

MRes/PhD - 2021/22 Handbook

1 - The Department

Welcome from the Director 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, but 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 consultancies.

With regards to the PhD programme, as you know, the primary activity of a research student is to complete a thesis that contains original and interesting analysis. 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.

Given the current circumstances, our teaching and learning delivery on the MRes for 2021/22 will be mainly based on a 'blended learning' approach, which combines in person and online interactions. Our aim is to provide an equivalence of experience to place-based delivery. To this end, we will use a combination of both in-person and online lectures to deliver core and optional modules. In addition, if a module has classes to support learning, these will be delivered either in person (where possible) or remotely (where in person interactions are not possible). We recommend that you complete the Course for Online Learning in Economics ([COLE](#)) during your induction period to familiarise yourself with our blended learning approach.

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 - Protecting all staff and students

In the 2021-22 academic year, it is important for everyone to follow guidance and instructions so that we can protect the health and wellbeing of all staff and students while the health pandemic continues. Please note that the University has issued guidance in line with UK Government guidance that all staff and students are required to follow.

All buildings have measures in place to ensure 1.5m social distancing is maintained at all times. This may include one-way systems, entry and exit to the buildings by particular doors, keep left policies and other measures. Hand sanitising stations will be located around buildings and you should make use of them when entering and leaving a building and should ensure that you wash your hands regularly.

Whenever you enter academic buildings, the Library, or other research, teaching and study spaces, you are required to wear a face mask or covering. The only exceptions are for those wearing a [sunflower lanyard](#). You are strongly encouraged to use face masks or coverings when seated during in-person classes.

Where possible, you should contact staff, both academic and professional services, online via email. Please only go into the Department or other buildings, if you have classes there, need to speak to the Postgraduate Office if you have not been able to find the information online and/or have been told to come into the Department.

All of these measures are in place to keep everyone safe.

Please note that failure to follow these instructions will be treated as a disciplinary matter.

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. The system is accessible from the departmental website and will allow you to receive important announcements, check assessment marks and your timetable, give course and module feedback, contact your lecturers and supervisors, access forms and change contact details. 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 log in to access information personalised to you (for both Moodle and Tabula).

1.2.3 - Current Student Webpages

The [Current Student Webpage](#) 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. You should visit this page often, as we regularly post updates to information and resources, although we will alert you to updates at the time. You will need to use your student log in to access information personalised to you.

1.2.4 - Email

Our preferred way of communication is via email. Every member of the University has a central email address, usually in the form A.N.Other@warwick.ac.uk. This is the address that we will use to contact you and you should use it to email members of staff. Please make sure you check your Warwick email account daily and do not let your inbox become full.

1.2.5 - MyWarwick Mobile App

In the [MyWarwick](#) app students can access key links and contact information, detailed travel 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. We will use the MyWarwick mobile app (MyWarwick alerts will appear on your phone), when we want to contact you urgently relating to your study at the University. Please do not disable the notifications for the app, as you may miss important communications.

1.2.6 - Social Media

The Warwick Economics [Facebook](#) page is a great way to connect with other new students in the department and you may wish to follow us on [Twitter](#).

1.2.7 - Student Pigeonholes and Student Mail

All MRes/PhD students have a pigeonhole (i.e. mailbox) in the PhD Common Room (S2.127). Please make sure that you check your pigeonhole regularly. Any registered letter or parcel, which arrives for you will be kept in the MRes/PhD Office (S1.132) and an email will be sent to you to collect it.

1.2.8 - 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 the University [Student Records](#) team.

1.2.9 - 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.

1.2.10 - 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 Jeremy Smith, Head of Department

Room: S2.124

Telephone: +44 (0) 24 7652 3336

Email: Jeremy.smith@warwick.ac.uk

Professor Ben Lockwood, Deputy Head of Department and Director of Research

Room: S1.111

Telephone: +44 (0) 24 7652 3032

Email: B.Lockwood@warwick.ac.uk

Professor Manuel Bagues, Director MRes/PhD

Room: S2.122

Telephone: +44 (0) 24765 22990

Email: Manuel.Bagues@warwick.ac.uk

Dr Pablo Beker, Deputy Director MRes

Room: S2.93

Telephone: +44 (0) 24 761 50586

Email: Pablo.Beker@warwick.ac.uk

PGT Senior Tutor

Dr Mahnaz Nazneen

Room S2.140

Telephone: +44 (0) 24 765 74891

Email: m.nazneen.1@warwick.ac.uk

Professor Wiji Arulampalam, Wellbeing Officer (PhD)

Room: S2.118

Telephone: +44 (0)24 765 23471

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

Telephone: +44 (0) 24 765 22983

Email: C.Andrews@warwick.ac.uk

Mrs Natalie Deven, Programmes Coordinator (PGT)

Room: S1.132

Telephone: +44 (0) 24 765 73452

Email: n.s.deven@warwick.ac.uk

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

Programme Officer (PGR)

Room: TBC

Telephone: TBC

Email: TBC

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

1.2.11 - How to contact us

The Postgraduate Office

The Postgraduate Office team, which is your point of contact as a MRes student, has a small 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.

Wherever possible, please contact us using one of our online services. 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 answer 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 a gmail 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, 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.

1.2.12 - 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 online 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.

1.2.13 - University community values and expectations

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

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

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

We uphold the importance not only of freedom of thought and expression, but also the significance of academic and personal integrity, equality and diversity, and mutual respect and consideration for the rights, safety and dignity of all.

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 Values](#), which sets out our expectations of how we behave as a University community, both as individuals and as an institution.

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

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

[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.

1.2.14 - What we expect of you

You are expected to attend all lectures and required to attend all of your allocated classes. At each class meeting your class tutor will record your attendance or absence and input this data to Tabula. If you have been marked 'absent' you will see an 'Absent' flag appear on your Tabula page next to the class in question. Students who are regularly absent will be contacted by the Postgraduate Office and asked to provide medical evidence or evidence of mitigating circumstances, where this is appropriate.

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.

Your rights and responsibilities at the University of Warwick can be viewed [here](#).

University [Regulation 36](#) formally sets out the expectations of students with regard to registration, attendance and progress.

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](#).

1.2.15 - 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, whether they are online or in person. 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 of these monitoring points can be significant.

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 Senior Tutor 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.

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.

- After three Monitoring Points are missed we will contact you to investigate whether you are having any problems that are preventing you from fully engaging with your course.
- After four Monitoring Points are missed you will be invited to meet with the Senior Tutor to discuss your academic progress. We may refer you to the relevant professional within the University welfare system who could help you, such as the Dean of Students, the Disability Coordinator or Mental Health Coordinator, as appropriate.
- After six Monitoring Points are missed you will be invited to a second meeting with the Senior Tutor Director, 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.

MRes Economics (L1PL Year 1)

Autumn term

Monitoring Point

1

2

3

4

5

6

Spring term

Monitoring Point

7

8

9

10

11

Summer term

Monitoring Point

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

11

Summer term

Monitoring Point

12

Summer vacation

Description

13 Contact with the PG Office (Email)

14 Submission of dissertation

1.2.16 - 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.

