

# MSc - 2021/22 Handbook

## 1 - The Department

### Welcome to the Department of Economics from the Director of Graduate Studies (Taught Degrees)

I hope that you find your course, over the coming months, to be interesting, challenging and rewarding. We provide a stimulating research-led environment where you will work alongside leading researchers to develop the skills required to fulfil your aspirations to become a professional economist, to conduct further research towards a PhD, or some other career path.

We will give you professional training in modern economics, including tools and techniques of analysis as well as knowledge, and an opportunity to apply this in a piece of supervised research.

We offer dedicated teaching on macroeconomics, microeconomics, econometrics and an extensive range of optional modules.

Given the current circumstances, our teaching and learning delivery for 2021/22 will be 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 asynchronous (pre-recorded) and synchronous (real-time) lectures to deliver core and optional modules. In addition, if a module has Support and Feedback 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.

Completing an MSc can be a great way to enhance your career prospects, and the high quality reputation of this qualification makes our graduates highly sought after by employers. We will provide opportunities to develop your academic, personal and professional skills throughout your time with us. In addition, the courses and support provided by [Student Opportunity](#), and the numerous (virtual) events organised within the Department such as a guest lecture series, are designed to broaden the education experience and help you interpret what you have learnt in lectures and classes to interesting and important real world situations and subjects.

The MSc programmes covered by this Handbook are one year in duration with approximately eight months of taught coursework leading to an examination period, followed by four months of independent research work towards a dissertation.

At the end of your programme, you should be able to read and understand research papers and articles in academic journals, to build simple theoretical models, to initiate your own empirical research and to evaluate its findings. The emphasis is on doing real economics, as well as demonstrating knowledge. You should be fully prepared for, and have the skills and confidence to engage in, professional work as a research economist, including being able to initiate your own exploration of economic questions.

This Handbook is intended as a reference guide for all MSc students who are based in Economics, covering all aspects of the programmes. We have included web addresses to show you where further information is available on our website.

If, after reading this Handbook, you have any queries, then please feel free to contact the Postgraduate Office by emailing [economics.pgoffice@warwick.ac.uk](mailto:economics.pgoffice@warwick.ac.uk).

I hope that you enjoy your time in the Department, and I wish you every success in your MSc course.

**Dr Lory Barile**

Director of Graduate Studies (Taught Degrees)

Department of Economics

University of Warwick

## **1.1 - The Department of Economics**

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

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

## **1.2 - 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.

### **1.3 - Communication and information sources**

#### **Tabula**

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

You can access Tabula both on- and off-campus. Further details and instructions are available when you log in to [Tabula](#).

#### **Moodle**

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

#### **Current Students webpages**

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

Please visit this page regularly: <https://warwick.ac.uk/fac/soc/economics/current/>

#### **Email**

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

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

#### **Economics Updates**

These are emails that we send 2-3 times a term and they focus on important issues related to your academic study and student experience. They contain important messages from your Course Director, Director of Studies, Director of PG Student Engagement and Progression and the Head of Department.

*We strongly encourage you to read them.*

### **My Warwick mobile App**

If we need to communicate with you urgently about important things to do with your study here (e.g. about Support and Feedback class cancellations or specific deadlines) we use My Warwick alerts which will appear on your mobile device.

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

### **Social Media**

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

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

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

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

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

### **Student Privacy Notice**

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

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

### **1.3.1 - Administration of the MSc programmes**

The administrative home of the Department of Economics is in the Social Sciences Building. Our campus map can be viewed at [www.warwick.ac.uk/maps](http://www.warwick.ac.uk/maps). Most University room numbers are in three parts, each of which conveys information. For example, to find S1.132:

- S = Social Sciences building
- 1. = the first floor (0 = ground floor, 1 = first floor etc.)
- .132 = the room number

The key committees responsible for the MSc degree programmes are:

- The [Graduate Student-Staff Liaison Committee](#) (GSSLC) is an important forum within the Department where MSc students get together with Departmental staff to discuss

issues that concern the learning experience. The Committee meets five times per year and further details about GSSLC are included in the Student Voice section.

- The [Graduate Management Committee](#) monitors the quality of all graduate teaching and learning. It provides information, advice and recommendations to the Teaching and Learning Committee on graduate courses in the Department of Economics. The [Teaching and Learning Committee](#) develops and oversees the strategy of all aspects of teaching and learning in the Department, in line with the University Education Strategy. The Chair of the GSSLC is a member of both committees.

The key people in the Department with responsibility for the MSc degree programmes are:

**Head of Department**

**Professor Jeremy Smith**

Room S2.124

Telephone: +44 (0) 24 765 23469

Email: [Jeremy.Smith@warwick.ac.uk](mailto:Jeremy.Smith@warwick.ac.uk)

**Director of Studies**

**Professor Jennifer Smith**

Room S1.125

Telephone: +44 (0) 24 765 23469

Email: [Jennifer.Smith@warwick.ac.uk](mailto:Jennifer.Smith@warwick.ac.uk)

**Director of Graduate Studies (Taught Degrees)**

**Dr Lory Barile**

Room S2.11b

Telephone: +44 (0) 24 765 28244

Email: [Lory.Barile@warwick.ac.uk](mailto:Lory.Barile@warwick.ac.uk)

**Director of Student Experience and Progression, Deputy Director of Graduate Studies (Taught Degrees)**

**Dr Alexander Karalis Isaac**

Room S1.126

Telephone: +44 (0) 24 765 72854

Email: [a.karalis-isaac@warwick.ac.uk](mailto:a.karalis-isaac@warwick.ac.uk)

**Senior Tutor (PGT)**

**Dr Mahnaz Nazneen**

Room S2.140

Telephone: +44 (0) 24 765 74891

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

**MSc Economics and International Financial Economics Course Leader**

**Professor Thijs van Rens**

Room S2.105

Telephone: +44 (0) 24 761 51423

Email: [J.M.van-Rens@warwick.ac.uk](mailto:J.M.van-Rens@warwick.ac.uk)

**MSc BES (Economics Track) Course Leader**

**Dr Alexander Dobson**

Room S1.131

Telephone: +44 (0) 24 765 74233

Email: [a.c.dobson@warwick.ac.uk](mailto:a.c.dobson@warwick.ac.uk)

**Advisor to Overseas students**

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

**Dr Andreas Markoulakis**

Room: S2.108

Telephone: +44 (0)24 765 28090

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

**Advisor to Female students**

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

**Dr Eman Abdulla**

Room: S0.60

Telephone: + 44 (0)24 765 73461

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

**Careers Coordinator**

**Dr Atisha Ghosh**

Room: S0.85

Telephone: +44 (0)24 765 75583

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

**Head of Administration (Teaching and Learning) Kelly Taylor Room S1.128**

Telephone: +44 (0) 24 7652 8415

Email: [K.E.Taylor@warwick.ac.uk](mailto:K.E.Taylor@warwick.ac.uk)

**Programmes Manager (PGT)**

**Carolyn Andrews**

Room S1.130

Telephone: +44 (0) 24 7652 2983

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

**Programmes Coordinator (PGT)****Ms Andrea Wyld**

Room S1.132

Telephone: +44 (0) 24 7652 3048

Email: [a.wyld@warwick.ac.uk](mailto:a.wyld@warwick.ac.uk)**Programmes Administrator****TBC**

Room S1.132

Telephone: +44 (0) 24 7652 3027

Email: [economics.pgoffice@warwick.ac.uk](mailto:economics.pgoffice@warwick.ac.uk)**Student Engagement & Experience Coordinator****Ms Lucia Ashley**

Room S1.132

Telephone: +44 (0)24 765 73464

Email: [H.Ashley.1@warwick.ac.uk](mailto:H.Ashley.1@warwick.ac.uk)

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

**1.3.2 - How to contact us****How to contact the Postgraduate Office**

The Postgraduate Office team, which is your point of contact as a MSc student, has a daily presence on campus, in room S1.132. Please bear in mind that, if you do visit the Postgraduate 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 [MSc Get in Touch](#) page, where you can:

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

**How to contact Academic Staff**

All academic staff (including Support and Feedback class tutors) have Advice and Feedback hours during term time when they are able to see students. 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 via email. To avoid disappointment, please do not wait until the

week prior to the exams to book appointments with members of staff teaching on your modules, as this may not be possible.

You can speak with your module Support and Feedback class tutors about the material covered in a module. If there is something you do not understand they will be able to offer you the help you need. Your tutors can offer advice on assignments.

You can speak with Module Leaders and Lecturers about any academic issues relating to the module that class tutors are unable to answer. Module leaders are responsible for all academic aspects of modules, including lecture content, class questions and solutions, setting assignments and tests and the provision of generic feedback on assessment.

You can speak to the Director or Deputy Director of Graduate Studies (Taught Degrees) about any issues relating to the administration of postgraduate modules and Economics courses. Together with the Deputy Director, they will also be able to offer you advice if you wish to change degree courses, withdraw from the University (temporarily or permanently) or if you wish to take an unusual module as one of your options.

You can speak to your Personal Tutor or the Senior Tutor if you are experiencing difficulties in your personal or academic life.

### **By Email**

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

## **1.4 - What you can expect from us**

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

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

- A module outline, detailing the module aims and objectives, the learning outcomes and an indication of the material that will be covered, the exam rubric, all of which can be found on the module webpage;
- Details of core texts and further readings to give you the best opportunity to prepare for lectures and Support and Feedback classes;

- All modules will have lecture notes and/or other materials posted on the module's Moodle webpage. Lecture notes may not be provided in cases in which, for example, a lecture follows further reading material very closely. Links to all videos will be accessible via the Moodle webpage for the module;
- A well-prepared lecture, which has the aim of engaging you and encouraging participation in discussion beyond the lecture;
- An outline of how different learning components (e.g., pre-recorded videos, synchronous interactions) will be delivered should be provided on Moodle.

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

For any assessments you should expect:

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

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.

The schedule of Advice and Feedback hours and details of how to book are given [here](#).

## **1.5 - 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.

## **1.6 - What we expect from you**

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

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

We expect you to engage with your studies and actively participate in departmental activities

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

### **Engaging with your study**

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

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

- Preparing for lectures and Support and Feedback classes as advised by your teaching staff;
- Attending and actively participating in all lectures and Support and Feedback classes (online or in person), as well as benefitting from peer learning opportunities and working as part of a group;
- Meeting your monitoring points, as set out in Section 2.3;
- Making the most of opportunities to discuss your studies with teaching staff;
- Meeting your personal tutor;
- Supporting each other's learning and development through active interactions with your cohort during lectures and classes, or a member of the SSLC;
- Submitting your assessments on time;
- Taking your tests and exams;
- Adhering to University and Departmental regulations and seeking guidance when unclear;
- Using your initiative and asking for help when necessary at the earliest opportunity.

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

### **Student Visa Holders**

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

## 1.7 - Facilities

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

**MSc Study Area** - S1.136, S1.138, S1.139 & S1.140

These are quiet work spaces. There are a number of desks and chairs for solo work.

**MSc Kitchen** - S1.129

A vending machine for hot drinks, drinking water, sink facilities for washing up, microwave for heating food, fridge and lockers. Only one person to use the kitchen at any one time.

**MSc Common Room** - S1.131 & S1.133

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

**MSc Group Work Area** - S1.135

This room can be used for group working and features two display screens. Please pre-book one of the two spaces using the [online booking system](#).

### Others

Room S2.82 is a computer lab with 20 PCs, which can be used by MSc and Diploma students unless it is pre-booked for an experiment.

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

The University also provides a number of private study spaces, including the Postgraduate Hub, which is a dedicated multi- purpose space for postgraduate students on campus, and the Learning Grids, which are flexible and informal spaces for group and individual study that can be used by all members of the University and the Central Library.

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

## 1.8 - Teaching Dates

We use a numbering system to cover the main teaching weeks during the year. After the two week MSc pre-session course, week 1 of the Autumn Term starts on Monday 4 October 2021 and runs for 10 weeks. The Spring Term runs from week 15 – 24 and Summer Term is from weeks 30 – 39.

**Autumn Term:** Monday 4 October 2021 – Saturday 11 December 2021

**Spring Term:** Monday 10 January 2022 – Saturday 19 March 2022

**Summer Term:** Monday 25 April 2022 – Saturday 2 July 2022

## **Term 1**

Week 1 = w/c 4 Oct

Week 2 = w/c 11 Oct

Week 3 = w/c 18 Oct

Week 4 = w/c 25 Oct

Week 5 = w/c 1 Nov

Week 6 = w/c 8 Nov

Week 7 = w/c 15 Nov

Week 8 = w/c 22 Nov

Week 9 = w/c 29 Nov

Week 10 = w/c 6 Dec

### **1.9 - Student Visa holders**

Please make sure you are aware of your responsibilities whilst studying in the UK; you can refer to the [Student Immigration & Compliance website](#).

It is essential that you inform the staff in the PG Office if you intend to change your study location. In this event, you must supply your new contact address details via the [Change of Study Location Form](#) 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). You must still be engaging with your studies during this time and we will continue to monitor your attendance and progress.

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.

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

## 2 - MSc Courses

### 2.1 - Getting started

#### 2.1.1 - Induction and enrolment

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.

You will find your Induction timetable, which includes the schedule for Introductory Mathematics and Statistics, on our [MSc Induction](#) website.

