0% and above

60.0% - 69.9%

50.0% - 59.9%

49.9% and below

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

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

Right to Remedy Failure

The candidate will be offered the right to remedy failure on one occasion in each module. All resit marks are capped at 50%. The reassessment method can vary from one module to another, and candidates are advised to check the module catalogue for the definitive information.

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

3.2.3 - Methods of coursework submission

You should submit assessed coursework via electronic submission in Tabula.

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

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

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

- You must ensure your document includes your student ID number, but not your name, as all marking is carried out anonymously. You should also include the final word count.
- The assignment must be a 100% electronic submission and so any object such as graphs, figures or equations will have to be incorporated into your electronic document.
-

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

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

3.2.4 - Deadlines

Each piece of work must be submitted by a particular date set by the Postgraduate Office and module leader (and displayed in Tabula). You will be given notice of these deadlines at the beginning of term and notified of any changes. It is your responsibility to arrange your own programme and manage your time accordingly. We advise you always to leave a safety margin in case of last–minute difficulties in obtaining books, printing files and so on. The University stipulates that markers have a maximum of twenty University working days for completion of marking, so you should receive your marks within 20 University working days of your submisison.

Please note that the submission deadlines and test dates can be found on the MRes Hub page.

3.2.5 - Specific deadline extensions

To seek a specific extension for assessed work you must make a request in Tabula via the Coursework Management portal. Please email economics.pgoffice@warwick.ac.uk if you have any difficulties. The Assistant Programme Manager will consider all extension requests for modules delivered by the Department of Economics. Requests must be supported by evidence, which should be submitted within 5 working days of making your request. Evidence that is in any other language than English must be accompanied by an official translation. Should there be an unexplained delay of more than one week before submitting your evidence we may not be able to agree to your extension request.

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

Any requests for extensions should be made in a timely manner and ideally by the assessment deadline. Requests must be supported by evidence, which should be submitted within 5 working days of making your request. Evidence that is in any other language than English must be accompanied by an official translation. Should there be an unexplained delay of more than one week before submitting your evidence we may not be able to agree to your extension request.

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

For assessments that are spread out over a long period of time, such as dissertations, there is an expectation that almost every student will encounter some difficulties in their lives during this period. As a result, it is anticipated that you will handle these situations without impacting on your final submission. Thus, low-level and short-term illnesses will not be considered as a basis for an extension for this type of work.

3.2.6 - Late submission or failure to submit

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

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. If you initially submit the wrong document and either you or the marker identifies this, you can still submit the correct one, but a late penalty will be applied as detailed above. Penalties cannot be adjusted if you or we later find that you have submitted a wrong file or a corrupted document. It is your responsibility to ensure that you are submitting the correct assignment to the correct link by the deadline. For problem sets, where solutions are discussed in module Support and Feedback classes immediately after submission, any late submissions will receive a mark of zero.

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

3.2.7 - Marking

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

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

Please also see the University Policy on the Provision of Feedback to Students on Assessed Work.

3.2.8 - Feedback on your assesed work

Learning is a dynamic process and feedback plays an important role in helping you to develop your knowledge and build confidence in your own abilities. Therefore, our aim is to provide you with as much feedback as is reasonably achievable, given the volume of students taught on any module. The Department takes very seriously the provision of feedback on assessed work. We are sensitive to the importance of this and have mechanisms in place to enhance the quality of the feedback on assessed work.

You will receive a written evaluation of your coursework on a range of relevant criteria including comprehension, analysis, critique and presentation. You may also receive written comments in the margins of your work. These should enable you to understand the basis of the mark you have been given and how you may improve your work in the future. You will find the mark you received on Tabula.

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

Occasionally, you will receive paper feedback on your work. The Postgraduate Office will announce days/times for the collection of specific pieces of assessed work. The Department does not accept responsibility for work which is not collected by students within four term-time weeks of its being made available for collection.

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

3.2.9 - Querying assessed work marks

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

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

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

3.2.10 - Class tests

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

- You should not use any books, papers, calculators, mobile phone or any other information storage and retrieval device to the test unless this is expressly permitted in the test rubric.
- All coats and bags must be left at the side or back of the classroom.
- You must not talk or communicate with other candidates or pass information to one another during the test.

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

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

3.2.11 - Mitigating circumstances

Mitigating circumstances are defined as significant personal difficulties that have a negative impact on a student's ability to study for or complete academic assessments including examinations. They may be acute, severe, exceptional, and are outside the student's control. Circumstances eligible for mitigating circumstances will usually be unforeseen and will not be possible to cover via reasonable adjustments.

Who to talk to:

We are aware that in some cultures it is considered shameful or embarrassing to disclose the details of these kinds of circumstance to those outside one's family. This is not the case in the prevailing UK culture, and you should be aware that the Department and the University are fully supportive of students in difficult circumstances and want to assist if at all possible. If you feel inhibited from talking to a Personal Tutor or the Senior Tutor, you may also consider talking to a member of the GSSLC, the Students' Union, the Dean of Students or a member of staff in Student Support for initial, informal advice. Be assured that we treat all information in a confidential manner and our electronic filing system is secure.

How to declare mitigating circumstances:

You should submit your mitigation through the 'Personal Circumstances' tab on Tabula, which you can access through your personal student tabula page.

Please make sure you include any related evidence required to support your application. These could be medical certificates or other forms of documented evidence by a third party verifying the nature of your mitigating circumstances.

Please use this guide to declare your mitigating circumstances. Further detailed guidance on mitigating circumstances procedure is available here.

If you are taken ill during an examination you should inform the Senior Invigilator immediately and submit a mitigating circumstances claim as soon as possible, following the guidance on the link above.

During the exam period if you are experiencing extenuating circumstances and you think you are NOT FIT to sit a particular exam, then you should NOT sit the exam. You will need to submit a mitigating circumstances application via Tabula explaining the details and this should include supporting independent evidence outlining the severity of your circumstances and why you are not fit to sit the exam. The Postgraduate Office team will then contact you about your application and provide guidance and support. As a student it is your responsibility to inform the department via your application as to why you are not fit to sit an exam and to provide appropriate supporting independent evidence. If you choose to sit an exam, then you have declared yourself FIT to sit the exam. You will not then be able to request a further first attempt.