PhD Economics (L1P2)

Autumn term

Monitoring Point

1

2

3

4

Spring term

Monitoring Point

5

6

7

Summer term

Monitoring Point

8

9

Summer vacation

Monitoring Point

11

12

Notes:

1. Students studying away from the University (e.g. as a visiting research student) will be expected to fulfil monitoring points in the same way as other students, in terms of maintaining contact with their Warwick supervisor. This will be done via email and at each point the supervisor will be emailed to ascertain what contact they have had with their research student and to give a brief progress report.
2. PhD students in extension will continue to be expected to fulfil monitoring points through monthly monitoring meetings.
3. After submission of their theses, Tier 4 PhD students will have attendance at their viva voce examination and any result/submissions/second viva voce examinations, monitored as monitoring points.

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 have the exclusive use of a common space in room S2.127. This room is equipped with some comfortable chairs and coffee tables for relaxing. This room 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 S0.76 and S0.78. 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.

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

Room S0.55 tbc contains three Bloomberg terminals which can be [booked](#) for half hourly sessions from Monday to Friday (9.00am- 4.30pm, 3pm on Fridays).

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. You are required to attend at least one research seminar series and at least one internal workshop series in your field.

NOTE: due to the on-going Covid19 pandemic there will be restrictions on the use of facilities within the Department so as to keep individuals as safe as possible. There is a Standard Operating Procedure for the faculty with an Appendix for the Economics Department. Additionally we have risk assessments for our activities. Individuals coming onto campus and into the Department must make themselves aware of the content of these documents and act accordingly.

1.2.18 - Student Visa holders

Please make sure you are aware of your [responsibilities as a Student Visa holder for study in the UK](#).

It is essential that you inform the staff in the Postgraduate Office in Room S1.132 or S1.130 if you intend to change your study location. In this event, you must supply your new contact address details in case we need to contact you urgently. 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. This applies both term time and vacation (i.e. the summer vacation period).

There are also 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.

1.2.19 - 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 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 4th 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.

NOTE Due to on-going Covid19 situation the teaching hour is now meant to start at **five** minutes after the hour and finish at **ten** minutes to the hour.

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. The mission of the University is:

- To be a world leader in research and teaching
- Through research of international excellence, to increase significantly the range of human knowledge and understanding
- To produce graduates who are global citizens, equipped to make an important contribution to the economy and to society in our inter-connected world
- To serve our local region – academically, culturally and economically
- To continue to make a Warwick education available to all those able to benefit from it, regardless of economic or social circumstances.

1.3.1 - Academic Office

At the University level the Academic Office manages the main administrative functions relevant to you: Awards and Ceremonies, Exams, Student Finance and Funding, Student Records, Education Policy and Quality and the Doctoral College. If you wish to talk to someone in the Academic Office then you can find out the Student Reception's contact details and opening hours [HERE](#).

1.3.2 - Doctoral College

The Doctoral College is responsible for enhancing postgraduate student experience and upholding the high standards of graduate educational provision across the University. The Doctoral College provides support to students to ensure timely progress, academic success and appropriate preparation for careers, and is available as a source of information and support beyond a student's academic department.

To meet the needs of the University's postgraduate students, the Doctoral College:

- provides information and support to students applying for internal and external bursaries and scholarships
- offers impartial advice on the University's regulatory framework
- administers student feedback mechanisms, for example, research students' Annual Reports and the Postgraduate Research and Taught Student Experience Surveys

- works to ensure that postgraduate students are provided with appropriate facilities in which to undertake their research and take advantage of the wider student experience offered by the University environment, for example the Wolfson Research Exchange and the Lakeside social facility
- supports the conduct of formal appeals and complaints processes and other investigations.

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 enrol as a student at the start of the academic year, and you can do this online before arriving on campus. 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 20 September – Friday 1 October 2021 inclusive), lectures for your other Autumn Term modules start on the Tuesday of Week 1 (Tuesday 5 October). Details of other important dates are given below.

2.2 - Important dates

Pre-Term

Mon 20 Sept - Fri 1 Oct (inclusive)

Autumn Term starts 4 October 2021

Tuesday 4 Oct 2021

Friday 8 Oct 2021

Mon 2 May - Fri 13 May 2022

2.3 - Online module registration

When you arrive at the University in September you will need to register your module/exam choices for the 2021/2022 academic year using the eVision Module Registration (eMR) system. The system will be open from Friday 1 October to Monday 18 October 2021 and will be available via www.warwick.ac.uk/evision. You will need your ITS username and password to log on. Once you have logged on you will then be able to see a personalised page where you will see those modules that are core for your course (for year 1 MRes all modules are core). For year 2 MRes students, you will be asked to make your optional module choices at the appropriate time.

2.4 - 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](#).

NB: We do not supply solutions to past papers.

2.5 - 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 see the MRes Assessment and Examination Scheme (included in Section 3 of this handbook). This 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.

There is also a course specification for this degree course. Each course specification sets out the aims of the course, the skills and knowledge a graduate from that course will possess and how it is taught and assessed. The course specification for MRes can be found on the [course specification](#) section of the University website.

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

(35CATs)

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 option 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. 'Classes' refers to teaching in small groups.*

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.

2.6 - 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 core modules (i.e. an average of not less than 60%) 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 either the fifth or sixth years. Extension beyond the sixth year is only granted in truly exceptional circumstances.

Years 3-6: 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. At the end of the first year of research (year 3), you will present your first paper to a formal academic panel. You will be required to present your second paper at the end of the second year (year 4).

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. If relevant, students will carry out teaching assistantship duties from their third year onward, including training sessions. Some limited teaching opportunities are 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).

2.7 - 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.

3 - Assessment and Examinations

You can find details of all departmental policies relating to assessment and feedback on the [Assessment and Feedback webpages](#), including the Departments Assessment Strategy.

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%. Further information on our approach to assessment and feedback is available on our [Assessment and Feedback pages](#).

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.

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

EC9C1

EC9C2

EC9C3

EC9C6

EC9C7

EC9C0

EC9C4

EC9C5

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](#).

The examination components for the MRes in Economics are as follows:

Examination Components for the MRes in Economics

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. Where this occurs, the Department is required to seek permission from the Chair of the Board of Graduate Studies. The pass mark for all modules is 50%.

Pass Marks: The pass mark for all modules is 50%. Students can resit failed papers for the above components once only.

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 (and passed at least 90 credits) 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 core modules (i.e. average of not less than 60% across the cores) and

(ii) 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

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.

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

Convention for re-sitting students

Re-sit marks will be based on the combined exam and assessment weights. All re-sit marks will be capped at 50%. Where a student has failed to reach the minimum pass mark for a module which contains more than one element of assessment, the student shall normally be required to be re-examined only in the element(s) of the assessment which has(have) not met the minimum pass mark, noting that the appropriate method of reassessment is determined by the Board of Examiners.

3.2.3 - Methods of coursework submission

Most assessed work is submitted electronically, but there may be some pieces of work that need to be submitted in hard copy. Your module leader will inform you if a particular piece of assessment should be submitted in hard copy. It is your responsibility to make sure you check with the module leader about the submission arrangements for each module.