Although the Introductory Mathematics and Statistics teaching 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 Monday of Week 2 (Monday 11 October 2021).

Details of important dates are given below.

#### 2.1.2 - Important Dates

##### Pre-Term

Mon 20 Sep 2021

Mon 20 Sep — Fri 1 Oct 2021

Thu 23 Sep 2021

Mon 27 Sep 2021

Fri 1 Oct 2021

##### Autumn Term (4 Oct - 11 Dec 2021)

Mon 4 Oct 2021

Wed 6 Oct 2021

Thur 7 Oct 2021

Thur 7th Oct 2021

Mon 4 — Fri 8 Oct 2021

**Spring Term (10 Jan - 19 Mar 2022)**

Mon 10 — Fri 14 Jan 2022

Mon 21 — Fri 25 Feb 2022

**Easter Vacation (19 Mar - 23 April 2022)**

Mon 21 Mar 2022

Tues 5 Apr 2022

**Summer Term (25 Apr - 2 Jul 2022)**

Fri 6 May - Sat 21 May 2022

Mon 23 May 2022

Wed 1 Jun 2022

Mon 6 Jun - Fri 17-Jun 2022

Mon 27 Jun 2022

**Summer Vacation**

Wed 31 Aug 2022

Wed 14 Sep 2022

Wed 15 Mar 2022

## **2.2 - Course overview**

MSc Economics (L1P6) is run entirely from within the Department. MSc Economics and International Financial Economics (L1P7) is also run within the Department and follows a similar structure to that of MSc Economics, but the choice of optional modules and the dissertation topic are more focused.

There are two courses which operate in conjunction with other departments. The MSc in Behavioural and Economic Science (Economics Track) (C8P8) is a joint degree programme run by the Departments of Economics and Psychology. The Department of Economics is responsible for the administration of this programme and all enquiries should be directed to the Economics Postgraduate Office. The MSc in Finance and Economics is managed by the Warwick Business School (although a number of modules on the course are taught by members of the Economics Department) and you should direct any questions about that course to the Finance Masters Programmes team in Warwick Business School.

## **2.2.1 - Course Specifications**

There is a course specification for every MSc course. Each course specification sets out the aims of the course, the skills and knowledge a graduate from that course will possess, as well as how it is taught and assessed.

Course aims and learning outcomes for subject knowledge and understanding are given below. Learning outcomes for cognitive and professional skills are given in the Skills development section of the handbook.

### **2.2.1.1 - MSc Economics**

#### **Course Aims**

- The discipline of economics. To provide students with a coherent and structured programme of learning that builds on an undergraduate background that contains a significant proportion of economics, provides a rigorous advanced training in economic analysis and techniques, and which includes opportunities to contribute to current economic research and debates.
- Problem-solving and policy implications. To promote an analytical approach to thinking about national and international economic problems, policies, and decision-making.
- Economics and other subjects. To encourage links, where appropriate, between economics and selected other disciplines by providing opportunities for those students who wish it, to combine the study of economics with study of other subjects including finance, and business studies.
- Responding to students' aspirations. To meet students' aspirations to: study in a supportive and intellectually stimulating environment, including working alongside leading economic researchers; to train for possible employment as specialists in economics and related disciplines, or in wider fields where analytical and critical thinking are required or for PhD study.
- Responding to labour market needs. To meet national and international demands for high-quality postgraduates: in particular fields of employment, research, and further study where specialised training in economics and related disciplines is required; and in broader fields of employment which require the generic and subject-specific skills, including analytical and critical thinking, associated with a training in economics and related disciplines.

#### **Learning outcomes - Subject knowledge and understanding**

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

- Economic data. Knowledge of economic trends and patterns; survey data; and an understanding of problems and solutions in economic measurement including evaluation methods.
- Research and debate. Detailed knowledge of contemporary theoretical and empirical debates and research outcomes in core economics and in some more specialised areas of economics.

### **2.2.1.2 - MSc Economics and International Financial Economics**

#### **Course Aims**

- The discipline of economics, specialising in International Financial Economics. To provide students with a coherent and structured programme of learning that builds on an undergraduate background that contains a significant proportion of economics, provides a rigorous advanced training in economic analysis and techniques, and which includes opportunities to contribute to current economic research and debates.
- Problem-solving and policy implications. To promote an analytical approach to thinking about national and international economic problems, policies, and decision-making; student awareness of practical and policy issues assisted by the interaction with external lecturers.
- Economics and other subjects. To encourage links, where appropriate, between economics and selected other disciplines by providing opportunities for those students who wish it, to combine the study of economics with study of other subjects including finance, and business studies.
- Responding to students' aspirations. To meet students' aspirations to: study in a supportive and intellectually stimulating environment, including working alongside leading economic researchers; to train for possible employment as specialists in economics and related disciplines, or in wider fields where analytical and critical thinking are required or for PhD study; allowing students to specialise in the topic of their choice.
- Responding to labour market needs. To meet national and international demands for high-quality postgraduates: in particular fields of employment, research, and further study where specialised training in economics and related disciplines is required; and in broader fields of employment which require the generic and subject-specific skills, including analytical and critical thinking, associated with a training in economics and related disciplines.

#### **Learning outcomes - Subject knowledge and understanding**

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

- Economic data. Knowledge of economic trends and patterns; survey data; and an understanding of problems and solutions in economic measurement including evaluation methods.
- Research and debate. Detailed knowledge of contemporary theoretical and empirical debates and research outcomes in core economics and in the International Financial Economics.

### **2.2.1.3 - MSc Behavioural and Economic Science**

#### **Course Aims**

- To develop a theoretical understanding of key models and results in behavioural economics and economic psychology.
- To learn how to design, conduct and analyse behavioural experiments.
- To learn to implement standard models of choice.
- To learn to access and analyse large-scale datasets.
- To learn to initiate economic enquiry and test economic models.

#### **Learning outcomes: Subject Knowledge and Understanding**

- Knowledge and understanding of advanced core concepts and methods of analysis in microeconomics.
- knowledge of economic trends and patterns; survey data; and an understanding of problems and solutions in economic measurement including evaluation methods.
- understanding of fundamental concepts in mathematics and statistics relevant to the other core modules
- detailed knowledge of contemporary theoretical and empirical debates and research outcomes in specialised areas of behavioural and economic science.
- knowledge and understanding of how advanced economic models and methods are applied to problems.
- understand key concepts in experimental design, and the difference between experimental approaches in economics and psychology.
- be able to design and run simple experiments in the areas of memory, perception, judgment and decision-making.
- be able to write up experimental reports in the style required by the American Psychological Association.
- be able to analyse data and draw conclusions.
- understand core concepts in memory, attention, perception, social, and neuropsychology and their importance for human judgement and decision making.

- understand the difference between experimental approaches in economics and psychology.
- be able to write statistical analysis in the style required by the American Psychological Association.
- be able to conduct reproducible statistical analysis using the general and generalized linear model.
- be familiar with the new estimation approach to statistics, as well as the traditional null-hypothesis significance test.
- research introductory level with the R and Matlab programming languages.
- understand how to turn mathematical models into computer simulations.
- demonstrate competence at formulating a valid research question and designing an empirical investigation.
- demonstrate competence at conducting an empirical investigation.
- demonstrate competence at analysing and interpreting the results.
- demonstrate competence at writing up the project in a standard format suitable to publication.

### **2.2.2 - Course Regulations**

Degree Course Regulations are the rules by which each degree operates in terms of the structure. The regulations exist to ensure that the degree courses remain relevant and the quality remains high. The various rules and restrictions ensure that the degree content is not unduly diluted whilst allowing you the flexibility to make choices and to tailor your degree to your particular interests. It is important that you familiarise yourself with the regulations for your degree course by carefully reading the relevant information below, as failure to adhere to them can have serious consequences.

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

by the Department in a timely manner. Should you need advice on any aspect of your degree course regulations, please contact the Postgraduate Office.

Concerning the availability of modules, we cannot guarantee that all modules listed in this Handbook will be available each year or that the same lecturer will continue to deliver the modules. There are reasons why at times the Department may have to remove or make changes to a module:

- A module teacher going on study leave;
- Academic staff leaving Warwick;
- Another module is made available so the current one is removed to avoid overlap;
- Continuous review of the curriculum and teaching methods to ensure we are teaching relevant and interesting material;
- The need to ensure that assessment methods are the most suitable for a particular module;
- The possibility of suspending a module due to the current COVID pandemic.

Each degree course is comprised of a number of core (compulsory) modules, together with optional modules. Your degree course regulations set out which modules you must take.

Warwick uses the Credit Accumulation and Transfer Scheme (CATS) to express credit weightings for each module. Credit is expressed in quantified form so that achievement in different contexts can be broadly compared in terms of intellectual depth (level) and relative volume (number of credits). One CAT represents 10 hours of learning time.

The minimum credit to be taken for an MSc degree is 180 CATS and the minimum pass mark for all postgraduate modules is 50%. To be awarded your MSc degree you must pass 150 CATS, including all core modules, providing that a mark of at least 40% is obtained in the failed module(s). If you have not reached the standard required for the award of MSc, you may be awarded the Postgraduate Diploma or Postgraduate Certificate if you reach an appropriate standard. The dissertation/project, which shall be on an approved topic, shall be submitted following successful completion of the taught component of the degree programme.

For further information on degree requirements please read the [Examinations](#) section of the handbook.

### **2.2.2.1 - Course structure**

#### **MSc Economics**

#### **Optional Core/Core**

**Optional**

**MSc Economics and International Financial Economics**

**Optional Core/Core**

**Optional**

**MSc in Behavioural & Economic Science (Economics Track)**

**Optional Core/Core**

**Optional**

### **2.2.3 - Teaching and Learning**

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

#### **Lectures**

Lectures will be take place online through a combination of asynchronous (pre-recorded) lectures and synchronous (live streamed) lectures. Asynchronous lectures can be provided in bite-sized chunks to give you the chance to engage at a time and speed that suits you best. Most of the modules will be delivered using a combination of one hour per week of asynchronous lectures and one hour of synchronous lectures. The optional core modules offered for Economic Analysis, which is only taught in the Autumn Term, will have two hours of asynchronous lectures and one hour of synchronous lectures every week.

#### **Support and Feedback Classes**

Optional core modules have one hour per week of classes, and we are planning to hold some in person and some digitally. We'll also be prepared if circumstances significantly change. So, if there are periods when access to campus is restricted to protect your health and safety, we'll have plans in place to switch to wholly online teaching if necessary.

Support and Feedback classes, classes, seminars and tutorials are all different terms for essentially the same thing: compulsory teaching in small groups. In what follows, these terms will be therefore used interchangeably.

#### **Module**

EC901 Economic Analysis AA

EC9D3 Economic Analysis BB

EC9D4 Economic Analysis BA

EC9D5 Economic Analysis AB

EC902

Quantitative Methods:  
Econometrics A

EC910

Quantitative Methods:  
Econometrics B

EC907

Quantitative Methods:  
Econometrics A (for MSc in Behavioural and Economic Science - Economics Track students)

EC987

Quantitative Methods:  
Econometrics B (for MSc in Behavioural and Economic Science - Economics Track students)

EC959 Dissertation: Research Methods

PS922

Issues in Psychological Science

PS923

Methods and Analysis in Behavioural Science

Optional modules

### **2.2.4 - Online module registration**

When you enrol at Warwick 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.

You will be able to see a personalised page where you can view any modules that may be core for your course, select any optional core and optional modules, and confirm your choices. Please note that your choices are subject to checking and approval by the Department.

The eMR system will also re-open at the start of the Spring Term in order for you to review and confirm your choices of optional modules by Friday 28 January 2022 (week 17).

You are not permitted to change between two modules that take place in the same term after eMR has closed in the relevant term. You are advised to make any changes as early as possible, as you may find it very difficult to catch up. If you do change your modules, it is your responsibility to catch up on any missed work and this cannot be used as a mitigating circumstance, should your performance in any module be adversely affected.

Before the end of week 17 of the Spring Term, it is your responsibility to make sure you are registered for the correct optional modules on eMR. If you fail to do this, there can be serious consequences in terms of which exams you are required to sit.

### **2.2.5 - Economic Analysis**

The Economic Analysis modules will provide you with a firm understanding of the key principles of microeconomic and macroeconomic analysis. Microeconomics and Macroeconomics will have an applied version (A) and a more technical/theoretically oriented version (B).

MSc Economics and MSc Economics and International Financial Economics students are asked to choose one 44 CAT module from:

- EC901 Economics Analysis AA, which includes Microeconomics A and Macroeconomics A
- EC9D3 Economics Analysis BB, which includes Microeconomics B and Macroeconomics B
- EC9D4 Economics Analysis BA, which includes Microeconomics B and Macroeconomics A
- EC9D5 Economics Analysis AB, which includes Microeconomics A and Macroeconomics B

MSc BES (Economics Track) students will take one 22 CAT module from:

- EC901 Economics Analysis A (Microeconomics)
- EC9D3 Economics Analysis B (Microeconomics)

#### **A variants**

If you have done a reasonable amount of Microeconomics and Macroeconomics previously (as in a typical undergraduate module) you may take EC901 Economic Analysis AA, which will cover the key principles of Economic Analysis and some important applications including to economic policy.