Deadlines: where you are applying for an extension to a coursework deadline because of mitigating circumstances, you must apply as soon as possible/ and definitely before the submission deadline. All other mitigating circumstances claims must be submitted as soon as possible. The deadline for submitting claims relating to Term 1 exams is **26 January 2024.** The deadline for submitting claims for the June Exam Board is **24 May 2024**. The deadline for submitting claims relating to the September resits is **13 September 2024**. Without wanting to invade your privacy, the University does expect that you bring such circumstances to the Department's attention in a timely manner, despite the discomfort you might feel in so doing. The Department will do all it can to support you in difficult situations.

You should be aware that the Department will only consider mitigating circumstance claims after exam board results have been released if there are exceptional reasons why the submission could not be presented at the correct time accompanied by supporting evidence. Please note that claims of being too embarrassed to talk about your case at the time will not be considered as exceptional reasons for late submission. Any claim that would not be considered by the Department may only be considered by an Academic Appeals Committee as part of an academic appeal. An Academic Appeals Committee will not consider mitigating circumstances reported outside the deadlines as set out by the Department unless there is an exceptional reason why the submission was not presented at the correct time, accompanied by supporting evidence.

Mitigating Circumstances Panel:

Claims for mitigating circumstances will be considered by the Mitigating Circumstances Panel. The Panel is Chaired by the Senior Tutor and membership includes the Director MRes/PhD, the Director of Graduate Studies (Taught Degrees), the Head of Department, the Deputy Head of Department (Teaching and Learning), the Director of Student Engagement and Progression, and the Programmes Manager. The Panel has the following remit:

- To considers details of applications for mitigating circumstances and makes 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), weak/mild (A), moderate (B) severe (C);
- To ensure that decisions are equitable and that there is consistency of treatment across cohorts.

Possible Action by the Exam Board: If a claim is supported by appropriate evidence (e.g. medical evidence), the Board of Examiners may be able to exercise discretion. The Board may recommend the candidate sits (as for the first time) at the next available opportunity; or base a grade for a module on unaffected assessment marks (noting that waivers can only be applied to failed assessments with a weighting of 3 credits or less), for example. However, neither the Board of Examiners nor the Mitigating Circumstances Panel are permitted to change a module mark. It may be recommended that no action is required in terms of progress decisions, but the circumstances will be carried forward and be considered when determining the degree classification at a future meeting of the Board of Examiners.

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

If your submission contains confidential information and/or evidence, please submit your claim through the Tabula portal as normal but ensure you tick the box marked ‘I have sensitive information that I would prefer to show to a member of staff in person’. The Senior Tutor, Dr Mahnaz Nazneen, or Programme Manager, Carolyn Andrews, will arrange an appointment with you to discuss your submission in confidence.

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.

Exam deferral and other outcomes:

If you have very severe mitigating circumstances during an exam period, we may recommend you defer the entire examination period to the next available opportunity. Please speak to the Senior Tutor you wish to request an exam deferral and then submit your request via Tabula. You can read more about the deferral of an exam period on the Mitigating Circumstances webpages.

If you have severe mitigating circumstances, we may recommend you delay an exam and sit (as for the first time) in September or the following January/ May. Please note this is not an exam deferral, which only applies when you defer all the exams within an exam period. If you have attended your exam, we will normally assume you were fit to sit unless there is evidence that you experienced severe mitigating circumstances that you have not predicted during the exam.

Other possible actions by the Exam Board may include offering a further opportunity for re-examination, or we may recalculate a module mark based on the elements of the assessment which were not affected by the mitigating circumstances (noting that waivers can only be applied to failed assessments with a weighting of 3 credits or less). However, neither the Board of Examiners not the Mitigating Circumstances Panel are permitted to change a module mark. It may be recommended that no action is required in terms of progression decisions, but the circumstances will be carried forward and be considered when determining the degree classification at a future meeting of the Board of Examiners.

3.2.12 - Reasonable adjustments

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

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

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

difference such as dyslexia or dyspraxia, a full diagnostic assessment. The type of appropriate evidence required can be discussed with Disability Services or Mental Health and Wellbeing;

- Once a student has met with Wellbeing Support Services, the adviser will contact the student's department and the Examinations Office (with their permission) to recommend any alternative exam arrangements;

- Alternative exam arrangements must be made before the annual deadlines as set out by the Examinations Office. Recommendations that are made AFTER these deadlines will be handled under the Mitigating Circumstances Policy;

- Recommendations to apply reasonable adjustments may include for the student to be able to complete assessments via alternative assessment methods; bearing in mind that academic or professional standards in relation to core competencies and assessed criteria still need to be met;

- Further information on support for specific disabilities is available here.

3.2.13 - Religious Observance

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

3.2.14 - Examination schedule and feedback

MRes examinations take place during April/early May (weeks 32 and 33). The exam rubric for each module can be found on the module webpage. April/May exam marks and feedback are only released after the June exam board. September exams are available for students who fail to pass a module at the first attempt in June. These take place end of August/beginning of September.

3.2.15 - Good practice in exams

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

- Familiarise yourself with the instructions for each of your examinations and ensure that you follow them when completing your exam paper.

- Answer the correct number of questions, if you answer more than the required number the department will mark the questions in the order that they appear, up to the required number of questions in each section.

- Fill in the question numbers on the required page.

- striking out any material that is not to be read (e.g. unwanted attempts)

- writing as legibly as possible

- Ensure you only submit the required number of documents and in the correct format.

Other pointers for good practice in examinations, include:

- familiarising yourself with University's Examination Regulations 10.2
- familiarising yourself with the rubric beforehand and doing what the rubric asks (the rubric for each module can be found on the module webpage - it is better to use this source for accurate exam rubrics rather than using past papers, as these may be out of date)
- showing your working in mathematical/quantitative answers - enough to be awarded method marks if you get the wrong answer. In any case full marks ought not to be awarded for correct 'bottom line' answers - we are also interested in checking reasoning and understanding.

Other advice on how to tackle exams is available through these links:

- **Examinations Office website**
- **Students' Union**
- **University Counselling Service**

3.2.16 - Use of calculators in exams

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

3.2.17 - Bags in exam rooms

Please remember that the University's Regulation 10.2 states that:

"Candidates are forbidden to take into the examination room any books, papers, calculators, or any information storage and retrieval device, or any attache case or bag in which such items can be carried, unless there is an express provision otherwise in the case of a particular paper. Candidates are forbidden to pass calculators or any other item to one another during examinations."