In the case of e-submission:

Students will submit assessed coursework via electronic submission, accessed through the [Tabula coursework section](#). Submitted work is stored only by University ID number (and all work is date - and time-coded). Please ensure **you include your ID number on every page of your e-submission**. You can submit your work electronically up until 4pm on the deadline day

and all work is date-and time-coded. You are strongly encouraged to complete e-submission prior to 3pm 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.

3.2.4 - Anonymity

Your work should be submitted anonymously, whether by e-submission or hard-copy submission. Anonymisation is based on the University ID number on your library card and you must ensure that this number appears on every page of both copies of your work. You must not print your name anywhere on your work. If submitting your work by e-submission, you must take care that you have logged into the system using your own university ID number and that you are not logged in using a friend's ID number who has used the computer before you.

3.2.5 - Deadlines

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

Please note that the submission deadlines and test dates can be found on the [MRes Hub](#) page.

3.2.6 - Self-certification

You can obtain a short deadline extension of up to 5 University working days for eligible assessed work without the need for evidence. Self-certification may only be used twice in an academic year and groupwork, presentations and tests are not eligible. You can view the full list of eligible assessments on our [Self Certification](#) webpage. Please be aware that you can only apply for 1 self certification per assessment and you can only self certify a maximum of 5 days in advance of the assessment submission date.

You should submit your request using the personal circumstances portal in Tabula. If you make a request you will be given a 5 working days extension to all eligible assessment deadlines that fall within the self-certification period. Further guidance on how to use the portal can be found on the [self-certify](#) webpage. You can continue to request extensions on specific assignments using the specific extension procedure explained in the next section.

3.2.7 - Specific deadline extensions

To seek a specific extension for assessed work you must make a request in [Tabula](#) under the Coursework Management portal. Please email economics.pgoffice@warwick.ac.uk if you have any difficulties. The Programme Manager will authorise requests.

Any requests for extensions should be made in a timely manner and ideally before the deadline. However, extensions can be applied retroactively, lifting any late penalty you might have already received for that assessment. Requests must be supported by evidence, which should be submitted within 5 working days of making your request. 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 will crash, your work will be destroyed by a virus, or that your laptop will get stolen. Make sure you back up to a memory stick, or to 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 on the basis of 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.

3.2.8 - 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 4pm 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 (e-submission or hard-copy submission to the MRes/PhD Office). It must not be submitted to anyone else.

A zero mark will be recorded when a candidate fails to present themselves for an examination or submit an item of assessment for a module for which they have been registered. In circumstances where a zero mark has been awarded (including instances of plagiarism and cheating, where the opportunity for reassessment has been withheld by those investigating the offence) the MRes/PhD Board of Examiners has the power to deem the taught component failed.

3.2.9 - Mitigating circumstances

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

Mitigating circumstances are defined as:

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

- Situations that are acute or short term, the timing of which are relevant to the impact on study (normally within three weeks of the relevant assessment event deadline).

Any claim for Mitigating Circumstances should be submitted via your personal Tabula [page](#) as soon as possible. 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.

Claims for mitigating circumstances will be considered by the Mitigating Circumstances Panel, consisting of the Senior Tutor, the Director of PG Student Engagement and Progression, Director of Graduate Studies (Taught Degrees), Director MRes/PhD, Director of Studies, Head of Department and the Programme Manager), which will make recommendations to the Exam Board. The Panel will determine whether mitigation is granted and the severity of the impact (weak, moderate or severe), ensuring decisions are equitable and consistent across cohorts.

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 and no later than 5 working days before the Mitigating Circumstance Panel, which normally takes place one week in advance of the Exam Board. You should be aware that if you bring extenuating or mitigating circumstances to the Department after exam marks are known, they will not be considered unless there are exceptional circumstances, which prevented you from making the Department aware of them prior to the Exam Board (even if it were not possible to supply all of the supporting evidence at that time). Without wanting to invade your privacy, the University expects 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.

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; or condone missing work, for example. However, neither the Board of Examiners nor the Mitigating Circumstances Panel are permitted to change a module mark.

Medical Evidence: Should be supported by a medical practitioner (or counsellor). There is policy on Self-Certification which will allow students to self-certify for an **automatic extension of five university working days**, and to do this twice in any academic year. Please apply for an extension through Tabula.

Whom to contact: In order for your circumstances to be considered as mitigating by the Department, they must be conveyed formally using the Mitigating Circumstances tab on your Tabula page. If you feel inhibited from talking to a member of staff in the first instance, you may also consider talking to a member of the GSSLC, the Student Union, the University Tutor or a member of staff in Student Support Services.

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.

We are aware that in some circumstances 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.

Please Note: 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](#) (RA's) policy. However a significant deterioration of a permanent or chronic condition already reported and covered by reasonable adjustments, is classed as a mitigating circumstance. Guidance in relation to reasonable adjustments is available on the above link 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 [Wellbeing Support Services](#) and request an appointment to discuss their support requirements.
- A reasonable adjustment may be unique to the individual and could include special examination arrangements, delayed deadlines but also alternative methods of assessments.
- Any reasonable adjustments made are evidence based; students are required to supply appropriate and recent medical evidence, or, in the case of a specific learning difference such as dyslexia or dyspraxia, a full diagnostic assessment. The type of appropriate evidence required can be discussed with Disability Services or Mental Health and Wellbeing.

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

3.2.10 - Assessment and feedback

You can expect to receive your marked work with feedback and/or annotations within 20 University working days of the submission date, unless extenuating circumstances within the Department prevent this. If the date for returning work is missed, you will be notified. All assessment and examination results are only provisional and will not become finalised until after the Exam Board.

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

3.2.11 - Querying assessed work marks

University regulations state that you may not query a mark awarded on a piece of assessed work or examination on the basis of academic judgement. The Department will reject any requests by students to have their work reviewed on the basis that they disagree with the marker's evaluation of their performance. The Department will, however, allow a student who believes that the marks for a piece of work in a module run by the Department of Economics have been totalled incorrectly, to request an arithmetic check on the paper. The Department has 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, please complete an [Assessed Work Mark Check form](#), (available on the MRes/ PhD Hub page) and submit it, together with the marked copy of the assessed work in question, to the Postgraduate Office within seven working days of the date the assessment was made available for you to collect. The Department will then carry out a check of the marks. If no discrepancy is found, you will be advised of this and asked to collect your work. You will be advised that there is no right to a further check or questioning of marks. Should a discrepancy be discovered, the

Department will calculate the correct mark for the work and adjust this on our systems. You will then be contacted to collect your work, which will have the corrected mark annotated on it.

3.2.12 - 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 normal exam conditions apply:

- 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.
- 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.

NOTE: It is likely that the majority of class tests will be administered online. In this case, and unless told otherwise, these will be open-book tests.

3.2.13 - Mitigation for tests

Please take time to read the [Departmental Policy](#) on the correct procedure to follow should you encounter technical difficulties during a class test.