#### **B variants**

The three modules involving the B variants of Microeconomics and Macroeconomics (ED9D3, ED9D4 and ED9D5) will be of particular interest for those of you intending to proceed to a PhD degree after your MSc course. You must have strong mathematics and econometrics or statistics ability. The pre-requisites will normally be (the equivalent of) a First-class mark (70%) from your undergraduate degree and a good mark ( $\geq 60\%$ ) on Test 2 of the pre-sessional Maths and Statistics course. There may be some flexibility around these pre-requisites: you are allowed to submit a registration for the B variant even if you do not meet the criterion, but you must first get email approval from the Director of Graduate Studies (Taught Degrees), Dr Lory Barile.

More details about the four modules are given on the MSc Modules webpages.

Exams for Economic Analysis modules will be held in January and they will be taken online. You can read more about online exams and the Alternative Exam Portal (AEP) in the Exams Section of the Handbook.

### 2.2.6 - Econometrics A or Econometrics B?

All MSc students are asked to choose between Quantitative Methods: Econometrics A and Quantitative Methods: Econometrics B.

Econometrics A covers fundamental econometric research skills. If you have done a reasonable amount of econometrics previously at undergraduate level then you should take Econometrics B. Econometrics B will:

- assume some **familiarity** with some basic material listed on the next page;
- be more **methodological** – will include some proofs;
- cover **more topics** and will focus more on underlying theoretical justification;
- use **matrix** derivation for some results;
- will **also have** data-based exercises (same as A).

To take Econometrics B you should be familiar with the following topics (or be prepared to fill in any minor gaps on your own):

- t and F tests of linear restrictions;
- Heteroskedasticity and Serial correlation;
- Estimation – in the presence of above problems;
- Dummy variables;
- Exogeneity vs Endogeneity;
- 

Some text books for the basic material: (i) Stock & Watson; (ii) Wooldridge - Introductory Econometrics.

More details about the two modules are given on the [MSc Modules](#) webpages. Examinations for the Econometrics modules will be held in May.

### 2.2.7 - Optional modules

The MSc Economics and the MSc Economics and International Financial Economics require you to take three optional modules, while the MSc Behavioural and Economic Science (Economics Track) programme requires you to take five optional modules. All optional modules will be taken in the Spring Term.

You may also wish to sample or audit further options (that is, sit in on the lectures) if you can find the time. However, please do not ask to be examined for more than three optional

modules as departmental policy does not allow for this, for the simple reason that our MSc programmes are already very intensive. Should you wish to audit an additional optional module please speak first with the module leader and then inform the Postgraduate Office if permission is granted.

We are intending to offer the options listed on the [MSc Modules](#) webpages. Although we try to run all optional modules, occasionally, we have to withdraw a module due to availability of staff or the number of students who choose it. If this is the case, you will be informed as soon as possible.

Students of the MSc Economics and the MSc Economics and International Financial Economics may be permitted to take one of four Business School modules, namely; IB9Y4 International Financial Management, IB9X7 Derivative Securities and IB9Y2 Behavioural Finance. Students of the MSc Behavioural and Economic Science (Economics Track) may be permitted to take Behavioural Finance (IB9Y2).

Please note that places on these modules are limited and a ballot may be applied in case of excess demand. If you choose a Business School module you may not then change this module once you have been allocated a place. You should also be aware that these are challenging technical modules and you must have a strong mathematics and statistics or econometrics ability to take them. Please avoid these modules if you have done little maths or statistics/econometrics before your MSc and do not choose them if you find Introductory Maths and Statistics and the Autumn Term core modules difficult.

We would not recommend taking an optional module in the Autumn Term when the core module teaching takes place. Please see the Director of Graduate Studies (Taught Degrees) if you are contemplating this.

There will be a Presentation of Optional Modules Meeting on Friday 8 October 2021 in week one of the Autumn Term in order to aid your choice. Further information will be disseminated via email.

### **2.2.8 - Timetable**

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

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

Your face-to-face classes take place in a variety of places across campus so make sure you keep a campus map handy. The University of Warwick [interactive campus map](#) is a great way to find your location and help plan your route. Face-to-face sessions will begin at five minutes past the hour and end at ten minutes to the hour in order to allow people to enter and vacate the room in line with Covid-19 safety measures.

### **2.2.9 - Support and Feedback classes**

For core modules, you will have Support and Feedback classes to go over topics within your module in much more detail than in lectures. These are essentially a feedback session and should be used as such. This academic year classes will be offered both in person and online. Essentially, you are in much smaller groups than in lectures. Thus, this represents for you a good opportunity to discuss topics in more depth as well as receive feedback on your work to further understand key concepts. Your preparation for module Support and Feedback classes and participation in the class discussions are essential to your economics education. You should expect each module to have information on how these classes will run in the current circumstances. More generally, each class will be managed by a tutor who will:

- Invite you to raise problems;
- Provide feedback on your understanding of material;
- Lead discussion;
- Invite you to lead discussion, usually after some preparation;
- Assign and grade coursework;
- Record your attendance, participation and marks;
- Offer you any individual advice.

Class tutors also have Advice and Feedback hours every week during term time. It is important that you take the opportunity to clarify any areas of confusion and develop your understanding of the topics by further reading and discussion with your peers and tutors. Advice and Feedback hours details can be accessed on the Economics website, and we will provide you with the web address by email once the details have been finalised.

### **2.2.10 - Class attendance**

You can sign up for classes by logging into Tabula. Please note that you are required to attend all of your classes, whether they are online or face to face sessions.

At each class your tutor will record your attendance or absence and input this data into Tabula. If you have been marked 'absent' you will see an 'Absent' flag appear on your Tabula page next to the class in question. It is then your responsibility to explain your absence, providing evidence as to why you could not attend. For short-lived illnesses, you should provide a self-certification form as evidence, which can be downloaded from the [MSc forms](#) webpage. Please note that the Department will monitor the number and frequency of episodes of self-certified illness. The Programmes Manager will decide whether or not the reason is valid and either condone or uphold your absence accordingly. If you believe an error has been made, you should contact the Postgraduate Office immediately.

### **2.2.11 - Reading Lists, lecture handouts and exam papers**

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

Exam papers for the last three years are available on the University [Exam Paper Archive](#).

### **2.2.12 - Recorded lectures**

Economics modules use Lecture Capture for asynchronous lectures, which is supported via IT Services. Lecture Capture allows you to view an mp4 file which should include sound from the relevant lecture and may show accompanying projected images used in the lecture (slides and/or visualizer). The recordings will be published on the appropriate module Moodle page and will be retained until the end of the academic year.

Recordings in the lecture capture system are intended for use by students registered on the relevant module and should be clearly marked as Warwick resources. Access is limited to the staff and students of the University and you are not allowed to share recordings further.

Microsoft Teams recordings will also normally be provided in Moodle for live streamed lectures.

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

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

### **2.2.13 - Study Groups**

One of the most fruitful ways to learn and revise is to study together with your peers. The current circumstances are far from normal, but the Department recognises the importance of peer learning and in order to somewhat mitigate the effect of current circumstances, and the challenges they present for building and maintaining relationships with your peers, we have introduced a new resource aimed to make it easier to organise within small groups and learn and revise together.

On the Moodle pages for Economics modules, you can now find the new 'Study groups sign-up' resource (located in the Module Information section) with instructions about how to join into groups. We believe that the resource will be very useful and would like to strongly encourage you to make use of it, set a schedule for your group, and learn together. It is well known that peer-learning is very effective (whether you learn something from others or you explain to others - in both cases you will notice that you learn deeply). Therefore, we hope that you will find this resource helpful, sign-up in numbers and make a good use of it.

### **2.2.14 - Changing programmes of study**

Almost all students complete the degree course on which they were first registered. However, a few find that they wish to change degree course. You should not be surprised to feel some occasional doubts about whether or not you are following the right degree course.

If you have persistent doubts about whether you are on the right degree course you should first consult with your Personal Tutor or attend a [Wellbeing session](#). If you decide that you wish

to change to another degree course you should make a [course transfer request](#) in Student Records Online.

Transfers involving other departments are never automatic. All transfers to degree courses outside Economics require the specific agreement of the department to which you wish to transfer. Within the Department of Economics, it is sometimes possible to transfer from one of the degree courses to another early in the Autumn Term (no later than Friday 22 October 2021 - end of week 3). Please be aware that:

- It is normally possible to change between the MSc Economics and MSc Economics and International Financial Economics.
- It is sometimes possible to change from MSc Behavioural and Economic Science (Economics Track) to MSc Economics or MSc Economics and International Financial Economics; this will depend on the modules you have taken at undergraduate level and transfer requests will need to be approved by an Admissions Tutor.
- You will not be permitted to change from an MSc degree to the MRes/PhD in Economics. Guidance on how to apply for a place on the MRes/PhD programme after completing your MSc degree can be found on our [admissions](#) website.

### **2.2.15 - Temporary withdrawal**

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

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

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

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

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

### **2.2.16 - Permanent withdrawal**

If you feel that you would like to [permanently withdraw](#) from your course, whether after a period of temporary withdrawal or not, please make an appointment to see your Personal

Tutor or Senior Tutor. If, after discussion, you are resolved to withdraw from your course, you must complete the online Permanent Withdrawal Request [form](#). The Director of Graduate Studies (Taught Degrees) will approve the form and the Academic Office will be informed of your departure. Please note that you should seek advice from the Student Finance Office on any implications for your fee payments and also Warwick Accommodation. International Students should contact the International Student Office for details on visa implications.

[Regulation 36.4](#) explains the grounds and procedure for requiring you to withdraw temporarily or permanently.

### **2.2.17 - Private tutoring**

We actively discourage private tutoring arrangements between undergraduate/postgraduate students and Teaching Assistants, Teaching Fellows and academic staff, but do not prohibit it.

If you are experiencing study difficulties are encouraged to make full use of University and Departmental resources, such as advice from their personal tutor, year tutor, and other academic staff, and the guidance provided by Student Careers and Skills, which should be sufficient to meet your needs.

However, we recognise that we are unlikely to be able to prevent private tutoring arrangements; hence the Department imposes the following regulations:

- A Teaching Assistant, Teaching Fellow or member of academic staff employed in the Department of Economics is not permitted to tutor privately on an undergraduate or postgraduate module on which they are employed to teach or have previously been employed to teach;
- A Teaching Assistant, Teaching Fellow or member of academic staff who tutors privately is not permitted to access any materials not available to other students registered for the module;
- Any private tutoring arrangement must not be conducted on University premises;
- The Teaching Assistant, Teaching Fellow or member of academic staff must assume responsibility for ensuring the tutee is aware that the tutoring arrangement does not form part of the tutee's Warwick degree, that it is not governed by any of the University's or Department's quality assurance mechanisms, and that the Department will not be accountable for any misinformation given out as part of the private arrangement.

### **2.3 - 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 fourteen '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. Different degree courses have differing monitoring points, as detailed below.

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

- After three monitoring points are missed we will contact you to investigate whether you are having any problems that are preventing you from fully engaging with your course.
- After four Monitoring Points are missed 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, and a report will be made by the Department to Student Records regarding your non-engagement with your studies. You are now at serious risk of your registration being terminated.
- If you are absent from classes for a period of at least five weeks, or you miss eight departmental monitoring points, the Department and University is likely to invoke [Regulation 36](#) to begin termination of registration proceedings and your case is handed over to the Academic Office.

**International Students should be particularly aware of the consequences of missing Monitoring Points: the Student Administrative Services is obliged to report to the Home Office UK Visas and Immigration (UKVI) if any Student Visa holders have been found not to be engaging with and attending their degree course. This will normally lead to the curtailment of their visas.**

**We are continuously updating our plans due to the current limitations in our physical interactions. We will let you in due course if any changes apply to the Monitoring Point Schedule below.**

**MSc Economics, MSc EIFE - Year 1**

**Contact Point**

**Autumn term**

- 1.
- 2.

3.

4.

5.

6.

**Spring Term**

7.

8.

9.

10.

11.

**Summer Term**

12.

13.

**Summer Vacation**

14.

**MSc Economics, MSc EIFE - Year 2 (March dissertation deadline)**

**Contact Point**

**Autumn term**

1.

2.

3.

**Spring Term**

4.

5.

6.

## **MSc Economics, MSc EIFE - Year 2 (September dissertation deadline)**

### **Contact Point**

#### **Summer Term/Vacation**

- 1.
- 2.
- 3.

## **MSc BES (Economics Track) - Year 1**

### **Contact Point**

#### **Autumn term**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

#### **Spring Term**

- 7.
- 8.
- 9.
- 10.
- 10.

#### **Summer Term**

- 11.

12.

**Summer Vacation**

13.

**MSc BES (Economics Track) - Year 2 (March project deadline)**

**Contact Point**

**Autumn term**

1.

2.

3.

**Spring Term**

4.

5.

6.

**MSc BES (Economics Track) - Year 2 (September project deadline)**

**Contact Point**

**Summer Term/Vacation**

1.

2.

3.

### 3 - Assessment

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

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

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

#### 3.1 - Assessment methods

The assessment methods for each core MSc module are summarised in the table below. Assessment methods for optional modules can be viewed on the relevant [module webpage](#).