You are reminded that you should not take any bags, cases, or rucksacks etc into the examinations rooms.

The only exceptions to this are:

1. small pencil cases may be used for pens, pencils and rulers etc
2. if necessary plastic carrier bags may be used to carry permitted texts or other material into open-book examinations (unless you have been given special individual permission to have any other kind of bag with you in connection with an approved special examination arrangement).

You are strongly recommended NOT to bring bags with you to examinations. If you do, you may not be permitted to bring them into the exam room (other than as noted under (a) and (b) above). Also you must not leave bags outside exam rooms where they may cause any kind of obstruction.

If you do bring bags into the Department on an exam day, please store them in S0.56/ S0.58 (any valuables you leave at your own risk).

3.2.18 - Handwriting legibility policy

You 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 the MRes/PhD for scrutiny. If the answers are still deemed illegible, the indecipherable sections will not be marked. The Programme Manager will annotate the mark grid to indicate to the Board of Examiners any scripts with illegible handwriting, to help inform the Board's decisions about resits and borderline cases.

The Department does not allow scripts deemed illegible to be retyped following a first examination, unless there is medical evidence of mitigating circumstances that would have affected a candidate's handwriting in exam conditions. Except for circumstances in which a disability could not have been anticipated, students should provide medical evidence for alternative exam arrangements by the deadlines set by the Academic Office.

The Department believes the onus for writing legibly should rest with students. Students with illegible handwriting who still achieve sufficient marks to pass a module will not be allowed a resit attempt. Students failing a module at the first attempt, where sections of an exam script have been found to be illegible, will normally be offered a resit opportunity. Students will be offered the chance to type their answers in the resit exam. The maximum mark which may be awarded for a module on re-examination is 50 for postgraduate modules.

3.2.19 - Examination boards

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

The external examiners are experienced senior academics from other universities whose role is to monitor our standards, to advise us on issues, including borderline cases, and generally to act as independent arbiters and scrutinisers and to ensure that the Board's decisions are fair.

3.2.20 - Exam board decisions

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

June Exam Board

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

1. Proceed to the second year of the MRes (for first year students)
2. Be permitted to submit the dissertation (for second year MRes students). Students will only be permitted to submit the dissertation when they have passed both option modules
3. Be required to be re-examined in specified modules

September Exam Board (Final)

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

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

3.2.21 - Exam marks

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

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

3.2.22 - Degree certificates and transcripts

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

The main degree congregation for PGT students is held in January each year. The Awards &

Ceremonies website provides detailed information on award certificates and degree congregation registration and includes a 'Frequently Asked Questions' section.

You can download an interim transcript from your current students page at any time during your course. Official Transcripts of academic record for postgraduate taught students are produced by Student Records once your degree award has been conferred by the Senate.

3.2.23 - Appeals

If an Exam Board decides that your performance merits the award of a lower qualification than the one for which you were registered or does not merit the award of a qualification at all, you have certain rights of appeal. Appeals must be submitted within 10 University working days of the date of notification of the decision of the Board of Examiners that is the subject of the appeal. The academic appeals process is to be completed typically within 80 University working days. Regulation 42 sets out the process for considering appeals and is available here. You are required to complete a form if you wish to appeal against the decision of the examiners, and this can be found on the Appeals website.

The appeal procedure may not be used to challenge the academic judgement of examiners, dispute marks awarded in individual modules or pieces of work, appeal against the requirement that a student has to resubmit work or resit exams, or challenge the decision to award an MSc degree at pass level rather than with distinction or merit.

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

(a) You are in possession of evidence relevant to your examination performance which was not available to the Board of Examiners when their decision was reached. You must provide evidence of good reason for not having made the Board of Examiners aware of this evidence prior to the assessment decision;

(b) There is evidence of procedural irregularity in the examination process; or

(c) There is evidence of prejudice or bias on the part of one of more of the examiners.

(d) There is evidence of inadequacy of supervisory or other arrangements during your enrolment at the University. In this instance, you are required to explain why a complaint under the Student Complaints Resolution Procedure was not made at an earlier stage.

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

3.3 - Academic Integrity

3.3.1 - What is academic integrity?

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

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

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

The University also provides Moodle courses on Avoiding Plagiarism and Academic 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, this can include the use of shared/group notes;
- 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, or to obtain or share unseen materials in advance of an in-person or online examination, or to facilitate such activities;
- Submitting fraudulent mitigating circumstances claims or falsifying evidence in support of mitigating circumstances claims (this may also be considered a non-academic disciplinary matter);

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

3.3.2 - 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)

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

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

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

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

3.3.3 - How we investigate suspected breaches of academic integrity

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

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

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

3.3.4 - Consequences of breaches of academic integrity

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

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

In 2022/23, the Department investigated 328 students (across UG and PG) for possible misconduct. 136 students were called to attend Academic Conduct Panels and 118 students had penalties applied to their assessments.

3.3.5 - Academic Referencing

It is important that you, no matter what your background is, familiarise yourself with the academic integrity 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. You must take the initiative to ensure you have all the skills needed to produce good work as it is expected here. Bear in mind that there will be slight differences between what departments require so do not assume that the approach will be exactly the same if you are taking a module in another department.

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

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

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

3.3.5.1 - When to acknowledge sources

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

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

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

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

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

Further guidance is provided in the Moodle course Introduction to Referencing.

3.3.5.2 - How to acknowledge sources

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

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

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

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

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

3.3.5.3 - Creating a bibliography

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

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

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

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

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

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

3.3.5.4 - Common pitfalls in academic referencing

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

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

- Do not use citations as a substitute for argument. What gives your argument authority is logic and evidence, not the number of scholars you can find who agree with you, so don't pad the bibliography with material you haven't used. It will not impress the marker. The marker does want to know that you have read widely, but to read widely without understanding benefits no one. Using large quantities of references can sometimes actually signal to the marker that you do not really grasp the topic in detail. Use references selectively as proof of your good faith as a scholar, not to batter down disagreement or bury points of difficulty.

- Only cite what you yourself have used. For example, you may read something that itself refers to another source. Thus Gordon (1998), Macroeconomics, p. 490, discussing excess volatility in aggregate consumption, refers to an article by Marjorie Flavin (1981) in the Journal of Political Economy.