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, you can apply for an exemption, so that the work is condoned. The weighting of the assessment is normally passed onto your final examination for that module.

All evidence should be submitted via the mitigating circumstances portal in Tabula and should be submitted in a timely manner.

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

3.2.14 - Examination schedule and feedback

MRes examinations take place during early May (weeks 32 and 33). The exam rubric for each module can be found on the module webpage. September exams are available for students who fail to pass a module at the first attempt in June. These take place in the first week of September. Access to marked scripts (for revision purposes) is only available for students who fail a module. Due to the large number of exam scripts the Department deals with, we are unable to offer exam script access to students who achieve a pass mark. Students will be provided with generic feedback on the main exams, including summary statistics by question (where not precluded by small numbers). This will be made available after the September resit period. Generic feedback will not be available for resit papers.

3.2.15 - Reasonable adjustments

If you have a disability, learning difficulty, temporary disability, illness or other medical condition that could affect your ability to take examinations, please discuss this with Disability Services in the first instance. If appropriate, we may then organise reasonable adjustments for you. These may include, for example, extra time, the use of a PC or a scribe (where the ability to write is seriously impaired), rest breaks or permission to take a particular item(s) into examinations, as may be agreed in advance. In all cases you will need to submit medical or other appropriate and acceptable evidence to support your request.

If for reasons of religious observance you would prefer not to take examinations on a particular day(s), you must notify us of your preferences by contacting the Postgraduate Office. Please note that submission of a request does not mean that your examinations will definitely not be set on the dates/times you would wish to avoid.

3.2.16 - 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.
- Ensure you only submit the required number of documents and in the correct format.
- Check the last file that you upload to ensure that it is the version you want marked - if you upload an incorrect version we will only mark that one. If you upload a blank or corrupt file you may receive a mark of zero.
- Try to ensure that your file size does not exceed 10MB.

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

Other pointers for good practice in examinations, include:

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

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

- [Examinations Office website](#)
- [Students' Union](#)
- [University Counselling Service](#)
- [The Centre for Student Careers & Skills](#)

3.2.17 - 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.

3.2.18 - Possession of electronic storage or retrieval devices

Students who are in possession of electronic storage or retrieval devices (including Smart devices), either at the examination desk or on their person, will be awarded a mark of zero for the examination. This is an absolute penalty and there is no opportunity to appeal the mark of zero.

3.2.19 - Use of bi-lingual dictionaries in exams

Students whose first language is not English are allowed to use a single-volume, non-specialist, general-purpose bilingual translation dictionary covering English and their first language. Permitted dictionaries should give only equivalent words and phrases in English and the first language and should not include further explanatory text or appendices, other than of a trivial nature. Encyclopaedic, electronic, pictorial or specialist/subject-specific dictionaries (e.g. legal or business dictionaries) are not permitted.

It is your responsibility to provide your own bi-lingual dictionary. All bi-lingual dictionaries must be authorised by the Department and you should take it to MRes/PhD Office, prior to the exams period to get it stamped. No notes may be made in dictionaries.

3.2.20 - 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 will 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 the lockers provided in the MRes hot desk room (s2.134/ s2.136) or leave them in the hot desk room (any valuables you leave at your own risk).

3.2.21 - 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 [special 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 40 for undergraduate modules and 50 for postgraduate modules.

3.2.22 - 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.

3.2.23 - 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
4. Be awarded a lower qualification (for those students who fail to meet the progression criteria)
5. Be required to withdraw.

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

3.2.24 - Exam marks

You will be notified by email when exam results are viewable via Tabula (or the current student page). Compliance with the General Data Protection Regulation (2018) means that we will not give out examination or assessment marks over the telephone or to any third party without your prior written permission.

3.3 - Academic Integrity

3.3.1 - What is academic integrity?

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

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

A breach of academic integrity 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 inadvertently, for example due to being in a rush to complete an assignment, or by not checking what's expected.

This includes:

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

-

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

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

-

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

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

3.3.2 - What is plagiarism?

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

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

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

Copying or paraphrasing lecture notes or online sources, even with quotation marks and citations, is something we would especially discourage. When you copy from a published source at least you have the security of knowing that the work that you are copying has been

scrutinised by referees (of academic journals) and reviewers (of books). Lecture notes are not subject to independent scrutiny and have no such guarantees of quality. Notes provided by lecturers, or eventually online sources, should be only a starting point of your research, not your finishing point. Again, work based on lecture notes and/or online sources will not get a good mark.

Some other tips for avoiding plagiarism are:

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

3.3.3 - Academic Referencing

3.3.3.1 - When to acknowledge sources

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

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

- when you reuse material that comes from work you have previously submitted for assessment whether at Warwick or elsewhere

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

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

3.3.3.2 - How to acknowledge sources

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

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

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

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

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

3.3.3.3 - Creating a bibliography

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

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

you cite articles or chapters you should also give first and last page numbers. For the above examples:

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

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

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

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

3.3.3.4 - Common pitfalls in academic referencing

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

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

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

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

3.3.4 - Academic misconduct or poor academic practice?

Warwick distinguishes between academic misconduct and poor academic practice. Academic misconduct is defined as follows:

Academic misconduct are acts or omissions by a student which give or have the potential to give an unfair advantage in an examination or assessment, or might assist someone else to gain an unfair advantage, or an activity likely to undermine the integrity essential to scholarship and research. (Regulation 11)

Academic misconduct requires the intention to obtain an unfair advantage, or knowingly engaging in a behaviour that has the potential to give an unfair advantage, irrespective of whether such advantage is actually obtained. (Regulation 11)

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). (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 in this Handbook.

3.3.5 - Student collaboration and academic integrity

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

Collaboration, or working cooperatively with other students, is an excellent way of acquiring knowledge. Teamwork enables you to cover material more quickly and more efficiently. Having to explain things to others clarifies them and fixes them in your mind and can be an important

part of your learning experience. But collaboration can give rise to concerns. Sometimes students fear that collaboration may lead to accusations of plagiarism, in the sense of passing off others' work as your own.

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

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

3.3.6 - How we investigate suspected breaches of academic integrity

Here is a summary of our Departmental academic integrity procedure:

(1) Where a marker decides that they suspect academic misconduct in a piece of assessed work, they will report it to the module leader and an initial discussion will take place between the marker and the module leader. Where academic misconduct is suspected by an invigilator or other member of University staff in an in-person, or online, examination, the Invigilator will raise their concerns with the student and inform them that a report of suspected academic misconduct will be made to the Head of the Department.

(2) Should the module leader (in the case of a piece of assessed work) or Head of Department (in the case of an examination) confirm that there is a suspicion of academic misconduct, they will refer the case to Academic Integrity Lead for Economics who will determine whether the case should be investigated. Should the module leader or Head of Department determine that the student's work is showing poor academic practice but not academic misconduct, they will provide the student with guidance and advice on how to improve their academic practice.

(3) Should academic misconduct be suspected, an Academic Conduct Panel (ACP) will be convened in Economics, which comprises one of the Assessment, Feedback and Academic Integrity team as Chair, plus at least one other member of academic staff, and the Assistant Programmes Manager. The student will be invited to attend this Panel, along with a student-nominated representative for support, if desired, and/or to submit a statement. The Panel will consider the evidence gathered, including the student's written statement and/or verbal statement.