##### Name and Code of Module

EC901

Economic Analysis AA

EC9D3

Economic Analysis BB

EC9D4

Economic Analysis BA

EC9D5

Economic Analysis AB

EC902 Quantitative Methods: Econometrics A

EC910 Quantitative Methods: Econometrics B

EC959 Dissertation

Various EC-coded optional modules

**For MSc BES Economics Track students:**

**Name and Code of Module**

EC901 Economic Analysis A: Microeconomics

EC9D3 Economic Analysis B: Microeconomics

EC907 Quantitative Methods: Econometrics A (for MSc BES Economics Track students)

EC987 Quantitative Methods: Econometrics B (for MSc BES Economics Track students)

PS922 Issues in Psychological Science

PS923 Methods and Analysis in Behavioural Science

PS916 Project

Various optional modules

### **3.2 - Marking criteria**

The pass mark for all MSc modules is 50%. Listed below is the criteria we use in the Department of Economics for marking work on the MSc.

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.

### **3.3 - Coursework**

Many modules have coursework, which are summative assessments that contribute to your

final module mark and define the progress you have made towards the module's learning objectives.

### **3.3.1 - Deadlines**

Each piece of work must be submitted by a particular date set by the Postgraduate Office and module leader. You will be given notice of these deadlines; the Department's guidance to markers specifies a minimum of four term-time weeks. 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, IT problems and so on.

Please note that the submission deadlines and test dates can be found in [Tabula](#).

### **3.3.2 - Presentation and proofreading**

Your work must be clearly and neatly written or typed. Double spacing is preferred as this makes reading easier and leaves space for comments by the tutor. Pages should be numbered.

If you are unfamiliar with academic writing in English, you may wish to ask a fellow student to read the final draft of your work. We recognise that some students wish to use a commercial proof-reading service. Please make sure you first read the University's [policy on proof-reading](#) if you are planning to do this.

### **3.3.3 - Word limit**

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

### **3.3.4 - Bibliography**

You must provide a general bibliography at the end of your essay, listing all the works (and people) you consulted when researching the essay. Do not omit any sources. Do not 'pad out' the bibliography with works you have not consulted.

### **3.3.5 - Methods of submission**

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

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

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

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

- You must ensure your document includes your student ID number, but not your name, as all marking is carried out anonymously. You should also include the final word count.
- The assignment must be a 100% electronic submission and so any object such as graphs, figures or equations will have to be incorporated into your electronic document.
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To submit your document online, you will need to create a PDF document. You can download a copy of the free software '[PDF Converter](#)' from ITS and follow the instructions. Alternatively, on a Warwick PC go into Software Center and install Power PDF. You will then be able to create a PDF within Word by choosing the Nuance PDF tab and then selecting Create PDF. If you do not have any PDF software installed and can only use the Microsoft Word SaveAs PDF feature you **MUST** select the options button and then untick 'Bitmap text when fonts may not be embedded'. If you do not the file will be unreadable and you will be asked to resubmit your work and may receive a late penalty.

- Name the resultant PDF file as follows: module code-assignment number.pdf. For example EC924-a1.pdf would be the name for your first assignment for EC924 Monetary Economics.
- Check the final document before uploading to ensure it has been converted accurately.
- Double check that you are submitting the correct document and that you are submitting it to the correct module/assessment.
- If you submit more than one document for your assignment these should be submitted simultaneously.
- You must take care that you have logged into Tabula using your own username and that you are not logged in using a friend's account who has used the computer before you.

### **3.3.6 - 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.

### **3.3.7 - 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](mailto: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.

### **3.3.8 - Mitigation for Tests**

Please take time to read the [Departmental Policy](#) on the correct procedure to follow should you encounter technical difficulties during an in-year 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.

### **3.3.9 - Late submission**

Work submitted late will be marked subject to a penalty, unless a formal assessment deadline extension has been granted in advance.

All work submitted on the due date but after 12 noon will incur a five-mark penalty per day with a minimum mark of zero for an assessment. Penalties only accrue on working days (not weekends or public holidays).

### **3.3.10 - Marking**

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

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

### **3.3.11 - Querying of 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. We will reject any requests by students to have their work reviewed on the basis that they disagree with the marker's evaluation of their performance. You are entitled to approach the module leader or lecturer to discuss your performance in the assessment, but not to lobby for a re-mark. We 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](#) 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 feedback was published.

We will then carry out a check of the marks. If no discrepancy is found, you will be advised of this. You will be advised that there is no right to a further check or questioning of marks. Should a discrepancy be discovered, we will calculate the correct mark for the work and adjust this on our systems. You will then be contacted to collect your work, which will have the corrected mark annotated on it.

### 3.3.12 - Feedback on your assessed work

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

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

Where relevant, the lecturer will provide generic feedback about what was expected, together with reflections on what students typically did well or where they might have struggled. You may also be provided with a mark distribution for the assessment (modules with 40 or more students).

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

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

### 3.3.13 - Other types of feedback

There are many channels through which we aim to give feedback other than at the point of returning assessed work. Here are some of the different ways in which we provide you with feedback throughout your MSc course:

**Solutions:** Formative assessments (e.g., quizzes, tests and problem sets) may have a set of written solutions, which you should use to work back over the questions and learn from any mistakes.

**Support and Feedback Classes:** These feedback sessions are a prime opportunity to ask questions and generate discussion. Most classes are based on exercises or problem sets which should be prepared in advance. Time during classes is given to working through answers so that you can see what you did well and what less well. The solutions/guidance provided in class are an invaluable source of feedback. We try to keep the number of students in a class as small as possible so that each student's needs can be accommodated.

**Advice and Feedback Hours:** These are an opportunity for you to meet with your lecturers and tutors on a one-to-one basis and receive invaluable feedback and guidance or simply discuss interesting topics.

**Email:** Tutors and lecturers are accessible by email to receive and respond to individual questions. Lecturers are often available at the end of lectures to respond to questions.

**Past student performance:** The performance of previous cohorts is given on each [module webpage](#).

This academic year, online Forums hosted on Moodle will also be used by lecturers and tutors to engage into different discussion topics thus providing additional feedback throughout your learning journey.

If you wish to have feedback on more general issues beyond module-specific questions, feedback can be obtained from a variety of sources, including the Postgraduate Office, the Director of Graduate Studies (Taught Degrees), the Director of Student Experience and Progression, or your Personal Tutor.

### **3.3.14 - Feedback and concerns**

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

If you have any concerns or feedback about the assessment process, then please contact the Programmes Manager in the first instance. Please see Section 5 for further information on your feedback to us and raising concerns.

### **3.3.15 - Where should I go for advice on these matters?**

If you have read all of the above and are still not sure what constitutes plagiarism, collusion or other forms of cheating, you should seek advice in good time from the Director of Student Experience and Progression. For advice on the Department's Plagiarism Procedure, please refer to the Programmes Manager.

## **3.4 - Academic Integrity**

### **3.4.1 - 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.

### **3.4.2 - 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

### 3.4.3 - Academic Referencing

#### 3.4.3.1 - 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.

#### 3.4.3.2 - 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.

### 3.4.3.3 - 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*.

### 3.4.3.4 - 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.

#### **3.4.4 - 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.

### **3.4.5 - 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.

### **3.4.6 - 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.

### **3.4.7 - 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.

### **3.4.8 - 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.

### **3.5 - Dissertation guidelines for MSc Economics and MSc Economics and International Financial Economics**

#### **3.5.1 - Objectives**

The main aim of the dissertation is to encourage independent study and to provide a foundation for future original research. In terms of learning, the dissertation should provide you with a number of research skills, including the ability to:

1. Define a feasible project allowing for time and resource constraints;
2. Develop an adequate methodology;
3. Make optimal use of library resources;
4. Access data bases, understand their uses and limitations and extract relevant data;
5. Work without the need for continuous supervision.

#### **3.5.2 - Topic selection and allocation of supervisors**

Your first task is to determine your dissertation topic and possible supervisor. Topics will be suggested by module lecturers, especially on the optional modules, and by members of faculty. In the Spring Term you will have Research Methods lectures that explicitly direct you to sources of inspiration. Alternatively, you may already know the topic you wish to pursue. A word of advice: it is critical that you choose a topic that you are really interested in and not something that you think sounds good.

##### **Stage 1**

Information on potential supervisors will be made available in a spreadsheet, which gives you a list of all supervisors available for 2021-2022, along with their main areas of interest and their suggested dissertation topics. Alternatively, you can browse the staff personal web pages for information, or approach members of staff directly with your research ideas.

Students need to approach their potential supervisor and confirm supervision with them in writing (an email is sufficient). Note that supervisors will only be able to accept a limited number of students each. If you have a preferred tutor in mind approach them early with a clear idea of a topic you would like to pursue to avoid disappointment.

Once you have decided on a topic you should go to the online form on the dissertation webpage. On this form, you are asked to indicate:

- (i) your thesis title, and
- (ii) a short (max 200 words) description of your planned research.
- (iii) your dissertation supervisor (if you have reached an agreement with a supervisor).

The deadline for submitting this form is **12.00 noon on Tuesday 5 April 2022 (week 27)**.

## **Stage 2**

If you have not made an agreement with a supervisor then you will be asked to sign up for one of the remaining supervisors on Tabula, and the slots will be filled on a first-come first-served basis. You will be notified of the date and time for doing this by email.

By the start of week 34 of the Summer Term, i.e. **Monday 23 May 2022 (week 34)**, all students will be allocated supervisors.

Changes in title must be agreed with the supervisor. A request for a change in supervisor must be made directly to the Director of Graduate Studies (Taught Degrees). Changes will only be made if both original and new supervisor agree.

### **3.5.3 - Timetable for Summer Term**

**Tuesday 5 April 2022 (week 27) - 12.00noon**

Deadline for submission of proposed title of dissertation and prospective supervisors [online form](#).

**Monday 23 May 2022 (week 34)**

MSc dissertation supervisors announced.

**Wednesday 1 June 2022 (week 35)**

Deadline for submitting ethical scrutiny form (if applicable).

**Monday 6 June - Fri 17 June 2022 (weeks 36/37)**

During this period supervisors will arrange for all supervisees to give short presentations of their ideas in a group session.

**Monday 27 June 2022 (week 39)**

Deadline for submitting Dissertation Proposal by e-submission.

**Wednesday 14 September 2022 (week 50)**

Dissertation submission deadline for MSc in Economics and MSc in Economics and International Financial Economics.

**Wednesday 15 March 2022 (week 24)**

Dissertation submission deadline (for resit candidates).

### **3.5.4 - The role of the supervisor**

The role of the supervisor is:

- To advise you on the feasibility of your chosen topic and ways of refining it;
- To provide some references to the general methodology to be used;

- To provide general guidance to the literature review and analysis of the chosen topic.

Supervision will take place mainly or entirely during the summer term. This means that both you and your supervisor need to use the time efficiently. The role of the supervisor during the summer term is to help you develop your dissertation proposal and then to mark and provide feedback on your proposal. During the summer vacation the expectation is that you will be working independently, and your supervisor's role will be to read and make some comments on a final draft of your work.

### **3.5.5 - Additional support to develop research skills**

In the Spring Term and Summer Terms we run Research Methods lectures and workshops to equip you with the necessary skills required for research and help to prepare you for your dissertation. The weekly sessions will explain the dissertation process, how to select your topic, what makes a good dissertation, how to complete literature reviews and identify your data. We will continue to build on your skills in econometrics packages with a session on STATA. A Library dissertation training session will explain available resources and how to access databases. A detailed schedule for the lectures and workshops will be announced in the Spring Term.

We provide weekly surgeries run by PhD students in the summer term and vacation to help answer queries about your topic and deal with software and econometric problems. Full details of this facility will be circulated in week 34 of the Summer Term.

### **3.5.6 - Data**

It is very important that you identify appropriate data source(s) for your dissertation if you are doing an empirical topic, and you should discuss the availability of sources with your supervisor at an early stage.

Some organisations will only supply data on the condition that it would be stored on the Department's secure servers and that the Department would take legal responsibility for it. Unfortunately, the Department is unable to meet these conditions, and in this situation, you would need to use an alternative data source.

Please also be aware that the Department does not typically pay for data sets or cover other costs relating to MSc dissertation data collection (for example, surveys). Therefore, please identify data that are already available or can be acquired free of charge. Our Economics 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.

### **3.5.7 - Ethical scrutiny**

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

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 using historical records, does not require ethical scrutiny, and this is likely to include most research conducted in the Department. Research involving laboratory or field experiments, or the collection of new individual level survey data, always requires ethical scrutiny.

It is your responsibility to seek the necessary scrutiny and approval, and if in doubt, you must consult your supervisor.

If your research work requires ethical scrutiny and approval, checks are conducted within the Department in line with rules approved by the University's Humanities and Social Sciences Research Ethics Committee. Please consult with your supervisor and complete the Department's form for [ethical approval of student research](#).

The form should be submitted to the Postgraduate Office by Wednesday 1 June 2022 (week 35).

### **3.5.8 - The dissertation proposal**

There are two parts to the dissertation proposal: a presentation and a written proposal.