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

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

3.3.6 - Academic Integrity Advice and Support

The University provides comprehensive guidance on academic integrity and links to resources on the Academic Integrity website.

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

There is also a an Economics Department Academic Integrity page, where you will find detailed information and guidance.

4 - Research - The PhD

4.1 - The nature of a thesis

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

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

1. A thesis often consists of a number of essays on a related subject. Many students believe that three essays are required, but one large project that embodies the highest research standards can substitute for several more modest efforts. However, it is up to the discretion of your advisors initially and the examiners subsequently to decide whether the thesis is sufficient to pass.

2. Our preferred model is the following: a thesis with three significant pieces of work, one of which would be designated the 'job market paper.' The third chapter may be less developed than the other two, e.g. some limited exploration of a third idea. Co-authoring of aspects of the overall package is not ruled out, but you must clearly state your contribution to the work at the beginning of your thesis.

3. Once you submit your thesis for examination, you are NOT permitted to make any changes and you must be examined on the work you originally submitted. Depending on when exactly you submit, for job market purposes you may continue to work to improve the job market paper after submission of the thesis but this will be for job market and not for the examination.

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

We are not particularly concerned with the precise details of the formatting, paragraphing and other matters of style relating to the thesis and set no more specific requirement on this than the general university requirements. The main thing is that the content is good and clear, that readers can navigate the thesis and that you fully reference sources and document your data carefully.

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

4.2 - Research supervision

What you can expect from your Supervisors

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

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

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

View the Doctoral College list of detailed responsibilities of your supervisor.

Allocation of Supervisors

Students who achieve the required standard in the MRes (please see progression requirements in section two of this handbook) will proceed to PhD research and it is at this point that the student will start to form a research supervisor committee. You should make sure that you consider the research interests of faculty in the Department when you choose your research topic, to ensure that suitable supervision exists within the Department.

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

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

View the University's guidelines on the monitoring and supervision of research degree students.

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

Director will agree a support plan with you. Be sure to advise us fully of your requirements; it may be difficult to recoup time lost if your research falls behind schedule.

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

4.3 - Your progress

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

The PhD Forum

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

Your annual progress report

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

Where a student is identified (by their annual progress report or the PhD forum) as making unsatisfactory progress, in the first instance an email will be sent to the student and the supervisors by the Director of PhD, noting concern about the student’s progress. A follow-up meeting will then take place between the student and supervisor to ascertain whether there are any extenuating circumstances that are impeding progress. If there are no extenuating circumstances the supervisor should attempt to identify the academic reasons for poor progress and agree with the student measures to improve and a plan of written work to be done. A written record will be kept, which will be copied to the Director of PhD. If progress continues to be unsatisfactory by the time of the next scheduled review, the Director of PhD and the supervisor will meet with the student and set a further deadline for review of progress. If the situation does not improve, ultimately the student will be advised to withdraw or to submit the thesis for award of a lower degree (e.g. MPhil). For further information see the University Guidelines for the Supervision and Monitoring of Students.

Monthly meetings with your supervisor

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

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

Working away from Warwick

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

Seminar attendance

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

Research groups

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

Teaching duties

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

4.4 - Submission of your thesis

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

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

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

The recommendations open to the examiners are:

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

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

4.5 - How to be an effective researcher

An introduction to Warwick Researcher Development

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

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

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

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

4.6 - Departmental seminars

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

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

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

4.7 - Annual PhD Conference

This is a two-day event organised by research students of the Warwick Economics Department, supported and attended by the Warwick Economics Department and Faculty, that takes place towards the end of Spring term each year. Anyone can attend, but only PhD students can present. Presentations from PhD students from the top Economics departments across the UK and the rest of the world are invited. There is no restriction on what topic within economics can be presented. MRes students are strongly encouraged to attend this event. Information about this PhD Conference can be found here.

4.8 - Ethical scrutiny

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

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

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

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

The University's Research Support Services provide a fuller account of university policies and procedures for ethical scrutiny and approval, including a Warwick University Research Code of Practice, a statement on the ethical conduct of research, and other guidance. The application for ethical approval should be addressed to the HSSREC following the procedure specified on the website and queries addressed to hssrec@warwick.ac.uk.

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

4.9 - Risk Assessment

If you are planning to spend a period of your time outside the UK during your PhD, perhaps to collect data or to spend time in another department, you must complete a risk assessment before departing. Further information and a copy of the form, which should be completed can be obtained from the University's health and safety web page. Once completed please return your form to the Programme Officer (PGR). Your supervisor will be required to sign off your Risk Assessment, so please ensure you discuss this with them.

4.10 - Extensions/leave of absence

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

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

The University recognises that in some circumstances it would be preferable for a student to be able to take a short period of time away in order to deal with a personal issue or undertake minor medical treatment, without their visa being curtailed. Where the time needed is quantifiable and equates to less than a total of six weeks in an academic year, it is possible for the University to record this period of time as an Authorised Absence rather than TWD. However, a student will not be able to apply for extension to their registration as a result of Authorised Absence. If you need to apply for a period of TWD or Authorised Absence or an extension, you should speak to the Programme Officer in the first instance. During a period of TWD (or resit without residence), you are not permitted to attend classes either formally or informally. However, in order to help students prepare for their return to study, access to University IT facilities and the Library will normally continue during these periods. You are able to view the University guidance on the supervision of students based away from the University online.

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

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

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

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

Note that teaching training and guidance is given and it is mandatory that you attend the training sessions offered. These will be made available and you will be notified of the relevant times and dates by the Graduate Teaching Assistant Coordinator. You will be paid for attending the training sessions and this therefore counts as work hours Also, the lecturer in charge of the course should consult with you regularly and give every help he/she can. Before undertaking any teaching, please familiarise yourself with the Tutor's Handbook, a copy of which will be provided to you before you start teaching.

View the University's policy on employment of postgraduates as teachers.

The Academic Development Centre at the University provide support and training for PhD students involved in teaching, which you will be expected to attend.