(4) The ACP will consider whether the case constitutes: (i) poor academic practice, (ii) academic misconduct or (iii) neither academic misconduct or poor academic practice.

(5) In the case of (i), guidance will be provided by the Module Leader to the student to help them improve on their academic practice and referencing.

(6) In the case of (ii), the ACP will make a report to the Head of Department. The Head of Department will consider the assessed work, the student's report and the report of the ACP, and on this basis decide whether to apply one of the sanctions available to the Department, or to refer the case to the Academic Registrar.

(7) Should the Head of Department decide to apply a local sanction, they will write to the student, informing them of the sanction and including the ACP report.

(8) The student may either accept the sanction or may request, within ten University Working Days of being informed by the Head of Department of the sanction, that the case is considered by an University-level Academic Integrity Committee (AIC).

(9) If, at (6) the Head of Department decides to refer the case upwards, it will be heard by an University-level AIC.

(10) The AIC will decide whether there is a case to be heard, and if so, a meeting will be convened, to which the student and their chosen representative will be invited.

(11) The student will receive the decision of the AIC in writing after the meeting;

(12) The student has the right of appeal against either the decision of the AIC or the sanction applied.

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

3.3.7 - Consequences of breaches of academic integrity

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

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

An Academic Conduct Panel may impose the following sanctions:

(i) A reduction in mark for the assessed work to reflect the impact of the academic misconduct. The mark may be reduced down to zero;

(ii) Require re-submission of the original work with revised referencing, for a capped mark;

(iii) Require re-submission of a new piece of work for a reduced or capped mark.

In addition to those above, an Academic Integrity Committee may impose the following sanctions:

(i) Determine that the student's previous work, for which credits had already been accumulated, is to be investigated for academic misconduct by the student's home department;

(ii) Recommend to the Academic Registrar that the student be withdrawn from the University, either for a temporary period or permanently under Regulation 36;

(iii) Determine that a student shall have no right to resubmit, or remedy failure with respect to, the piece or pieces of work in respect of which the case was referred to the AIC.

3.3.8 - Academic Integrity Advice and Support

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

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

3.4 - Transcripts and degree certificates

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 can be collected from Student Reception (Senate House). Digital certificates will be issued in addition to hard copy certificates. The University's [Awards and Ceremonies](#) web pages contain lots of information regarding graduation day and how to obtain your degree certificate and official transcript.

3.5 - 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. You must submit your appeal within **10 working days** of the date of notification of the decision of the Board of Examiners that is the subject of the appeal. You are required to complete a form if you wish to appeal against the decision of the examiners for your course. You can download the [appeals form](#) and access further information [here](#)

There is no right of appeal against the requirement to resubmit work or resit examinations, nor against the decision to award a Master's degree at pass level rather than with distinction or merit.

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

1. There is evidence of exceptional circumstances that affected your performance which you were unable to present in time for the meeting of the Board of Examiners. In this instance, you are required to provide an explanation as to why the evidence was not available at the meeting of the Board of Examiners.
2. There is evidence of procedural irregularity or unfair discrimination in the examination process.
3. There is evidence of inadequacy of supervisory or other arrangements during your enrolment at the University. In this instance, you are required to explain why a complaint was not made at an earlier stage.

Appeals made on grounds covered by (1) or (3) will be rejected if you do not provide an explanation for the lack of availability of the evidence when the Board of Examiners reached its original decision.

If you have any queries about appeals please contact the Doctoral College at graduateschool@warwick.ac.uk.

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. The period of full-time study for a PhD is normally a maximum of four years, although earlier submission is possible. You will be expected to go on the job market at the beginning of the fourth year and to submit by the end of the academic year.

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](#); Café Scientifique et Academique; workshops in self-motivation, time management, working effectively with your supervisor, as well as counselling services ([Research Student Skill 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 (at least every four 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 contact 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 [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 be allocated research supervision. 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.

At the point of entry to the PhD, all research students are required to have a supervisor committee (sometimes referred to as an advisors committee) made up of 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 must also have a main supervisor (who will be the first marker of your dissertation). Supervision arrangements will be approved by the Director 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 MRes/PhD office. Special permission from the Director 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 Maryanne Heafey (Programme Manager Research), 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 Manager (Research). 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 - The MRes dissertation and presentation

The MRes dissertation is submitted in early September of the second year of study. Later in September, you are required to make a presentation based on the dissertation. Detailed [guidance](#) on the presentation of the dissertation is available on the module web page. In addition to the body of the text, and a short abstract, the dissertation or research proposal should contain a complete set of references. The reference section must contain citations for all papers that you mention in the text and footnotes, no more and no less. Guidance on [referencing](#) is available on the Library web pages.

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 [Research Students Skills Programme](#))

Direct entrants to the PhD programme will be expected to undergo an upgrade process by the beginning of the second term in the first year. The arrangements will follow those used for the MRes dissertation presentation (described above).

4.4 - Your progress

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

The end of year PhD forum

Your annual progress presentation is a key event in your PhD career. At the beginning of the academic year in the second year onwards you will present a very clear idea of your first substantial chapter. In each subsequent year you will present on the work you have undertaken over the preceding year. This will give you an opportunity to present your work to each other, to your supervisors and to other faculty and students. Your supervisor will attend your presentation and will be expected to 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. *The forum is repeated at the end of the second year, when you present your second paper.*

Your six-monthly progress report

You will be asked for a written progress report in November and May of each year. Reports, which are placed in your files, help us keep track of your progress and provide information to prospective employers or scholarship bodies. Your supervisor will read your progress report and be asked to add his/her comments. The Director of the PhD will then make a judgement as to whether you are making sufficient progress in order to submit on time and will write to you to confirm this.

Where a student is identified (by their six-monthly progress report) as making unsatisfactory progress, in the first instance an email will be sent to the student and the supervisor by the Director of PGR, 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 PGR. If progress continues to be unsatisfactory by the time of the next scheduled review, the Director PGR 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, and you will be asked by the MRes/PhD office to confirm your intention with regard to this. 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, some problem whose 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 MRes/PhD Office (either Natalie Deven or Maryanne Heafey) 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 Skype) and you will be expected to complete the regular six-monthly progress reports as normal. Guidelines on supervision of students based away from the University are available [here](#).

4.5 - Submission of your thesis

You will be expected to submit your thesis during your fourth year of PhD registration and early submission of theses 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 [University's 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, which 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. Your name will then be placed on the pass list and you will be invited to the next [Graduation](#) ceremony.

4.6 - 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. **Please note:** you can only book once you are fully enrolled and have received your IT username. 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.

4.7 - 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.

4.8 - 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.

4.9 - 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.