First, you will be required to present your proposed topic to your supervisor and fellow students in a group. This will help you focus your ideas, especially via feedback from other students and your supervisor. The presentations should take the following format:

- You will have 10-15 minutes each, comprising your 5-10 minute presentation followed by five minutes of discussion and comment;
- The presentation should either use Powerpoint or PDF;
- You must identify the title of your proposed research, the research objective, the data and any computing/statistical tools required (for example, Stata);
- The research objective should be briefly expanded into a justification of why you want to study this question — why it is important followed by a short description of what you intend to do;
- One slide is adequate for covering related literature.

Then, based on your presentation and any feedback you receive, you have to write a detailed dissertation proposal to include a literature review and research plan. This should be a maximum length of 1,000 words excluding all appendices, footnotes, tables and the bibliography.

Please note that your supervisor will not comment on a draft of your proposal before you submit it.

The dissertation proposal will be assessed and carries a mark worth 20% of the mark for the dissertation module as a whole. The deadline is Monday 27 June 2022 (week 39) and you should submit your proposal electronically via Tabula.

### **3.5.9 - Dissertation format**

The dissertation itself should be a maximum length of 8,000 words, excluding appendices, footnotes, tables and the bibliography. The dissertation is worth 80% of the total mark for the dissertation module. There is no minimum word length and concise expositions are encouraged.

The first page of the dissertation itself should include the title, your name, date and any preface and acknowledgements. We have no particular preference for how you format your dissertation, but detailed guidance on content and presentation will be given in the Dissertation Research Methods sessions.

References should be collected at the back in alphabetical order and should contain sufficient detail to allow them to be followed up if required: at a minimum you should cite author, date of publication, title of book or article, journal of publication or book publishing company.

The type of the dissertation should be double-spaced, font size 12, with wide margins. We recommend that you use Microsoft Word or Scientific Word, both of which can easily insert equations. Pages must be numbered.

### **3.5.10 - Submitting your dissertation**

Your MSc dissertation must be submitted electronically via [Tabula](#) under module code EC959. As well as the PDF of your dissertation, you should submit your "log" (output) file, noting that you will need to upload the .PDF file and the .txt output file at the same time – if you upload them separately the second one may overwrite the other. Please note that we reserve the right to ask to see further details of your data and any econometric and other programmes you have used to analyse it. So, we advise you to keep electronic copies of data and programs (including do-files if applicable) until after the Exam Board has met.

At the same time, you must also submit a completed [Dissertation Submission Form](#). No paper copies of your dissertation are required.

### **3.5.11 - Deadlines and extensions**

There will be two deadlines each year for MSc dissertations. The September deadline applies to all MSc students who have passed their examinations at the first attempt and are not taking any re(sit) exams in September. The March deadline will be for those students who are doing re(sit) exams in September, and for those who may have asked for an extension due to mitigating circumstances.

Students who are doing one re(sit) exam and are able to hand in their dissertation for the September deadline will be permitted to do so, on the understanding that this is done at their own risk; the dissertation will not be considered if they have not met the criteria for the taught component of the MSc (see the section on [MSc Exam Schemes](#)). In the case of two re(sit) exams, we strongly advise you to defer your dissertation until March of the following year. However, if you really feel you have to do your dissertation over the summer, for example, because you are going straight to a job, or for other reasons, you must discuss the situation with your supervisor, and obtain his/her agreement. If you have failed or missed three or more

exams, we require you to defer the writing of your dissertation until after the September exams, without any exceptions.

If you cannot make your September or March deadline due to medical, or other mitigating circumstances, you must fill in an extension request form, available on Tabula. If your application is approved, you will be permitted to submit your dissertation by the agreed extension date or the next biannual deadline (either March or September). You need to supply suitable medical or other evidence within one week of submitting the extension request. The evidence you provide should cover a substantial part of the dissertation period detailing why you were unable to work on the dissertation - extensions for low-level and short-term illnesses will not be granted. Note also that extensions will not be granted on the basis of a student being in full- or part-time employment.

### **3.5.12 - Assessment and feedback**

To achieve at least a pass, a dissertation must demonstrate a high level of competence in both analysis and expression. This can be achieved in several ways, for instance by:

- Providing a critical survey of some area of the subject. This should be written in such a way as to take the non-specialist reader from the beginnings of the topic up to the frontiers. It should integrate and synthesise existing ideas, demonstrate the relationships between them and assess their significance. It is not enough to simply catalogue previous work. However lengthy the bibliography is, a dissertation which shows no deep grasp of the motivation, content and structure of the literature will fail. Though 'originality' in the sense of a demonstrable theoretical or empirical innovation is not required in order to pass, it is expected that some degree of original thought will be needed to place the ideas of others in a coherent setting;
- Applying techniques developed by others to a data-set not previously used for that purpose, with a clear motivation for doing so;
- Examining the robustness of an existing theoretical model to changes in its underlying assumptions, with a clear motivation for doing so.

At least two examiners will assess your dissertation. Markers will use the 20-point scale shown in the next section when marking the proposal and dissertation (though note that the final mark agreed by first and second dissertation markers is not restricted to the 20-point scale to enable averaging if appropriate).

No feedback on the result of your dissertation is possible until after the Exam Board meets in November 2022, when your mark and comments will be provided through Tabula. Second markers are not required to write comments, though they can do so if they wish. If the second marker does write comments these can be included separately, or they can be combined into a joint report.

### **3.5.13 - 20-point marking scale**

**Class**

Distinction

Merit

Pass

Fail

## **3.6 - Research project guidelines for MSc Behavioural and Economic Science**

### **3.6.1 - Objectives**

You will carry out novel research in the area of behavioural science. You will work within one of the departments' labs, designing and running independent empirical work that addresses a current research question. You will have the support of experts in the field and will produce research suitable for publication in an international journal.

Projects are:

- 30 CATS
- Empirical (that is an experiment, computer program, survey or observational study);
- Physically safe and ethically acceptable (conform to the British Psychological Society Code of Conduct);
- Practical in terms of demands on time, equipment, number of subjects required and laboratory space.

### **3.6.2 - Topic selection and supervision arrangements**

Potential research project topics will be provided in the Spring Term. When the topics are published, please do contact supervisors. You will indicate your project preferences via an online form, with projects allocated centrally.

### **3.6.3 - Ethical scrutiny**

You must read the British Psychological Society Code of Human Research Ethics. If you are conducting research using the internet, you must also read the British Psychological Society guidelines on internet mediated research. Both documents can be found on the [BPS website](#).

At Warwick, any research that involves direct contact with participants, through their physical participation in research activities (invasive and non-invasive participation), that indirectly involves participants through their provision of data or tissue and that involves people on behalf of others (e.g. parents on behalf of children) requires ethical scrutiny. It is your and your supervisor's joint responsibility to ensure that ethical approval is secured, and this should take place very early in the Summer Term.

If you consider that ethical approval is necessary, please consult with your supervisor and submit the relevant form for ethical approval to [psychologyPG@warwick.ac.uk](mailto:psychologyPG@warwick.ac.uk). When there are multiple students on the same project, we will only require one form.

### **3.6.4 - Format and submission**

Projects might typically contain one or two experiments or a significant econometric analysis of a large data set. The research in the report should be of a publishable standard. This normally means that the research is relevant and innovative, that there are no major methodological flaws and that the conclusions are appropriate.

With your supervisor choose an appropriate target journal. The formatting of the dissertation must be as for submission to your target journal. Write up your report following the journal submission guidelines. Include on the front page of your report the name of the journal you select. Avoid writing in a more generic 'thesis style' as you may have done for past projects.

Project reports, excluding appendices, should not exceed 20,000 words, and should normally be much shorter. Your target journal may well have a word or page limit which you should follow.

Appendices of test material, raw data, protocols, etc. need not be submitted with your project, but copies of these materials must be given to your supervisor (see below).

No paper copies are required. Please submit online through Tabula as a PDF.

### **3.6.5 - Raw data**

You must retain all of the data that you collect. You must submit all of your data directly to your supervisor when you submit your project. Ideally, you should also submit R scripts (or another language) for the complete analysis of your data.

### **3.6.6 - Deadlines and extensions**

There will be two deadlines each year for MSc projects. The first will be in August and the second one will be in March. The August deadline will be for all MSc students who have passed their examinations at the first attempt and those with the option to proceed to the project. The March deadline will be for those students who are required to do one or more re(sit) exams in September, either for core modules, or for optional modules where a mark of less than 40 was achieved at the first attempt. The March deadline is also for those who may have asked for an extension due to mitigating circumstances.

Students who are required to re(sit) one exam and are able to hand in their project for the August deadline will be permitted to do so, on the understanding that this is done at their own risk; the project will not be considered if they have not met the criteria for the taught component of the MSc (see the section on [Exam Schemes](#)). In the case of students being required to take two or more re(sit) exams, our advice is that you defer your dissertation until March of the following year.

If you cannot make your August or March deadline due to medical, or other mitigating circumstances, you must fill in an extension request form, available on Tabula. If an application is approved, the student will be permitted to submit their dissertation by the agreed extension date or the next biannual deadline (either March or August). You need to supply suitable medical or other evidence within one week of submitting the extension request. The evidence you provide should cover a substantial part of the project period detailing why you were unable to work on the dissertation: extensions for low-level and short-term illnesses will not be granted. Note also that extensions will not be granted on the basis of a student being in full- or part-time employment.

### **3.6.7 - References**

References should be in the style of your target journal. Minimally they should contain the author, date of publication, title of book or article, journal of publication and volume or book publishing company. Almost all journals are very specific about referencing. If there is no guidance (very unlikely) follow the APA conventions.

### **3.6.8 - Assessment**

Assessment is based upon the project report. In assessing reports, some of the points markers will have in mind are:

- How well has the student been able to formulate the research question or hypothesis and establish why it is an important question to ask? How precise is the hypothesis?

- How well does the student know relevant theoretical and empirical literature and can they frame the research question in the light of such literature?
- How clearly has the student described the design and procedure of the investigation and specified the subject sample(s) investigated? (Could the reader replicate the investigation on the basis of the information given?)
- How clearly and how thoroughly has the student been able to describe and analyse the data obtained? How well does the student understand the logic of descriptive and inferential statistics? Can the student explore findings intelligently and not simply number-crunch?
- How well does the student interpret the findings in relation to the original rationale for the investigation? How aware is the student of limitations in the design of the investigation (also important for meta-analysis and analysis of existing data sets) or in the way the research question was formulated? How well can the student point to what might next be done in the light of what has been learned from the investigation?
- What is the overall quality of writing, presentation, organisation and attention to detail?

At least two examiners will assess your project, employing the criteria described elsewhere in this handbook. No feedback on the result of your project is possible until after the Exam Board meets in November 2022, when your mark and comments will be provided through Tabula. Second markers are not required to write comments, though they can do so if they wish. If the second marker does write comments these can be included separately, or they can be combined into a joint report.

## 4 - Examinations

Much of your assessment will be in the form of University examinations. In some departments where modules are assessed by a combination of coursework and examination, examiners prohibit you from answering exam questions that overlap with coursework previously submitted. This is **not** the case in Economics. In all EC-coded examination papers, you may answer any question subject to the restrictions (rubric) written on the question paper itself, regardless of the assessed work you have submitted. Modules offered by other departments have their own examination methods. It is your responsibility to familiarise yourself with these, particularly regarding their rules and procedures for assessed work.

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

### 4.1 - MSc Assessment and Examination Scheme (L1P6, L1P7)

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](#).

#### (A) Examination Components

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

#### Comp

A1

A2

A3

A4

A5

A6

\* in Overall Average

#### (B) To be allowed to proceed to the MSc dissertation

You will normally need to pass:

- The components A1 and A2 with a mark of 50.0% or more; and
- A mark of 50.0% or more on at least two of the three components of the MSc listed above as A3, A4 and A5, providing that a mark of 40.0% or more is obtained in the failed component.

You normally have one opportunity to remedy failure in modules.

### **(C) To be awarded the MSc**

You must also get a mark of 50.0% or more for the component A6 (dissertation). You can resubmit a failed dissertation once.

### **(D) To be awarded the PG Diploma in place of the MSc**

You will have to obtain:

- A pass mark of 50.0% or more in components A1, A2, A3, A4 and A5 totalling at least 90 CATS; and
- A mark of 40.0% or more in failed components A1, A2, A3, A4 and A5 totalling at least 30 CATS; and
- A pass mark of 50.0% or more in at least one core module and one optional module.

The PG Diploma will also be awarded if you fail to get a mark of 50.0% or more for the dissertation.

### **(E) To be awarded the PG Certificate in place of the MSc**

You will have to obtain:

- A pass mark of 50.0% or more in component A1 or A2; and
- A pass mark of 50.0% or more in component A3 or A4 or A5.

### **(F) Marking Scheme**

The MSc degree carries a Distinction, a Merit and a Pass classification. If you have 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%, you will be normally considered for a Distinction. If you have 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%, you will be normally be 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

**(G) Resitting Students**

Normally resit marks will be based on the combined exam and assessment weights. All resit marks are capped at 50.0% for A1, A2, A3, A4, A5, A6. 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.

**4.2 - MSc Assessment and Examination Scheme (C8P8)**

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](#).

**(A) Examination Components**

The examination components for the MSc in Behavioural and Economic Science (Economics Track) are as follows, with the weighting of the module mark towards the final mark being in proportion to the number of CATS listed:

**Comp**

Taught (core modules)

Taught (optional modules)

Project (core module)

\* in Overall Average

**(B) To be awarded the MSc in Behavioural and Economic Science (Economics Track)**

You will normally have to achieve:

- A pass mark of 50.0% or more in modules totalling at least 150 CATS, including all core modules; and
- A mark of 40.0% or more in any failed modules.