4.12 - Support for Research Expenses

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

5 - The Job Market

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

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

5.1 - Support to develop your presentation skills

The employment route to obtaining an academic position is rather specialised, with most recruitment now taking place via the ASSA annual job market meeting, held in January each year in the United States or the EEA meeting, held in December each year in Europe. PhD students seeking an academic career are encouraged to go on the job market in the autumn and winter of the fourth year. Even if you are seeking employment outside academia, you may still want to attend the job market meeting as some large tech companies such as Amazon, Google, Microsoft and Uber also recruit there. We expect you to be ready to submit your thesis at this stage and to have a polished job market paper, which is the first requirement for a successful job market candidate. In addition to a job market paper, successful candidates usually have additional work that is sufficiently polished to be posted online and discussed with potential employers. To support you in this process, we offer training in Academic Writing and the ongoing help of a professional copy editor.

The next most important thing is your presentation. It takes time to learn to be a good presenter - so start early. In addition to presenting at the PhD Forum in years 2 and 3 of their PhD and presenting annually in one of the internal workshops, students will present their job market paper in Spring/Summer of their 3rd year in the Job Market Presentations event. This event is led by the Job Market Placement Officer, who will offer you lots of valuable advice on improving your presentation. Presentations can be recorded so that you have a record of the event and how you can improve. A final presentation of the job market paper will take place in Fall of the 4th year.

The following sources of help are also available:

- English Language Skills: The Centre for Applied Linguistics (CAL) offers in-sessional English language programmes in speaking and listening; pronunciation and writing.
- The Doctoral College Researcher Development Programme has a huge range of resources available both online and in person, offering support and skills training

throughout the year e.g. academic writing, how to be an effective researcher, working with your supervisor.

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

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

- Cawley (updated in 2016/17)
- Tips for Oxford DPhil students - includes information on the European market as well.
- The Academic Economics Job Market in China (prepared by James Fenske)

5.2 - European job market

The European Economic Association organises a job market where nowadays most active European institutions participate. In 2018, the EEA launched the European Job Market (EJM), which takes place towards the end of December. Since 2019, the EJM is co-organised with the Royal Economic Society and Spanish Economic Association.   A recent announcement about the 2023/24 has stated that European Job Market interviews will be held virtually again this year between the dates of 11th - 14th December. Students who wish to participate in the European Job Market must submit a paper, and not all papers can be accommodated. This is an excellent opportunity to obtain exposure for your work, and submission is highly recommended.

Positions in the UK are also periodically advertised through the Jobs.ac.uk web pages.

5.3 - US job market

Traditionally job market candidates were expected to attend the annual meeting of the American Economic Association (AEA), but in recent years most interviews have been conducted online. The AEA holds its meeting jointly with the North American Econometric Association and many other social-science organisations, which are known as the Allied Social Sciences Association (ASSA). These meetings, which take place in the first week in January, (January 5-7 in San Antonio, Texas) are not just for candidates who want a job in the US. In fact, most of the better universities, non-profit organisations, consulting agencies and government research departments from around the world recruit at the ASSA meetings. Furthermore, in addition to being a job market, the ASSA meetings offer you an opportunity to attend talks given by many well-known economists and to meet other students who are in a similar situation. Although many UK universities recruit at the ASSA meetings, the UK job market is less formally organised and it is sometimes possible to obtain interviews well after the US market has cleared. The Department will require you to participate in your final year, subject to producing a satisfactory paper, presentation and CV and where necessary will provide you with financial support .

There is much less of a season for non-academic jobs, but advertisements typically appear in the spring. Job openings are advertised in the Economist, the Guardian, and the THES (Times

Higher Education Supplement). There are many web pages that list job openings. These include:

- www.aeaweb.org/joe
- www.jobs.ac.uk (UK)
- www.inomics.com/cgi/job
- www.eui.eu/About/JobOpportunities
-

www.ges.gov.uk (UK government)

- www.economist.com
- www.econjobmarket.org

It is a good idea to check these sites on a regular basis. No matter how you plan to search, you should first check with your advisors to make sure that they agree that you are ready to test the water. By this time you should also have asked three faculty members, who are familiar with your work, if they would be willing to write letters of reference for you. Since those letters are confidential, you must supply your referees with the names of all of the places where you plan to apply. You should ask your referees to send a PDF or Word file with their letters to Natalie Deven (Programme Officer (PGR).

5.4 - Timescales and Other Essentials

For both the US and the European job market, your job market paper should be ready for September at the beginning of your fourth year. For the US, you will need to make travel and accommodation arrangements by mid-September (the department will meet these costs up to a limit of £1500). Having previously decided on your chosen referees, the final version of your job market paper should be sent to to your referees by mid October. At the same time you will be asked to upload the abstract of your job market paper and a copy of your polished CV to the departmental web page and attend an individual meeting with the placement committee.

The schedule for the European Job Market is very similar to that for the US: jobs are posted on the platform and candidates submit their packages (job market paper and references) late October/ early November. Screening then takes place and successful candidates are invited to interview. Flyouts follow for successful candidates to deliver seminars and meet local faculty, before offers are made.

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

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

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

5.5 - Other departmental support

The Department maintains a web page for job-market candidates. It is important that you participate in this process if going to an academic job market, since the web page is the principal vehicle that the Department uses to promote its candidates. If your name does not appear, people who are searching for recruits will have no way of knowing that you are on the market. Your web page should include your CV, abstracts of all of your dissertation papers, and at least one completed paper — your job-market paper. For further information please contact Professor James Fenske, Job Market Placement Coordinator (2023-24) or Natalie Deven Programme Officer (PGR).

6 - Your feedback and concerns

6.1 - Your feedback to us

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

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

- Module Evaluation
- Your Personal Tutor or Senior Tutor
- the Graduate Student-Staff Liaison Committee (GSSLC) for MRes/PhD Students
- the Postgraduate Taught Experience Survey (PTES) in the Summer Term and the Postgraduate Experience Survey (PRES) for PhD students (every two years)
- Departmental online feedback form
- Participation in focus groups, which take place annually.

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

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

6.1.1 - Module evaluation

In the Autumn and Spring Terms you will be asked to fill in an online evaluation questionnaire for each Economics module that you take. This gives you the opportunity to express your views on various aspects of the module and all responses are anonymous. Feedback is most useful when it is provided in a considered and thoughtful way. The Autumn and Spring Term online module evaluation also form two of your Monitoring Points.

Why is feedback collected?

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

What is useful feedback?