Where your research work may require ethical scrutiny and approval; checks are conducted within the Department in line with rules approved by the University's Humanities & Social Sciences Research Ethics Committee. When you submit your thesis, you will be asked to declare on the submission form that you have considered whether ethical approval is required. If you are in any doubt or you consider that ethical approval may be necessary, please consult with your supervisor and complete the [departmental form](#) for ethical approval of student research and submit to Maryanne Heafey (Room S1.130). Ethical approval (if relevant) must be obtained before you embark on any fieldwork. The University provides [training on research ethics](#). Further information on research ethics in general is available in the [ESRC Framework for Research Ethics](#). Please see also the [University Research Code of Practice](#).

4.10 - 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 Maryanne Heafey (Programme Manager, Room S1.130). Your supervisor will be required to sign off your Risk Assessment, so please ensure you discuss this with them.

4.11 - 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 Tier 4 students, 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 Manager (Maryanne Heafey) 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 or sitting examinations, 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](#).

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

Acquiring teaching experience is extremely valuable for students who think that they might want to pursue an academic career. You are therefore encouraged 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 restrictions on the number of hours a Tier 4 student can work: Tier 4 students should not work more than 20 hours per week (this includes, teaching, marking, invigilating, research assistant work- and also unpaid work). It is incumbent on 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 limited marking (100 scripts) and invigilation duties (nine hours) 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 to these levels.

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 MRes/PhD office. 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 Learning and Development Centre at the University provide [support and training](#) for PhD students involved in teaching, which you will be expected to attend.

4.13 - Support for Research Expenses

The Department of Economics has a [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 (deputy) director of the programme, subject to sufficient budget being available. We will prioritise high-quality conferences where the student presents her/his research in a plenary or parallel session. If you are seeking funding to attend a conference or workshop, please contact Maryanne Heafey (Programme Manager-PGR) for further details, as funding must be agreed in advance (retrospective claims will not be considered).

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 the autumn 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. Students are encouraged to present their paper from year two onward in the twice yearly 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.

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.
- A three-day Academic Presentations workshop offered by the Careers and Skills Office in the autumn term. (Strongly recommended for all research students).

- The Careers and Skills Office's [Research Student Skills Programme](#) offers a variety of other courses and workshops as well, 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.

5.2 - European job market

The European Economic Association also organises a job market; the 2021 event, will take place 15 -18 December in Barcelona, Spain. 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 are also periodically advertised through the [Jobs.ac.uk](#) web pages.

5.3 - US job market

You will be expected to attend the annual meeting of the American Economic Association (AEA). 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 (check the [AEA web page](#) for exact dates), 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 attend 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. Several weeks after you have done this, you might check to see if your letters have been received and (tactfully) remind your referees if they have not. You should ask your referees to send a PDF or Word file with their letters to Natalie Deven (Postgraduate Coordinator-Research).

5.4 - Timescales and Other Essentials

For both the US and the European job market, your job market paper should be ready for September 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 £1200). Having previously decided on your chosen referees, the final version of your job market paper should be sent to your referees by mid October. At the same time you will be asked to upload the abstract of your job market paper and a copy of your polished CV to the departmental web page and attend an individual meeting with the placement committee.

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

Mock interviews will be arranged with members of faculty in early December to prepare you for the January meeting. 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 also 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 Officer (2021-22) or [Natalie Deven](#).

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, Professor Jeremy Smith, is also happy to hear thoughts from students regarding all operations within the Department. You may reach him via email: jeremy.smith@warwick.ac.uk 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.

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 to these processes. If you treat it seriously and responsibly, so can we. The information collected through module evaluation 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 markers 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 departmental management.

Be honest

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

Try to separate content from personality

During your time at Warwick you may be taught by dozens of members of staff. It would be surprising if you liked them all equally as people or if some, at least, didn't have habits that irritate 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 around 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 towards each other at all times.

Be conscientious

Please complete the online evaluation forms in week 10 and 24, respectively. If only a small proportion of forms are returned, our perceptions of students' views

what happens to your feedback:

1. Students complete the anonymous module evaluation form online (*the IT team can identify who has completed module evaluation for the purposes of contact points but not who has written what*).
2. Your anonymous feedback is received by the Module Leader, Director of PGT and Head of Department.

3. The Module Leader writes a report on the module, reviewing student feedback and a response is shared with the students via the module web page and GSSLC.
4. The Course Director writes annual course review report, taking into account module reports.
5. Annual module/course reports are reviewed by the Graduate Management Committee. This identifies concerns, suggests actions to overcome problems and monitors trends from year to year.
6. The GSSLC receives feedback on the outcome of the module and course reports.

The feedback you provide is an essential input to our quality management process. It will help to improve the teaching and learning environment for yourselves and future students.

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 a charity voted for by the student cohort. There was also a prize draw for all MSc and MRes students, triggered once the response rate reached the target level. 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](#). The next PRES will take place in 2021.

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

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

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

7.2 - Postgraduate Senior Tutor

If you have a concern or problem that is perhaps more serious, it is a good idea to go straight to the PG 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. He or she will be able to offer help and advice or point you in the direction of other people

and services within the University. Your Senior Tutor will respect any confidences (subject to University guidelines on confidentiality). If you wish evidence of mitigating circumstances to be lodged on your file then the Senior Tutor is the best person to speak to.

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

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

7.3 - 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.

7.4 - 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.

7.5 - 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.

7.6 - Postgraduate Office

The Postgraduate Office is a key resource within the Department and is located in room S1.131 (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).

7.7 - Wellbeing Support

Wellbeing Support offers an access point to all Wellbeing services – following a short consultation, we will refer you to the most appropriate Wellbeing colleagues for support.

In addition, the Wellbeing Support team offers advice and support appointments on a wide range of issues. Whether you are an undergraduate or a postgraduate; home or international – if there is something troubling you, or hindering you from focusing on your studies, please come and talk to us.

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

[Wellbeing Services](#) is located on the ground floor of Senate House. To access services, submit an enquiry through the Wellbeing Portal.

7.8 - 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.

7.9 - 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 our services, submit an enquiry through the [Wellbeing Portal](#).

7.10 - 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 MRes/PhD Office (Room S1.131, Natalie Deven, in the first instance).

7.11 - Postgraduate Mentoring

The University has a postgraduate peer mentor-ship scheme to provide support for postgraduate students- encouraging integration and a vibrant postgraduate experience. The online forum allows students to either ask a question directly to a selected mentor or to the whole community of postgraduates. Postgraduate mentors are experienced postgraduate students or Early Careers Researchers who work in a team to provide support, guidance and practical tips on various topics relevant to student life. Further information is available [here](#). (<https://warwick.ac.uk/services/library/pghub/mentorship/>)

7.12 - The Student 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](#) provides free, independent, non-judgmental, impartial and confidential advice to Warwick students. It offers the service to all Students' Union members irrespective of race, gender, sexual orientation, age, disability or religious belief. The Advice Centre acts on behalf of and in the interests of our clients independently of the University and other agencies.

Some of the main areas of advice provided by the Advice Centre are:

- Academic advice: appeals, complaints, change of course and problems, temporary or permanent withdrawal, any University Committee proceedings (continuation of registration, cheating or plagiarism, fitness to practice, fitness to attend, fees and other monies owed to the University)
- 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, contact the Advice Centre to get advice as early on in the process as possible.