You normally have one opportunity to remedy failure in modules.

You can resubmit a failed project once.

**(C) To be awarded the PG Diploma in place of the MSc in Behavioural and Economic Science (Economics Track)**

You will have to achieve:

- A pass mark of 50.0% or more in modules totalling at least 90 CATS; and
- A mark of 40.0% or more in any failed modules totalling at least 30 CATS; and
- A pass mark of 50.0% or more in at least two core modules.

The PG Diploma will also be awarded if you fail to get a mark of 50.0% or more for the project.

**(D) To be awarded the PG Certificate in place of the MSc in Behavioural and Economic Science (Economics Track)**

You will have to obtain:

- A pass mark of 50.0% or more in modules totalling at least 60 CATS; and
- A pass mark of 50.0% or more in at least two core modules.

**(E) Marking Scheme**

The MSc in Behavioural and Economic Science (Economics Track) degree carries a Distinction, a Merit and a Pass classification. If you have 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%, you will be normally considered for a Distinction. If you have 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%, you 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 project.

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

### **(F) Resitting Students**

Normally, resit marks will be based on the combined exam and assessment weights. All resit marks are capped at 50.0% for modules in the taught and project components. 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.

### **4.3 - Exam timetable**

[MSc examinations](#) normally take place in January (Economic Analysis modules) and weeks three and four of the Summer Term (Quantitative Methods: Econometrics and optional modules). Resit examinations take place in September. Exams for modules run by other departments may be scheduled at other times.

Please note that the central University Exams Office is responsible for scheduling exams and, as such, the Department has no control over which exams are held on which day. The scheduling process is very complex and, whilst direct clashes will be avoided, it is quite common for students to have two papers on the same day, or papers on adjacent days, and this is comparable to the position at other UK universities similar to Warwick in size and complexity.

It is your responsibility to check the date, time and location of your exams and ensure you are there in time. If you miss or are late to an exam, you are not permitted to sit the exam later in the day. You will receive a mark of zero.

Online exams will take place on the [Alternative Exams Portal](#) (AEP). The portal provides some general information on how exams will be arranged online. If you need further clarification, please visit the [Exam Resources](#) webpage.

### **4.4 - Good practice in online exams**

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

- Familiarise yourself with the instructions on the AEP for each of your examinations and ensure that you follow them when completing your exam paper.
- Answer the correct number of questions. If you answer more than the required number the department will mark the questions in the order that they appear, up to the required number of questions in each section.
- Fill in the question numbers on the required page.

- Ensure you only upload the required number of documents and in the correct format (all papers should be submitted in Word format).
- You can upload your work during the exam and we recommend that you do so.
- Check the last file that you upload to ensure that it is the version you want marked - if you upload an incorrect version we will mark only 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 and exam resource pages - 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](#)
- [Student Careers and Skills](#)

#### **4.5 - Mitigating circumstances**

Detailed guidance on how to submit a case for mitigating circumstances and the evidence required to substantiate a case is available [here](#). Guidance on technical mitigating circumstances during exams can be found [here](#). All cases must be submitted through your personal Tabula page: <https://tabula.warwick.ac.uk/profiles/view/me/personalcircs>.

Mitigating circumstances are defined as:

- Situations that you could not have predicted and had no control over (e.g. serious illness, death of someone close, being the victim of a crime, family difficulties and unforeseen financial hardship);

- Situations with significant impact on your 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 your study (normally within three weeks of the relevant assessment event or deadline).

### **4.5.1 - Who to talk to**

You should normally discuss your mitigating circumstances with your Personal Tutor or one of the Mitigating Circumstances Officers before they are conveyed formally through the Mitigating Circumstances portal (this allows you to be signposted to relevant University support services). For MSc students the Mitigating Circumstances Officers are the Senior Tutor, the Director of Graduate Studies (Taught Degrees), and the Programmes Manager.

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

### **4.5.2 - Deadlines**

All mitigating circumstances claims must be submitted as soon as possible. The deadline for submitting claims for the June Exam Board is 31 May 2022. The deadline for submitting claims relating to the September resits is 16 September 2022.

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

### **4.5.3 - Medical evidence**

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

#### **4.5.4 - Mitigating Circumstances Panel**

The Mitigating Circumstances Panel is Chaired by the Senior Tutor and membership includes the Director of Graduate Studies (Taught Degrees), the Director of Studies, the Head of Department and the Programmes Manager. The panel has the following remit:

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

#### **4.5.5 - Exam deferral and other outcomes**

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

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

Other possible action by the Exam Board may include offering a further opportunity for re-examination, or we may recalculate a module mark based on the elements of the assessment which were not affected by the mitigating circumstances. It may be recommended that no action is required in terms of progress decisions, but the circumstances will be carried forward and be considered when determining the degree classification at a future meeting of the Board of Examiners.

#### **4.5.6 - Exam anxiety**

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

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

## 4.6 - Reasonable adjustments

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

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

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

If you are unable to sit an exam on a particular date because of religious observance, you must notify the Examinations Team via the Religious Observance Form. Further information is available on the [Religious Observance](#) webpage.

## **4.7 - 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 three external examiners appointed by Senate. The Board, chaired by the Director of Graduate Studies (Taught Degrees), makes recommendations that are subject to confirmation by Senate.

There are two exam boards at which your progress is formally assessed: a progress review board after the May exams (the Board usually meets at the end of June) and a final exam board in November after the course has finished.

### **4.7.1 - External examiners**

External examiners are experienced senior academic 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, scrutinisers and to ensure that all the Board's decisions are fair. External Examiners also contribute towards the upkeep of standards of marking by moderating a sample of student assessments.

The role of the External Examiner is to ensure that:

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

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

### **4.7.2 - June Exam Board**

The Board receives the results of all the coursework assessments and examinations and will consider your progress in the taught components. It will determine whether you:

- Proceed to the Dissertation/Project;
- Are required to be re-examined in specific modules;
- Are required to withdraw.

The June Exam Board shall also determine degree awards for students from the previous academic year who submitted their dissertations for the March deadline.

If you pass the taught components you are permitted to proceed to the dissertation to be submitted in September. The dissertations are marked in October and the full set of marks is presented to the final Exam Board in November. If you fail any modules you have the right to resit for one further attempt. The June Exam Board will determine whether the resit should be in September (this is likely in the case of marginal and moderate failures), or the following January/May (this is likely in the case of bad failures). Candidates who successfully resit in September will normally submit their dissertation the following March.

Informally we allow students with a single resit to do the dissertation in parallel with their resit, if they wish to do so, and hand it in by the September deadline, on the understanding that this is done at their own risk. However, it should be stressed that such a student is not required to do the dissertation for the September deadline, and moreover that the dissertation will not be considered if the resit is failed.

Candidates who fail at the second attempt but still achieve a certain minimum standard may be awarded the Postgraduate Diploma or Postgraduate Certificate in place of the MSc.

#### **4.7.3 - November Exam Board (final)**

The Board, at which students who have completed the full requirement of the degree are considered, will determine whether a student shall:

- Be awarded the degree;
- Be awarded the degree with Distinction or Merit;
- Be permitted re-submission of the dissertation;
- Be awarded the Postgraduate Diploma or Postgraduate Certificate;
- Not be awarded the degree or the Postgraduate Diploma or the Postgraduate Certificate.

#### **4.7.4 - Failure to meet prescribed deadlines**

A zero mark will be recorded if you fail to present yourself for an examination or fail to submit an item of assessment for a module for which you 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 Board has the power to deem the taught component failed.

In accordance with University regulations, failure to submit any assessment by the specified submission deadline will incur a penalty of five marks per day unless a formal extension has been granted in advance.

## 4.8 - Examination feedback

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

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

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

- The exam paper for each of your modules;
- Summary statistics for each of your modules, showing the range of mark classifications for the exam paper;
- A cumulative distribution function for the exam paper for each of your modules;
- Summary statistics per each exam question that you attempted for each of your modules,
- For all modules, and for the questions you attempted, the module leader's comments per question on the areas on which the cohort generally did well and not so well.
- For all modules, the module leader's comments on the kind of answers that may have scored highly in this exam paper, or other guidance on assessment criteria.

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

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

If you are re-sitting exam(s) in September /January, you will be given your failed exam script to see how this has been marked. We provide the scripts as a way for you to review and reflect upon your performance and as a way of helping you to prepare for your resit. This copy provides all of the information that can be provided. You will not be able to use the information to demand further explanation from tutors or lecturers, or to challenge marks or academic judgement. You must not approach lecturers, tutors, or markers to ask for additional feedback. While you may submit an academic appeal against the decision of an exam board on various grounds, there is no provision for students to challenge academic judgement of examiners or to

dispute marks awarded in individual modules or pieces of work. Note, also, that the moderation process may have had the effect that the final mark on your script does not coincide exactly with the marks given to each part answer. This policy only applies to EC-coded modules. Other departments may have their own policy for their own modules, which you will need to ask those departments about.

If you have any concerns or feedback about the examination process, please contact the [Quality Assurance and Examinations Coordinator](#) in the first instance.

## **4.9 - Degree congregations, certificates and transcripts**

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

You can download an interim transcript from your [current students](#) page at any time during your course. Official Transcripts of academic record for postgraduate taught students are produced by the [Examinations Office](#).

## **4.10 - Prizes**

The Department of Economics currently has the following prizes to bestow on MSc students in the 2021-22 academic year. Please note that the Department reserves the right not to award any of these prizes in any one year.

- Examiners' Prize for the best overall performance across the MSc in Economics, MSc Economics and International Financial Economics and MSc Behavioural and Economic Science (Economics Track) - one award (sometimes split jointly between two or more students);
- Examiners' Prize for the best exam performance across the MSc in Economics and MSc Economics and International Financial Economics - one award (sometimes split jointly between two or more students);
- Dissertation Prize for the best dissertation - one award (sometimes split jointly between two or more students);
- Project Prize for the best project in the MSc in Behavioural and Economic Science (Economics Track) - one award (sometimes split jointly between two or more students);
- Shiv Nath Prize for the best MSc student performance in the field of Development Economics - one award (sometimes split jointly between two or more students).

## **4.11 - Appeals**

If an Exam Board decides that your performance merits the award of a lower qualification than the one for which you were registered or does not merit the award of a qualification at all, you have certain rights of appeal. Appeals must be submitted within 10 University working days of the date of notification of the decision of the Board of Examiners that is the subject of the appeal. The academic appeals process is to be completed typically within 80 University working days. Regulation 42 sets out the process for considering appeals and is available [here](#). You are

required to complete a form if you wish to appeal against the decision of the examiners, and this can be found on the [Appeals](#) website.

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

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

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

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

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

If you have any queries about appeals, please contact [pgappeals@warwick.ac.uk](mailto:pgappeals@warwick.ac.uk)

## 5 - Your feedback and concerns

### 5.1 - Your feedback to us

We place 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
- Your Director of Graduate Studies (Taught Degrees)
- The [Graduate Student-Staff Liaison Committee](#) (GSSLC)
- Attending a focus group
- The [Postgraduate Taught Experience Survey](#) (PTES) in the Summer Term
- [Departmental online feedback form](#).

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](mailto:Jeremy.Smith@warwick.ac.uk) or via his PA, Gill Gudger: [G.E.Gudger@warwick.ac.uk](mailto:G.E.Gudger@warwick.ac.uk)

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

#### 5.1.1 - Module evaluation

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

#### Why is feedback collected?

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

Department, we also look at your suggestions for improvement across modules and consider changes based on these.

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

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

### **Be honest**

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

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

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

### **Be considerate**

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

### **Be conscientious**

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

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

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

- The written comments are retained by the module leader, though they are also read by the Head of the Department.
- Each module leader writes a response to the main points raised in the module evaluation. These responses are shared with students via module webpages.
- A summary of the responses to module evaluations is shared with the SSLC.
- At the end of the year each the module leader writes an annual module report, incorporating both qualitative and quantitative feedback results.
- These reports are reviewed by the Director of Graduate Studies (Taught Degrees), who summarises the main issues for the Department's Graduate Management Committee. This identifies causes for concern, suggests action to overcome problems, and monitors trends from year to year. Reports may also be made available to outside agencies such as QAA subject review assessors.
- Finally, sections of module reports will be made available to your Graduate Student-Staff Liaison Committee and will be uploaded to module web pages.

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

### **5.1.2 - Postgraduate Taught Experience Survey**

The Postgraduate Taught Experience Survey (PTES) is conducted annually and is a survey of taught postgraduate students in all UK universities about their learning and teaching experience.

PTES allows us to get honest feedback from you on what we do well and what we could improve further to be able to maintain our reputation as one of the top economics departments globally. Find out about the feedback we have acted upon, from the PTES and other feedback, and how we have worked together to implement some real improvements to your teaching and learning experience [here](#).

We would encourage all students to take part in the PTES survey. In previous years the department made a charitable donation (for each response received) to a charity voted for by the student cohort. There was also a prize draw for all students, triggered once the response rate reached 55%. For more information about this survey please visit the department's [PTES webpage](#).