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

Be honest

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

Try to separate content from personality

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

Be considerate

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

Be conscientious

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

What happens to your feedback?

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

- The written comments are retained by the module leader, though they are also read by the Head of the Department.
- A summary of the responses to module evaluations is shared with the Student-Staff Liaison Committee and the will be uploaded to module web pages.

- At the end of the year each the module leader writes an annual module report, incorporating both qualitative and quantitative feedback results.
- These reports are reviewed by the Director of MRes/PhD, who summarises the main issues for the Department's Graduate 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.

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

6.1.2 - Focus Groups

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

6.2 - Student Surveys: PTES and PRES

In years 1 and 2 of the MRes we will ask you to take part in the PTES survey (Postgraduate Taught Experience Survey). This is a national survey, which all UK universities take part in and the results feed into various national league tables. The survey provides another opportunity for you to provide feedback and we would encourage all students to take part. You can find out how we acted upon feedback provided through PTES in previous years here.

Last year the Department made a charitable donation (for each response received) to two charities voted for by the student cohort. For more information about this survey please visit the Department's PTES webpage.

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

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

6.3 - How to raise concerns

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. The 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.

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

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

Occasionally there are disputes of a personal nature. These are rare, but cannot be ruled out in a large organisation like a university. Personal difficulties may arise if you believe that another student or a member of staff is discriminating against your or harassing you on the grounds of personal dislike or broader prejudice. In such circumstances you may take the matter up with your Personal 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).

6.3.2 - Formal channels (Stage 2)

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

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

6.3.3 - Formal channels (Stage 3)

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

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

6.3.4 - Office of the Independent Adjudicator (OIA)

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

7 - Pastoral Care and Welfare

7.1 - Departmental Support

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

7.1.1 - Personal Tutor

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

Once you progress to the PhD, pastoral arrangements will change. Generally, responsibility for pastoral care rests with the supervisors. However, pastoral care for PhD students with one supervisor will be provided by the Director of PhD and Professor Wiji Arulampalam. It is not intended that PhD students meet with their personal tutor at prescribed times throughout the year (as for those students following a taught degree course). However, the personal tutor will be available as required. It is expected that this arrangement will be particularly useful for students working with one main supervisor, whereas students working with two or more supervisors will continue to seek/receive pastoral care from one or other supervisor.

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

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

By discussing your personal and academic development, as well as your future career plans, your personal tutor will be in a much better position to write you a reference at a later date should that be required.

If you are having problems accessing help/ guidance on any particular issue, please contact the Postgraduate Office (room S1.132) (MRes Students) or the Programme Officer (PGR) in room S2.138 (PhD Students).

7.1.2 - Senior Tutor for MRes students

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

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

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

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

Details of the Senior Tutor's wellbeing drop-in sessions in can be found here.

7.1.3 - Academic Lecturers

The lecturers that you see within your modules are there to provide you with guidance on their subject area. You may only see them for one to two hours per week within a large lecture. However, every member of academic staff has two advice and feedback hours per week, (details of which should be posted either on their web page or on their office door). You should make use of these, as a means of clarifying any areas of confusion within previous lectures or to discuss future topics. You can also use them to discuss areas that you both find interesting. You should always ensure you are prepared for your lecturer’s feedback hours. You shouldn’t be using them as a means of asking the lecturer to repeat the lecture, but should attend them with specific questions or areas of confusion that you would like clarification on.

7.1.4 - Tutors (Support and Feedback Classes)

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

7.1.5 - Director and Deputy Director MRes/PhD

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

7.1.6 - Postgraduate Office

The Postgraduate Office is a key resource within the Department and is located in room S1.132 (on the first floor). If you have questions about your timetable, problems with clashes, or queries about Departmental procedures, you should contact the PG Office in the first instance (email economics.pgoffice@warwick.ac.uk).

7.2 - University Support

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

7.2.1 - Wellbeing Support

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

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

The issues may be:

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

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

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

7.2.2 - Counselling and Psychology Interventions Team

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

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

7.2.3 - Disability Services

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

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

7.2.4 - University Dean of Students

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

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

7.2.5 - The Students Union and Advice Centre

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

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

- Academic advice: Appeals, complaints, change of course and problems, temporary or permanent withdrawal, any University Committee proceedings continuation of registration, misconduct or plagiarism, fitness to practice.
- Housing advice: Campus accommodation, university and private housing, landlord and tenant disputes, tenants' rights, repairs and deposits.
- Disciplinary advice: If you are involved in any incident that is investigated under the Disciplinary Regulations, WSUAC can support you through the process and accompany you at meetings and hearings.
- Money advice: Fees, debt advice, budgeting SFE problems, hardship, money owed to the university.

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

7.2.6 - The Residential Community Team

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

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

7.2.7 - Student Information Centre

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

7.2.8 - Student Experience

The Student Experience team offer services specifically for international students, including the Immigration & Compliance team which supports all EU and international students during their studies at Warwick and assists with immigration advice (a free and confidential service advising on issues including visa extensions, dependant visas, working in the UK during or after study, travel visas, etc.); practical support (bringing family to the UK, Police registration, provides letters to prove student status for visa purposes, banking); and the supports the welcome, induction and integration of international students.

Advice on immigration should only be obtained via appropriately qualified staff in the Immigration team, or the Students' Union Advice Centre.

It is important to note that changes to a student's enrolment status, for instance, temporary withdrawal, can have implications for their ability to hold a visa to remain in the UK and students will wish to seek advice accordingly.

The Internationalisation team seek to internationalise the student experience for all, facilitate integration and help students develop their intercultural curiosity and competence. The team supports international students' transition to Warwick and participation in student life. The international student reception is located on the first floor of University House.

7.2.9 - The Health Centre

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

The Health Centre provides primary health-care GP services to registered patients; two medical practices with both male and female doctors; nurse practitioners and Practice Nurses; sexual health clinics; travel clinics and immunisation facilities; and physiotherapy sessions. You should visit the Health Centre if you require a consultation with a doctor or nurse, an emergency appointment, emergency contraception, vaccinations or advice on vaccinations, and sickness certification.

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

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

7.2.10 - The Chaplaincy

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

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

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

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

For the latest details and to contact a Chaplain, please refer to the website.