- Personal advice: Health, sexuality, harassment
- Consumer advice: faulty goods, utility bills, mobile phone and computer problems.
- Employment advice: tax and national insurance, non-payment of wages, terms and conditions of employment.

This is not an exhaustive list of what the Advice Centre does, so if you are unsure where to get help or advice contact them and they will either be able to help you or signpost you to someone who can help you. In the first instance, please email advice@warwicksu.com or use the Advice Centre's [online enquiry form](#).

7.13 - The Residential Life Team

All students who have accommodation on campus have access to the Residential Life Team support network. The Residential Life 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 Life Team](#).

7.14 - The Chaplaincy

[The Chaplaincy](#) is a place of hospitality, safety, care and encounter. We're here for absolutely anyone, of all faiths and none, who would appreciate the different pace of our space and the support of our Chaplains.

If you need space to reflect in the midst of a busy academic life, you can find it here. If you have a particular faith and religion, we are able to help you meet with people who share your beliefs and can help make University a time of growth for you. In addition to a large central space used by all faith groups, we have a Christian Chapel, Islamic Prayer Halls and a Jewish meeting room with Kosha kitchens on Central Campus, plus Multi Faith Prayer Rooms on Westwood and Gibbet Hill Campuses.

t: +44 (0)24 7652 3519 or internal extension 23519

e: chaplaincy@warwick.ac.uk

7.15 - 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 024 765 24888

7.16 - The Student Funding Team

The [Student Funding](#) team offers advice and guidance on all aspects of financial support. This includes government grants and loans, and scholarships and bursaries provided directly by the University. The team can provide budgeting advice to help make students' money go further and also administers University hardship funds.

You should contact Student Funding if you want to know what financial support you may be entitled to; want to know more about the scholarships and bursaries; are having difficulty paying for day-to-day living expenses; or have additional financial needs because you care for a child or have a disability.

The Student Funding team is currently working remotely but can be contacted through their [web page](#).

7.17 - Student Opportunity: International Students

[Student Opportunity](#) provides support information for international students during their studies at Warwick and is able to assist 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, providing letters to prove student status for visa purposes, banking); and the International Student Experience (Welcome to Warwick programme and a programme of ongoing induction events, social events and trips for international students and their families, and the opportunity to take part in a HOST visit).

Immigration Advice for Students

Advice on immigration can only be obtained via authorised staff who are deemed to meet the Immigration Services Commissioner's Code of Standard and Guidance. You should be directed to the [Immigration Service](#) Team within the International Student Office (immigrationservice@warwick.ac.uk) or the Students' Union Advice Centre (advice@warwicksu.com) in the first instance for immigration advice. It is also worth noting that changes in your enrolment status, for instance, temporary withdrawal, can have implications for you ability to hold a visa to remain in the UK and you may wish to seek advice accordingly.

7.18 - University Campus Security Team

The [Campus Security](#) 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. If you have any queries about security on campus, you can email:

campusecurity@warwick.ac.uk. You can also phone the Campus Security 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 Campus Security 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 Campus Security contact phone numbers can be found on the back of student and staff ID cards.

7.19 - University Nursery and Nursing Room

The University nursery based on campus provides wrap-around care for children of staff and students, who are aged between three months and five years. Further details can be found on the [Nursery web page](#). The Nursery is located on Lakeside, opposite the Scarman House Conference Centre, on Scarman Road and can be contacted by telephone on 024 765 23389 or email: nurseryenquiries@warwick.ac.uk

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, holiday schemes and summer schemes have also been made available by [Children's Services](#).

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. The GSSLC annual report and the agenda and minutes for each meeting should be uploaded by the Chair/ Secretary to the SU [web page](#).

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

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. This year the Summit will be held virtually. Find out more at www.warwickeconomicssummit.com/

8.4 - Warwick Women in Economics Society

The Warwick Women in Economics Society (WWiE Soc) was launched after the successful Women in Economics Student-led workshop was held at the University of Warwick in January 2020. WWiE Soc is the UK's first student society dedicated to supporting female economics students at university and further down the economics career track. The society not only provides a safe and welcoming space for female students but a space in which everyone can come together to discuss important topics related to gender equality. The society welcomes all students to join them. For more information see: <https://www.warwicksu.com/societies-sports/societies/58825/>

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. You can find out more about the society here: <https://www.rethinkeconwarwick.com/>

8.6 - Economic Ambassadors

Each year we have the opportunity for a certain number of our students to become paid Economics Student Ambassadors to promote the Department and enhance their own student experience.

Student Ambassadors assist in the running of numerous events including:

- Open Days

- Guest lectures
- Student Experience events and activities
- Summer schools
- Induction

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

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

- Further opportunities to engage with staff in the Department
- A chance to gain work experience
- An addition to your CV that will enhance your employability
- A chance to share your passion for Economics and the University
- A chance to meet and help other students
- A competitive rate of pay

If you would like to be considered for this rewarding and exciting opportunity, please apply at the beginning of the Autumn Term via our [Ambassador webpage](#).

8.7 - Economics Student Bloggers

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 Online Communications Officer: economics.news@warwick.ac.uk

9 - Resources

9.1 - The University Library

The main Library (open 24/7) 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. The Library website is at warwick.ac.uk/library.

MRes students can borrow up to 20 books at a time and 25 in the third term. Standard loan books go out for 8 weeks initially, though students can renew them if no one else needs them. Books can be recalled at any time if another reader places a hold on them. PhD students can borrow up to 30 books, with standard loan books going out for 16 week's initially.

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 'Library Search' on the library homepage to find 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](#).
- If you are seeking a useful book or journal article which Warwick does not have, we can try and get it for you from another library. The [Article Reach scheme](#) allows you to obtain journal articles from some other libraries.
- [Document Supply](#) is a more comprehensive scheme for borrowing books or obtaining articles from academic and national libraries in the UK. Collect a form from the Library or download it from the Document Supply section of the website, under 'Using the

Library', and obtain your supervisor's signature. PhD students can send up to 20 online requests per year without authorisation.

- 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 Learning Grid](#), which is part of the Library, is located in University House and is open every day from 7.00am -10.00pm. 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, the Town Hall in Leamington Spa, and a postgraduate support facility called the Postgraduate Hub in Senate House.

More on the Library's community engagement and wellbeing activities for students can be found on the [website](#).

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

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

The Librarian can be contacted via email.

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.

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 PhD Life Blog
- Attend training to improve your research skills (including the Research Student Skills Programme [RSSP](#))

- 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 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 through Dissertation Station
- Find mentorship to take you to the next level
- Get actively involved in cultural events, such as Hallowe'en, the Burns Poetry Competition, Chinese New Year and a Nowruz Celebration
- 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.

Opening time: 09:00- 00.00. For holiday opening times please see web page.

t: +44 (0)24 7615 1956 or internal extension 51956

e: pghub@warwick.ac.uk

w: warwick.ac.uk/pghub

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

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

Work space in the Department is made available to first and second year MRes students in room S0.76 and S0.78.