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

### **5.2 - What is a complaint?**

There may be occasions during your time in the Department when things may not work out quite as you would wish, or something may go wrong. We are very receptive to resolving any issues you may experience. The difference between providing the Department with feedback

and making a complaint is sometimes misunderstood. We define a complaint as **"an expression of significant or sustained dissatisfaction where a student seeks action to resolve the problem."**

A complaint may relate to:

1. The quality and standard of service we provide, including teaching and learning provision.
2. 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.

### **5.2.1 - Informal channels (stage 1)**

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

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

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

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).

### **5.2.2 - Formal channels (Stage 2)**

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

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

### **5.2.3 - Formal channels (Stage 3)**

If you remain dissatisfied with the outcome of your Stage 2 complaint, you may escalate it to Stage 3 of the complaint 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 complaint resolution procedure is concluded within 30 days.

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

### **5.2.4 - Office of the Independent Adjudicator (OIA)**

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

## **6 - Pastoral care and welfare**

### **6.1 - Departmental Support**

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

#### **6.1.1 - Personal Tutor system**

You will be assigned a Personal Tutor in September, to whom you can talk about any matters, academic or personal, on which you need guidance or advice. There are designated personal tutor weeks throughout the academic year for all students. In these weeks, you should have a meeting with your personal tutor, as a means of receiving feedback on your academic and personal progress and to take this opportunity to ask your Personal Tutor any questions or discuss any concerns you might have. Personal Tutor weeks have been fixed for Monday 4 October — Friday 8 October 2021 (week 1) and Monday 21 — Friday 25 February 2022 (week 21).

However, if you have questions or concerns at other points throughout the year that you would like to see someone about, your personal tutor is still there to discuss them. You are NOT restricted to seeing your Personal Tutor only during personal tutor weeks. Every member of staff has Advice and Feedback hours, so in any week during term time you can use those hours to speak with your Personal Tutor. Please note that academic staff might not be available in person during vacation and office hours only apply in term time.

Your Personal Tutor is there to help you when things are not going as well as you would like, for example you have concerns about your academic work or personal development. However, your personal tutor is also there to talk with you when things are going well. You might like to arrange an appointment with your personal tutor to discuss some of the following:

- How to prioritise your module work
- Concerns about application forms for 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.

Please note that you have the right to request a different Personal Tutor, without giving a reason for your request, and you should contact the Postgraduate Office if you would like to do this.

## **6.1.2 - Senior Tutor**

If you have a concern or problem that is perhaps more serious, it is a good idea to go straight to the Senior Tutor for MSc Students. 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 for MSc Students is in a better position to offer advice. As such, your Personal Tutor may refer you to the Senior Tutor.

They will be able to offer help and advice or point you in the direction of other people and services within the University. They will respect any confidences (subject to University guidelines on confidentiality). Things you may need to discuss include:

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

Details of the Senior Tutor's wellbeing drop-in sessions in can be found [here](#).

## **6.1.3 - Director of Graduate Studies (Taught Degrees)**

Dr Lory Barile has Advice and Feedback hours throughout the term and can help with academic concerns relating to your course.

## **6.1.4 - Postgraduate Office**

The Postgraduate Office is a key resource within the Department and if you have questions about your timetable, assessment, exams, or queries about Departmental procedures, you should contact our team at [economics.pgoffice@warwick.ac.uk](mailto:economics.pgoffice@warwick.ac.uk) in the first instance.

## **6.2 - University Support**

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

### **6.2.1 - 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.

### **6.2.2 - Counselling and Psychology Interventions Team**

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

The Counselling and Psychology Interventions Team is located on the ground floor in Senate House. To access our services, submit an enquiry through the [Wellbeing Portal](#).

### **6.2.3 - Disability Services**

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

### **6.2.4 - University Dean of Students**

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

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

### **6.2.5 - 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](#).

### **6.2.6 - 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](mailto:immigrationservice@warwick.ac.uk)) or the Students' Union Advice Centre ([advice@warwicksu.com](mailto: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 your ability to hold a visa to remain in the UK and you may wish to seek advice accordingly.

### **6.2.7 - 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](http://www.nhs.uk).

The [University Health Centre](#) is located on Health Centre Road and can be contacted by telephone on 024 765 24888

### **6.2.8 - 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

### **6.2.9 - The Students' Union and Advice Centre**

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

[The Students' Union Advice Centre](#) 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](mailto:advice@warwicksu.com) or use the Advice Centre's [online enquiry form](#).

### **6.2.10 - Postgraduate Mentoring**

[PG Mentoring](#) has been created to give you the opportunity to get pastoral support and advice from trained PG Mentors. Our mentors range from Masters' students to Early Career Researchers who have a wealth of postgraduate and Warwick experience. This online platform

is accessible to all Warwick postgraduate students, allowing you to be part of our community no matter where or how you are studying.

### **6.2.11 - Student Funding**

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](#).

### **6.2.12 - Campus Security**

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: [campussecurity@warwick.ac.uk](mailto:campussecurity@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.

### **6.2.13 - University Children's Services**

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](mailto: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](#).



## 7 - Student voice and how to get involved

### 7.1 - Graduate Student-Staff Liaison Committee

The MSc GSSLC (Graduate Student-Staff Liaison Committee) is an important platform in the Economics Department to have your say and provide feedback to us. Students get together with Departmental staff to discuss issues that concern the learning experience. The GSSLC is made up of elected student representatives (known as course reps) and members of staff known as academic convenors, but the GSSLC should be student led with the course reps taking on the roles of Chair and Secretary of the meetings. Even in the best departments, there are always some issues that deserve to be 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 the students and the Department to communicate. Your student representatives are named on the [GSSLC webpage](#). If you would like to raise an issue, please email your representatives.

Issues that have been raised in the past include access to material in the Library, questions concerning the Department's IT facilities as well as aspects of students' learning experience and examination, and, even ranging to 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. That is, GSSLC items should only be for issues that concern a wider population of Economics postgraduates. Also, the GSSLC should generally not be a channel for evaluation of individual modules. This should be done via the module evaluation forms. However, if the representatives feel that there are some issues about individual modules that are not addressed via the module evaluation form they are free to raise these in the GSSLC meetings.

During the MSc course, GSSLC representatives will meet with staff from the Department five times. That is not very often. Therefore, future representatives should make sure they prepare the meetings and a list of issues that they want to bring to the Department. If you put just a little preparation time into it, it will be much easier to address them.

How GSSLC representatives are elected:

- All students are asked to submit a candidacy.
- Department hosts online voting.
- Elected representatives agree on Chair and Secretary.

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

- There will be ten or so representatives from the different MSc courses
- Out of these a Chair will be chosen, whose main task it is to chair the GSSLC meetings

- The 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 Postgraduate Office will ask you to prepare a list of items to be discussed. All the representatives, and the Chair and Secretary in particular, are responsible for collecting these issues and sending them in on time
- Ask your fellow students what they think about the courses
- Your job is to help the students and the Department to communicate. If you are willing to listen carefully to both, and if you like to communicate and to analyse problems, you will be able to make a great contribution indeed

During the Summer Term the representatives will be asked to prepare an annual report of the year. This will be considered by the University and Students' Union to monitor the effectiveness of the SSLC system, highlighting issues and examples of good practice. All GSSLC meeting minutes must be uploaded to the SU website and provide another way for the Students' Union and the SSLC Staff Co-ordinators to keep informed of current developments and issues of concern or good practice. The Education Officer, Postgraduate Officer and SSLC Co-ordinators have membership on the University's Academic Quality and Standards Committee to make representations on behalf of the SSLC system and escalate any issues accordingly. The SU provide [training and a handbook](#) for all course representatives, and there is a [code of practice](#) which all course reps should be familiar with.

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

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

## **7.3 - 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.

#### **7.4 - 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/](http://www.warwickeconomicssummit.com/)

#### **7.5 - 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/>

#### **7.6 - 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/>

#### **7.7 - Economics 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](#).

## **7.8 - Economics 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](mailto:economics.news@warwick.ac.uk)

## 8 - Skills development and careers support

### 8.1 - Key skills

We have summarised below the cognitive and professional skills we believe you will acquire from your Warwick Masters degree. Reflecting on what you have learned and planning further personal development will help you to:

- Achieve your academic and career goals;
- Recognise what professional attributes you have developed;
- Be prepared for searching questions from employers on applications and at interview;
- Become more independent learners and critical thinkers;
- Be more self-directed, self-reliant and proactive.

#### 8.1.1 - MSc Economics and MSc Economics and International Financial Economics

##### Cognitive Skills

- Analytical thinking, reasoning and communication. Verbal, graphical and mathematical analysis at an advanced level; understanding dynamic processes; understanding concepts of equilibria, including equilibria in strategic contexts; the ceteris paribus method and counterfactual analysis; the ability to understand formal analysis and to communicate understanding through engagement and contributions in compulsory classes, completion of exercise sheets, problem sets, essays, and through tests and formal examinations;
- Critical thinking. Promoting the critical evaluation of received ideas through exposure to recent research developments; ability to synthesize and evaluate a theoretical and empirical literature;
- Strategic thinking. A familiarity with models of multi-agent decision making, where pay-offs depend on the actions of others - particularly asymmetric information games, repeated games and evolutionary models;
- Solvability and problem solving. Finding whether a solution to a problem exists; and developing new applications of existing models;
- Abstraction. Balancing simplification (for tractability) against literalness (for relevance);
- Social awareness. Private versus social costs and benefits and their distribution; rationale for government and international policy;

- Policy evaluation. Being aware of the policy context and also of methodological issues involved in evaluation — such as with the identification of causal effects of policy interventions;
- Understanding institutions. What institutions exist and why, and how incentives work in them;
- Analysis of incentives. Understanding economic motivations of individuals and the limits of economic explanations;
- Understanding simultaneity and endogeneity;
- Understanding optimisation. Concepts of an optimum and efficiency;
- Understanding uncertainty. Concepts of expectations and surprises; probability and its applications.

### **Professional Skills**

- Research skills. Use of library and internet as data sources; locating, evaluating, and extracting information; organising, surveying, summarising, interpreting material; ability to conduct and disseminate research in a way that is consistent with professional and ethical practice; understand and apply a range of research methods and tools; understand basic principles of research design and strategy, including how to formulate researchable problems;
- Numeracy and quantitative skills. Use of mathematics and diagrams, understanding data, and statistical analysis;
- Information Technology skills. Use of IT including word processing and spreadsheet packages; specialist econometric, statistical, and other software; the internet;
- Written communication skills. Submission of essays, problem sets, class work, tests, examination scripts and a research dissertation;
- Oral communication and presentation skills. Participation in classes and group work;
- Teamwork. Working with others through group work;
- Time management. Attending compulsory classes and a regular timetable of strict submission deadlines; working well under pressure of deadlines; conscientiousness.

## **8.1.2 - MSc Behavioural and Economics Science**

### **Cognitive skills**

- Be able to analyse data and draw conclusions;
- Ability to synthesise and evaluate theoretical and empirical literature;

- Be able to conduct reproducible statistical analysis using the general and generalised linear model;
- Be familiar with the new estimation approach to statistics as well as the traditional null-hypothesis significance test;
- Demonstrate competence at formulating a valid research question and designing an empirical investigation.

### **Professional skills**

- Be able to design and run simple experiments in the areas of memory, perception, judgment and decision-making;
- Ability to conduct research;
- Manage research and conduct and disseminate research in a way that is consistent with professional and ethical practice;
- Demonstrate competence at conducting an empirical investigation;
- Be able to write statistical analysis in the style required by the American Psychological Association;
- Be able to write up experimental reports in the style required by the American Psychological Association;
- Research introductory level with the R and Matlab programming languages;
- Understand and apply a range of research methods and tools.

## **8.2 - Skills Support**

Skills support is available from Student Opportunity and further details are given on the [webpage](#).

### **8.2.1 - IT Skills**

The ITS Training Service provides in-house training in Microsoft applications and academic software including:

- Stata
- SPSS
- Mathtype
- Mathematica
- Matlab
- Qualtrics

We also offer you the opportunity to study for Microsoft Office Specialist Qualifications. These qualifications are free of charge while you are studying here, so take advantage of the opportunity to develop your IT skills. Dates for specific courses can be found on the [Training Service](#) website.

Please note that if you fail to attend a course or provide adequate notice of cancellation, on two occasions, you will have any existing bookings to other courses cancelled and the right to book on further courses withdrawn.

### **8.2.2 - Communication Skills**

You will have many opportunities to develop your communication skills throughout your degree course.

Oral communication skills will be developed as you participate in classes and group work; you will also give presentations to your tutors and peers.

Written communication skills will be developed through essays, problem sets, tests, exam scripts and your research dissertation.

If English is not your first language, you may wish to take one of the free [in-sessional English Language classes](#) organised by the Centre for Applied Linguistics (CAL). This will help your spoken English, written work, reading, and understanding during lectures and classes. It can also help improve your job prospects as employers will value language skills.

### **8.2.3 - Research Skills**

During your MSc degree you will have the opportunity to develop your research skills and complete independent research work. You will learn to initiate your own exploration of economic questions, which is a key skill for career paths in research, analysis and working as a professional economist, and have the opportunity to be innovative and creative.