7.2.11 - Community Safety

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

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

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

7.2.12 - Student Funding Support

The Student Funding Support team offers information, advice and guidance on all aspects of financial support. This includes government grants and loans, and undergraduate scholarships and bursaries provided directly by the University to students. The team administers University hardship funds to students and can provide budgeting advice.

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

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

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

7.2.13 - University Children's Services

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

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

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

8 - Student voice and how to get involved

8.1 - Graduate Student Staff Liaison Committee

The MRes/PhD GSSLC (Graduate Student-Staff Liaison Committee) is an important platform for you to have your say and provide feedback to us. Students get together with Departmental staff to discuss issues that concern their learning and teaching experiences. The GSSLC is made up of elected representatives (known as course reps) and members of staff, but the GSSLC is student led with the course reps taking on the roles of Chair and Secretary in the meetings. Even in the best departments, there are always some issues that need to be discussed and addressed. Yet the GSSLC is more than a 'complaint box'. The Committee has also been very useful in the past to simply ask questions that were unclear to many students. This makes the GSSLC a good opportunity for students and the Department to communicate. An email account has been set up to make it easier for you to communicate with GSSLC representatives (economics.pgrsslc@warwick.ac.uk). This is only accessible by GSSLC reps and not by members of faculty or administrative staff.

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

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

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

How GSSLC representatives are elected:

1. All students are asked to submit a candidacy.
2. The Department hosts online voting.
3. Elected representatives agree on Chair and Vice-Chair.

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

- There will be up to **six representatives** from the MRes/PhD programme.

- Out of these a **Chairperson** will be chosen, whose main task is to chair the GSSLC meetings.
- The **Vice-Chair/Secretary** has to take minutes of the meetings and replaces the Chair in her/his absence. The minutes are circulated to all students so they know what's going on.
- The first thing to do for the representatives is to look at last year's GSSLC annual report to get a feel for what has been discussed.
- It is also useful to begin each meeting with an update on how the issues of the last meeting have been addressed since then.
- Before each meeting, the MRes/PhD Office will ask you to prepare a list of items to be discussed. All the representatives, and the Chair/ Vice-Chair in particular, are responsible for collecting these issues and sending them in on time.
-
  Ask your fellow students what they think about the courses.
- The Chair and Secretary are responsible for preparing the Annual Report and submitting this to the Student Union.
- Your job is to help the students and the Department to communicate. If you are willing to carefully listen to both, and if you like to communicate and to analyse problems, you will be able to make a great contribution indeed.

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

8.2 - 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 2800 members from 130 degree programmes. WES offers you the opportunity to build a network with other students with professional and intellectual interests in economics. The society hosts a wide range of events to support your academic and career development. Sponsors several of the top economics consultancies and the society hosts some excellent careers events and talks. The Economics Society has growing links with public policy organisations and the third sector. The Society puts on some of the most talked about socials on campus, and boasts some of the strongest sports teams at Warwick. There are opportunities to get involved with football and netball in the earlier terms and cricket and rounders later on. The Society produces Assumptions magazine, and runs an annual debating competition where the winners are able to debate in a larger competition against students from other top universities.

8.3 - Warwick Economics Summit

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

8.4 - Warwick Women in Economics Society

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

8.5 - 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.

8.6 - Would you like to become a student blogger?

Our Student Blogs are all written by current students, studying and often living on campus. We do not edit the posts or tell our bloggers what to say. These are their thoughts, opinions and insights and based on their own personal experiences of their time at Warwick.

If you would like to become a blogger please email our Marketing and Communications Team: economics.news@warwick.ac.uk

9 - Resources

9.1 - The University Library

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

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

- Use the Get Started online Library orientation programme to find out how to use the library effectively;
- Use the Library Catalogue to find what you need, using the “Library Search” textbox on the Library home page. The Catalogue contains details of the books and journals (print and electronic) held by the Library;
- Most electronic resources are available from any PC with internet access, so you can use them from home. Usually, you’ll need your University username and password (the one you use to login to a PC on campus) to access these;
- Use My Library Account to renew and reserve items via the internet;
- The Library Economics webpages contain high-quality information relevant to your area of study. A good way to get started on a topic is to use Key Electronic Resources for Economics. The Library also provides useful online tutorials for Economics students and a guide to databases;
- DataStream is one of the main sources for finding macroeconomic time series or data on equity markets, bonds, futures, exchange rates and interest rates. DataStream is only available in the Library at a dedicated PC on Floor 1. At busy times, you may need to book to use the terminal. You will also find a very wide range of international macroeconomic time series, plus UK social survey data, on the UK Data Service (UKDS), available online through the Library list of databases;
- Capital IQ is a useful source of global company and investment financial data. There is a recorded training session on the Academic Support webpage to help you understand how to use Capital IQ;
- If you are seeking a useful book or journal article which Warwick does not have, we can often obtain it for you from another library. The Get It For Me scheme allows you to obtain journal articles from some other libraries;
- If you are having trouble finding what you need, there is an Economics Academic Support Librarian to help you. Library contact details appear below;
- The Library manages a number of learning and teaching study spaces. The Learning Grid, which is part of the Library, is located in University House. It offers a range of resources, including access to IT facilities and a collection of reference-only key

textbooks. There are also Learning Grids in the Rootes Building and Leamington Grid Spa in Leamington Spa Town Hall. Information about the Postgraduate Hub is given below.

Regular news and updates can be found via the Library's facebook pages (@WarwickUniLibrary) and its twitter account (@warwicklibrary).

More on the Library's community engagement wellbeing services for students can be found on the website or via Twitter at #StudyHappy.

9.1.1 - Contacting the Library: Economics enquiries

General Enquiries

Contact details

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

Economics Enquiries

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

The Librarian can be contacted via email: jackie.hanes@warwick.ac.uk.

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

9.1.2 - The Wolfson Research Exchange

The Wolfson Research Exchange is a community space that offers peer support and a forum for interdisciplinary collaboration to all Warwick research staff and students. The space hosts hundreds of research-led events each year, more than any other space at Warwick. Here you can find other researchers, get involved with the research community, attend events for researchers and plan your own research event.

At the Wolfson Exchange you can:

- Share tips and experience, including through the PG Tips and Research Refresh
- Attend training to improve your research skills (including the Researcher Development Programme)
- Book seminar rooms for your own inter-disciplinary academic events, conferences and networks.

Opening times: 24 hours (see webpage for holiday opening).