The Department has three Bloomberg Terminals in room S0.55. The Bloomberg Terminal is a computer software system which provides access to current and historical financial information on individual equities, stock market indices, fixed-income securities, currencies, commodities, and futures for both international and domestic markets. It also provides company profiles and financial statements, analysts' forecasts, news on worldwide financial markets, and audio and video interviews and presentations by key players in business and finance. You can [book](#) the use of one of these terminals in half-hourly sessions from Monday – Thursday 9-4.30 and Friday 9-3.30pm. The bookings page also explains how to access the two remote terminals. Please note that there are restrictions in the amount of data you are permitted to download. This is imposed by Bloomberg and further information is provided by the terminals. You will only be able to use the terminal if you have pre-booked online.

9.2.5 - Printing

An A3 colour photocopier is available to students in S2.81a. This can be accessed by swiping your student card over the wireless card reader. A black and white laser printer is available in S2.82. 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 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 [UK Data Service](#) provides a unified point of access to data from the Economic and Social Data Service (ESDS), the Census Programme and the Secure Data Service.

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

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

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

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

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 S2.81a you should contact the Department's Computer Support Staff on extension 23501 or visit room S0.81. If you have a problem with a computer in the MRes hot

desk room or in a PhD shared office please use the departmental [IT helpdesk page](#) or alternatively email: economics.it@warwick.ac.uk.

9.3 - Student Opportunity- Careers

[Student Opportunity- Careers](#) can help you explore your options, develop your skills and get the career you want. A range of online resources, one to one advice and guidance, workshops, and events are available to ensure you make informed decisions and leave Warwick equipped with the necessary skills and experience which employers are looking for. Whether you are keen to pursue an academic career or would like to explore options beyond academia, we can help.

The Department's Careers Consultant for Economics, Stephanie Redding, runs 30 minute 'careers guidance' appointments in the Faculty of Social Sciences Careers Office throughout the year and these can be booked via the 'View Available Appointments' section on [myAdvantage](#).

For Careers Drop-In times and online resources see <http://go.warwick.ac.uk/careers>

To find out more..

Visit our Help Desk in The Student Opportunity Hub off the Piazza (term time only)

E-mail careers@warwick.ac.uk or Call 024 7652 4748

9.4 - Researcher Development

The Researcher Development 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. 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. We deliver a core timetable which includes the key essentials of: Presentation Skills; Poster Design; Effective Researcher; Viva Preparation; Writing and Project Management; and have a broader offering of 30 different workshops.

For full details see our web page [Researcher Development Programme](#).

9.5 - The Students' Union

[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, students activities, welfare and entertainment. There are many different ways for students to get involved in the SU, which can support and enhance their experience whilst at Warwick. You can contact the Students' Union on enquiries@warwicksu.com

9.6 - General information

9.6.1 - Data protection

View the University's [policy on data protection](#).

9.6.2 - Dignity at Warwick

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

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

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

The [Dignity at Warwick Policy](#) outlines unacceptable behaviours and the process of reporting and dealing with inappropriate behaviour.

9.6.3 - Sexual and racial harassment

The University has published guidelines on sexual and racial harassment for students.

View the [Dignity at Work and Study Policy](#).

The University and Department are opposed to sexual and racial harassment. We will support those subjected to it and, where appropriate, will take disciplinary action against offenders. Within the Department, help and support will be provided by all members of staff and specifically by your Personal Tutor, the Senior Tutor and the Director of Taught Postgraduate Programmes. Outside the Department you may seek help from the University Senior Tutor, the Counselling Service, and the Students' Union Welfare Office.

If you are a victim of harassment, you may feel able to make it clear to the person causing you offence that their behaviour is unacceptable. This, in itself, may be enough to put an end to the harassment. You may not feel able to confront the person responsible for harassing you. Failure to confront the perpetrator does not amount to consent to the harassment, and you are entitled to seek assistance from those listed above or from fellow students to put an end to it.

You may also wish to look at the [University's procedure on complaints and feedback](#).

9.6.4 - Equal opportunities

The University of Warwick, recognises the value of sustaining and advancing a safe and welcoming learning environment, strives to treat both employees and students with respect and dignity, treat them fairly with regards to all assessments, choices and procedures, and to

give them encouragement to reach their full potential.

Therefore, the University strives to treat all its members, and visitors, fairly and aims to eliminate unjustifiable discrimination on the grounds of gender, race, nationality, ethnic or national origin, political beliefs, religious beliefs or practices, disability, marital status, family circumstances, sexual orientation, spent criminal convictions, age or any other inappropriate ground.

9.6.5 - Health and safety

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

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

At Warwick we're part of a community that cares about one another. We place emphasis on everyone's personal responsibility to behave in a way that protects each other from Covid-19 - keeping our wider community safe.

The University has [a range of safety measures](#) on campus to reduce the risks of Covid-19. Some of these go over and above the UK Government's requirements, but they are being used with the safety and wellbeing of our community at the forefront of our minds.

All staff and students should take time to read the information on the ['Stay safe at Warwick'](#) webpages.

The Department spaces have undergone a full risk assessment to ensure that all practical measures are put in place to minimise the risk from Covid-19. This includes limiting capacity within some rooms, installing hand sanitiser stations, moving furniture and installing signage. Anyone inside the building must wear a face covering unless an exemption has been arranged through the [Hidden Disability scheme](#). You can access a copy of the risk assessments and Standard Operating Procedures [here](#).

The Head of Department, Professor Jeremy Smith, holds the ultimate responsibility for health and safety within the Department, but delegates elements of the maintenance, monitoring, development and implementation of health and safety policy and practices to the Head of Administration (Business and Research), Sarah Duggan, whose roles include that of the Department Health and Safety Officer (DHSO).

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

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

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

9.6.6 - University policies

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

- [Warwick Student Community Statement](#)
- [Study Hours Statement](#)
- [Policy on Recording Lectures by Students](#)
- [Smoking Policy](#)
- [Use of University Computing Facilities Policy](#)
- [Anti-bribery Policy](#)

9.6.7 - University calendar

View the [University Calendar](#).

9.6.8 - 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:](#)

9.6.9 - 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.

9.6.10 - University of Warwick Nursery and Nursing Room

The University nursery based on campus provides wrap-around care for children of staff and students, who are aged between three months and five years. Further details can be found on the [Nursery web page](#). 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](#). Please see the [web page](#) for further information.

9.6.11 - Useful forms

The following forms are all located at warwick.ac.uk/economics/current/mres/resources

- Assessed Work Mark Check Form
- PG Assessed Work Submission and Feedback Form (paper submissions)
- Ethical approval for student research Form
- Self-Certify Sickness Form

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.

9.7 - Other on-campus support services

There is a comprehensive network of support and welfare services available to support you in times of difficulty. There is often more than one service which may be able to help and services work together to ensure that any problems are dealt with swiftly and effectively. Find out more about the [Support Services](#) available to help you.

9.7.1 - English Language Support

The [Language Centre](#) supports 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 the Centre for Applied Linguistics (CAL).

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: warwick.ac.uk/fac/soc/al/learning_english/insessional