#### **Quantitative Methods: Econometrics**

In the Econometrics module you will produce high quality empirical econometrics, develop the critical insight to appraise econometric results obtained by others, and come to a balanced view concerning the weight of the empirical evidence presented. Developing your knowledge of econometrics is an important foundation for the dissertation or research project later in the year. Those completing the 50 CAT module have the opportunity to complete a group econometrics project on a topic of their choosing. This will provide experience of working in a team and help strengthen your communication skills.

#### **Research Methods**

You will develop further your research skills through research methods lectures in the spring and summer term. These explain the dissertation process, including issues such as the selection of a topic, allocation of the supervisor and how you will be supervised. Past dissertations are reviewed, explaining why they received high marks and where there might be weaknesses. We continue to build skills in econometrics packages for economists and provide guidance on economic data sets and how they can be used. You will also receive library

dissertation training sessions and can book helpdesk appointments with tutors to discuss technical and software-related issues throughout the summer term and vacation.

### **Dissertation**

MSc Economics and MSc Economics and International Financial Economics students complete a dissertation over four months in the summer. The main aim of the dissertation is to encourage independent study and to provide a foundation for future original research. In terms of learning, the dissertation should provide students with a number of research skills, including the ability to define a feasible project allowing for time and resource constraints, develop an adequate methodology, make optimal use of library resources, access databases, understand their uses and limitations and extract relevant data, and work without the need for continuous supervision.

### **Research Project**

MSc BES students will complete a research project in the summer months. The project will provide you with key research skills including the ability to formulate a research question or hypothesis and frame this question in the light of literature. You will design and carry out an investigation, extract relevant data and interpret your findings.

## **8.2.4 - Destination Dissertation**

[Destination: Dissertation](#) is a summer programme of writing workshops organised by Student Careers and Skills. These sessions are designed for MSc students writing a dissertation or project, and will help you to develop important skills such as writing concisely, and explain how to edit your writing and structure a dissertation.

## **8.2.5 - On Track**

[On Track](#) is the Postgraduate Hub's programme of workshops, designed to help you maintain your work-life balance and provide practical information and support for your academic development and research. The workshops focus on academic skills, self-development and wellbeing - perfect if you're working on your dissertations, though all postgraduates are welcome to attend.

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

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

The Department Academic Careers Coordinator [Dr Atisha Ghosh](#) is leading a team within the Department supporting students with career related matters, employability skills and highlighting a range of unique opportunities for students to acquire skills relevant for economists. Her role involves:

- Providing students with updated information about exciting opportunities in different sectors for students to explore during and after their degree in economics.
- To support students in developing their employability skills.

- To work with Student Opportunity to help support our students in transitioning into the labour market or further educational opportunities
- To work with the Director of Student Engagement and Experience, module leader of the Personal Development Module and Department's Marketing and Communications Manager to ensure the scheme is able to deliver good employability skills.
- To work with student societies to foster a joined-up approach to employability support.
- To analyse Graduate Destinations data in order to provide current students with information and support regarding their career options.

### Available Resources

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

- It provides you with information on a range of exciting job roles in various sectors, which are not only in banking and finance.
- You will be able to access important tips from past students who have secured roles after graduation. This is in addition to information about a host of services provided by the various student societies in supporting your career goals.
- Information and recordings of career webinars where we have hosted alumni from a broad range of careers.
- Access the Student Opportunity Hub, which supports students with developing the skills that key graduate recruiters look for and provides advice and guidance on career options;
- Browse the Skill Zone because whilst you are at Warwick where you have the opportunity to develop your personal and professional skills, join societies, become a volunteer and find part-time work;
- Find out about the [Warwick Enterprise](#) team, who can help you develop entrepreneurial skills and try out new business ideas and social enterprise.

## 8.4 - Student Opportunity - Careers

[Student Opportunity - Careers](#) can help you explore your options, develop your skills and get the career you want. Making the decisions about what to do next can be tricky. 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.

To help you think about your future career, and plan the steps you will need to take over the coming year, we have arranged dedicated careers workshops for MSc Economics students. They

cover some of the popular career options and the skills required for these, how to make effective job applications, and other aspects of career choice and development. There will also be sessions on the PhD application process and working on a visa for overseas students.

Online resources for job hunting can be found in the [Economics Careers and Skills](#) website.

### **Ready to find out more?**

Visit the Help and Advice section of our [website](#) for details of our services or email [careers@warwick.ac.uk](mailto:careers@warwick.ac.uk).

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

## **8.5 - References**

When you apply for jobs you will usually need at least one academic referee who has some general familiarity with your work and progress over a period of time. Your Personal Tutor is one person who will normally do this. You can also ask other members of academic staff (i.e. lecturers and professors) to act as referees as well as or instead of your Personal Tutor, however, graduate teaching assistants and tutors will refer you to a member of academic staff.

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

In order that references can be as accurate and supportive as possible, please supply your referees with copies of your curriculum vitae (CV) and let them know why you are applying. If you believe that you have some quality or experience that is especially relevant to a particular application, please make a point of telling your referees.

## **8.6 - Internships**

Internships exist in a wide variety of industries and settings. An internship may be paid, unpaid, or partially paid (in the form of a stipend). An internship can be used to determine if you have an interest in a particular career, create a network of contacts, and some may find permanent, paid employment with the organisations for which they worked.

It is important to note that those on Student Visas are only entitled to work part time (up to 20 hours per week) until the course end date and may not accept full-time internships during the summer vacation. Guidance on [working during your studies](#) can be provided by the Immigration Service.

In order for students to differentiate and distinguish themselves further, it can be advantageous to enhance skills over and above those directly associated with the degree syllabus. With this in mind, **the Department has introduced the Warwick Internship Scheme**

**for Economists (WISE)**, which aims to provide opportunities for our undergraduate and postgraduate students to further enhance their employability skills.

These opportunities will aim to help students gain valuable skills for employment like: data handling and analysis, communication skills, report writing, event organisation, project management and IT skills. The interns employed through the scheme will work with either academic members of staff or as part of the professional services teams to support research, teaching, student experience and Department management activities. You will receive an email from the Department inviting you to apply to the scheme in October. Further information about WISE can be found on [WISE webpage](#).

## 9 - Resources

### 9.1 - Academic Resources

The Department is investing substantial resource into providing the highest standards of academic support for our MSc students.

This support comes in a variety of ways, aimed at targeting different aspects of your academic studies, including support with module content, preparation for assessments and drop in opportunities.

The academic support available is listed below.

#### Maths Drop in Sessions

You can arrange to attend these weekly online sessions and ask questions or get help on any aspect of maths within your modules. They are run by our Teaching Fellow, Nicholas Jackson ([nicholas.jackson@warwick.ac.uk](mailto:nicholas.jackson@warwick.ac.uk)). You can view the details for the sessions on our [academic support](#) pages.

#### STATA

We are 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. To download the software visit: [Warwick.ac.uk/econ-stata](http://Warwick.ac.uk/econ-stata).

We also run a weekly STATA Helpdesk to answer your individual questions in the Autumn and Spring terms. This is an optional drop-in session and there is no need for students to book in advance.

Additionally, there is an [Introduction to Stata course](#) in Moodle, which will be helpful for those unfamiliar with the package, and IT Services also provide [STATA resources](#)

#### Advice and Feedback Hours

The lecturers that you see within your modules are there to provide you with guidance on their subject area. Every member of academic staff, including class tutors, has at least two Advice and Feedback hours each week of term. 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 should not 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.

You can find the Advice and Feedback Hours of members of staff [here](#).

#### Wellbeing Drop-In Sessions

Your wellbeing is important to us whether you are experiencing difficulty with academic or personal issues. Your Senior Tutor, Mahnaz Nazreen, will hold office hours to meet students in term time and more information can be found [here](#).

### **Library Support**

You can contact our Economics Librarian should you have any questions about finding resources or using services.

### **Dissertations**

For students taking EC959, MSc Dissertations, we run helpdesks over the summer term and vacation where you can speak to a member of staff and gain support and advice about technical and software aspects of your dissertation. Details of the tutors and the times will be published on the [Dissertation Information](#) webpage.

## **9.2 - The University Library**

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

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

- Use the [Get Started](#) online Library orientation programme to find out how to use the library effectively.
- Use the Library Catalogue to find what you need, using the “Library Search” textbox on the [Library](#) home page. The Catalogue contains details of the books and journals (print and electronic) held by the Library.
- Most electronic resources are available from any PC with internet access, so you can use them from home. Usually, you’ll need your University username and password (the one you use to login to a PC on campus) to access these
- Use [My Library Account](#) to renew and reserve items via the internet
- The [Library Economics](#) webpages contain high-quality information relevant to your area of study. A good way to get started on a topic is to use Key Electronic Resources for Economics. The Library also provides useful online tutorials for Economics students and a guide to databases
- DataStream is one of the main sources for finding macroeconomic time series or data on equity markets, bonds, futures, exchange rates and interest rates. DataStream is only available in the Library at a dedicated PC on Floor 1. At busy times, you may need to book to use the terminal. You will also find a very wide range of international macroeconomic time series, plus UK social survey data, on the UK Data Service (UKDS), available online through the Library [list of databases](#)

- If you are seeking a useful book or journal article which Warwick does not have, we can often obtain it for you from another library. The [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.
- 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. It offers a range of resources, including access to IT facilities and a collection of reference-only key textbooks. There are also Learning Grids in the Rootes Building and Leamington Grid Spa in Leamington Spa Town Hall.

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

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

## 9.2.1 - Contacting the Library

### General Enquiries

Contact details

t: +44 (0)24 7652 2026

e: [library@warwick.ac.uk](mailto: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.

## 9.3 - 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.

## **9.4 - Information Technology (IT) Services**

### **Your email address**

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

initials.surname.number@warwick.ac.uk

This address will be your 'official' University email address which the Department will use for all email communications. It will be your responsibility to ensure that you check this email account. You can access this account via [webmail](#).

### **9.4.1 - Mobile email**

You can [download leaflets](#) to help you set up your email account on your mobile phone.

### **9.4.2 - 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>

### **9.4.3 - Network access from student residences**

The University provides a network connection from every room in student residences enabling you to access the internet and files saved on the network. Use of the residential network is subject to an Acceptable Use Policy.

### **9.4.4 - 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.

### **9.4.5 - 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).

### **9.4.6 - Student iPad and Laptop Loan Service**

IT Services provides iPads and laptops for short term loan, for more information please visit [here](#).

### **9.4.7 - 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.**

In the Economics Department there is a study space specifically devoted to MSc students on the first floor where you can work on your laptop.

There is also a large computer lab (S2.82) which is available to MSc and Diploma students for part of the week.

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.

### **9.4.8 - Printing**

[Printer credits](#) are purchased online with a debit or credit card. The [Printing and Scanning](#) webpage explains how to print once you have purchased your credits and installed the print queue on your device.

### **9.4.9 - 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](#).

#### **9.4.10 - Microsoft Windows and Apple Mac software**

GiveWin (win), Mathematica (win/mac), MATLAB (win/mac), NVIVO (win), Scientific Word/Workplace (win), SPSS (win/mac), S-PLUS (win), Statistics for the Terrified (win) and WinEcon (win) are all available for use. The majority of this software is available from the University network, although some titles will need to be installed onto your computer. For assistance with locating and installing software, please contact the [IT Services Help Desk](#).

#### **9.4.11 - UNIX software**

A wide range of software is available on the UNIX systems at Warwick, including GAMS, LIMDEP, Mathematica, MATLAB, S-Plus.

#### **9.4.12 - Getting help**

If you have general problems logging in to IT Services open access areas you should contact the IT Services Help Desk. If you have specific problems relating to the computers or printers in the Department you should contact the Department's Computer Support Staff via [economics.it@warwick.ac.uk](mailto:economics.it@warwick.ac.uk).

## **10 - General information**

### **10.1 - Dignity at Warwick**

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

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

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

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

### **10.2 - Personal Safety and Security on Campus**

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

### **10.3 - Health and Safety**

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

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

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

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

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

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

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

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

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

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

#### **10.4 - Other Policies and Regulations**

- [Warwick Student Community Statement](#)
- [Children on Campus](#)
- [Information Management](#) (including GDPR)
- [Data Protection](#)
- [Personal Conflicts of Interest Policy](#)
- [Feedback and Complaints](#)
- [Smoking Policy](#)
- [Use of University Computing Facilities Policy](#)

- [Anti-Bribery Policy](#)
- [University Assessment Strategy](#)
- [Policy on the Timing of the Provision of Feedback to Students on Assessed Work](#)
- [Moderation Guidance](#)
- [Proofreading Policy](#)
- [Regulation 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](#)

## 10.5 - Outside the classroom

Links are given below to Warwick departments who may be running some Covid-secure activities. Please check their web pages for more details.

[Sports Centre](#)

[Warwick Arts Centre](#)

[Warwick Volunteers](#)

[Lord Rootes Memorial Fund](#)

[Music Centre](#)

[Warwick International Higher Education Academy \(WIHEA\)](#)

## 10.6 - Useful forms

- [Assessed Work Mark Check Form](#)
- [Ethical Approval for Student Research Form](#)
- [PG Assessed Work Submission and Feedback Form \(paper submissions\)](#)

- [Research Assistant Expression of Interest Form](#)
- [Self-Certifying Sickness Form](#)

## **10.7 - Information**

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