9.1.3 - The Postgraduate Hub

The Postgraduate Hub is located in the Junction Building. It is a peer-led collaborative community space that brings together postgraduates from across Warwick.

At PG Hub you can:

- Book meeting rooms for group-work and collaborative study, as well as find first-come-first-served study and meeting space;
- Ask any questions you might have about your postgraduate life at Warwick;
- Access support for your dissertation;
- Find mentorship to take you to the next level;
- Get actively involved in cultural events, such as Hallowe'en, Chinese New Year, Eid and other celebrations;
- Locate support for your studies and future career plans through events and drop-ins;
- Share your postgraduate life through our competitions and social media.

We recognise that postgraduate life is about more than just work. The PG Hub exists to make your time at the University more productive and enjoyable, so we welcome your ideas on things you want to see as a Warwick postgraduate.

9.2 - Information Technology (IT) Services

IT Services provide the essential resources and support necessary to give all students access to information technology services and support. Further information on setting up an account, accessing the network from on and off campus, printing and purchasing computers is available here.

Your email address

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

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

This address will be your 'official' University email address which the Department will use for all email communications. It will be the responsibility of students to ensure that they check this email account. You can access this account using the appropriate IT Services delivered applications or via webmail at warwick.ac.uk/mymail.

9.2.1 - Help desk

IT Services provide a dedicated Help Desk to assist with IT-related issues. You can contact them online, via email, or by phone. Further information on how to contact IT Services can be found at: http://www.warwick.ac.uk/its

9.2.2 - Computer security

Any computer attached to a network is susceptible to attacks from viruses and spyware. Please ensure you have Antivirus software installed with an up to date subscription as this is a requirement for access to the network. IT Services provide free anti-virus and firewall software to help keep your computer safe.

9.2.3 - Open access areas

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

9.2.4 - IT facilities in the department

Work space in the Department is made available to first and second year MRes students in room S0.56 and S0.58.

The Department's Bloomberg Terminals are located 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.

To use the Bloomberg Terminals, you must register for a Bloomberg for Education account, selecting the learner option. Then you must complete the Bloomberg Market Concepts (BMC) e-learning course and send proof of your completed certificate to economics.it@warwick.ac.uk. We will then grant you access to book the use of one of these terminals in half-hourly sessions from Monday – Thursday 9-4.30 and Friday 9-3.30pm. You will only be able to use the terminal if you have pre-booked online. 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.

9.2.5 - Printing

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

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

9.2.6 - Software

We have a wide range of software for economists. Besides generic software, such as Microsoft Office, email and web browsers, the econometric software we use includes Stata and and SPSS.

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

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

All software available to students at Warwick can be found in the IT services software list.

9.2.7 - Access to economic datasets online

The datasets listed below can be accessed from the Library Catalogue.

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

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

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

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

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

9.2.8 - Software to download

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

9.2.9 - 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 the Department please visit room S0.81, use the departmental IT helpdesk page or alternatively email: economics.it@warwick.ac.uk.

9.3 - Student Opportunity

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.

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 the popular Careers blog is at careersblog.warwick.ac.uk
- A huge range of opportunities and events to meet organisations and employees, from large careers fairs to alumni meetings to employer-led skills events.
- Support with finding internships and other work experience and access to work experience bursaries.
- Skills development opportunities including the Warwick Award.
- Support with the practical process of making applications, including CV reviews, interview support and practice psychometric tests

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

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

Events and job opportunities are posted on MyAdvantage and the MS Teams Careers page.

Ready to find out more?

Visit the Help and Advice section of the website for details of services or email careers@warwick.ac.uk.

The Department's Careers Consultant for Economics runs 30 minute ‘careers guidance’ appointments throughout the year and these can be booked via the ‘View Available Appointments’ section on myAdvantage.

9.4 - Researcher Development

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

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

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

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

Find Workshop and E.Learning Resources

9.5 - Language Support

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

International students following courses at the University may join extra English language classes organised by Warwick Foundation Studies .

For up-to-date information about in-sessional classes, and especially the locations of these classes (which can change at the last minute), please visit the following web site periodically:

w: https://warwick.ac.uk/fac/soc/warwickfoundationstudies/eap

9.6 - General information

9.6.1 - Health and safety

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

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

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

All staff and students should take time to read the information on the 'Stay safe at Warwick' webpages.

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 Head of Administration (Business and Research), Sarah Duggan, whose roles include that of the Department Health and Safety Officer (DHSO).

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

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

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

9.6.2 - Personal and Community Safety

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

9.6.3 - University values

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

Our Principles, which sets out our expectations of how we behave as a University community, both as individuals and as an institution.

Dignity at Warwick Policy, setting out how our differences are respected and valued and how we aim to prevent and address harassment and bullying.

Social Inclusion Strategy, which aspires to remove economic, social and cultural barriers that have prevented people from working, studying and succeeding at Warwick.

University Strategy, which sets our vision as a world-class university and our values.

Warwick Student Community Statement, which sets out aims for the University as well as for students.

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

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

Report + Support
Everyone at the University of Warwick, whether studying, working, or visiting, has the right to feel safe. Harassment of any kind is completely unacceptable, and our community is an environment where prejudice and socially unacceptable behaviour are never tolerated.

9.6.4 - University policies

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

- Anti-Bribery Policy
- Children and Young People
- Data Protection
- Feedback and Complaints
- Information Management, Security and Records Management
- Maximum Periods of Study
- Moderation Guidance
- Personal Conflicts of Interest Policy
- Proofreading Policy
- Recording Lectures by Students
- Smoking Policy
- Study Hours Statement
- Timing of the Provision of Feedback to Students on Assessed Work
- University Assessment Strategy

9.6.5 - University regulations

University regulations which you may find useful to consult on occasion, can be found in the following links.

- Regulation 10 Examination Regulations
- Regulation 11 Procedure to be Adopted in the Event of Suspected Cheating in a University Test
- Regulation 23 Student Disciplinary Offences
- Regulation 31 Regulations governing the use of University Computing Facilities

- Regulation 36 Regulations Governing Student Registration, Attendance and Progress
- Regulation 37 Regulations Governing Taught Postgraduate Courses
- Regulation 38 Governing Research Degrees
- Rules for Award

9.6.6 - Children on campus

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

9.6.7 - Information

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