

MSc - 2023/24 Handbook

1 - The Department

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

Welcome to Warwick Economics. 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, whether as a researcher working towards a PhD, or in a public or private sector career.

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 microeconomics, macroeconomics, econometrics and an extensive range of optional modules.

Our teaching and learning delivery for 2023/24 will be based on a 'blended learning' approach, which combines in-person and online interactions. We will mainly use synchronous (in-person) lectures to deliver core modules and a combination of both asynchronous (pre-recorded) and synchronous (in-person) lectures to deliver optional modules. In addition, if a module has Support and Feedback classes to assist learning, these will be delivered in-person.

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 events organised within the Department (such as the Warwick Economics 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, build simple theoretical models, initiate your own empirical research and 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 the Department of 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.

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

Professor Thijs van Rens

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

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

1.2 - 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.

We strongly encourage you to read them.

My Warwick mobile App

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

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

Social Media

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

facebook.com/warwickeconomics

twitter.com/warwickecon

instagram.com/warwickeconomics

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

[Warwick Economics Alumni](#)

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.

1.2.1 - 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. 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), which 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](#), which 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 Ben Lockwood

Room S1.119

Email: Economics.hod@warwick.ac.uk

Deputy Head of Department (Teaching and Learning)

Dr Claudia Rei

Room S0.73

Email: C.Rei@warwick.ac.uk

Director of Graduate Studies (Taught Degrees)

Professor Thijs van Rens

Room S2.105

Email: J.M.van-Rens@warwick.ac.uk

Deputy Director of Graduate Studies (Taught Degrees), Director of Student Engagement and Progression (PGT)

Dr Alexander Karalis Isaac

Room S1.126

Email: A.Karalis-isaac@warwick.ac.uk

Senior Tutor (PGT)

Dr Mahnaz Nazneen

Room S2.140

Email: M.Nazneen.1@warwick.ac.uk

MSc Economics and International Financial Economics Course Leader

Dr Stefania Paredes Fuentes

Room S2.121

Email: S.Paredes-Fuentes@warwick.ac.uk

MSc BES (Economics Track) Course Leader

Alexander Dobson

Room S2.139

Email: A.C.Dobson@warwick.ac.uk

Careers Coordinator

Dr Atisha Ghosh

Room: S0.85

Email: Atisha.Ghosh@warwick.ac.uk

Advisor to International Students

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

Dr Andreas Markoulakis

Room: S2.108

Email: Andreas.Markoulakis@warwick.ac.uk

Advisor to Female Students

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

Dr Eman Abdulla

Room: S0.60

Email: Eman.Abdulla@warwick.ac.uk

Head of Administration (Teaching and Learning)

Kelly Taylor Room S1.128

Email: K.E.Taylor@warwick.ac.uk

Programmes Manager (PGT)

Carolyn Andrews

Room S1.130

Email: C.Andrews@warwick.ac.uk

Programmes Coordinator (PGT)

Andrea Wyld

Room S1.132

Email: A.Wyld@warwick.ac.uk

Programmes Coordinator (PGT)

Chau Ho

Room S1.132

Email: C.Ho.1@warwick.ac.uk

Programmes Administrator

Marion Nicholson

Room S1.132

Email: M.Nicholson@warwick.ac.uk

Student Engagement & Experience Coordinator

Aysa Ozcan

Room S1.132

Email: A.Ozcan@warwick.ac.uk

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

1.2.2 - 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.

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.

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.

1.3 - What you can expect from us

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

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

- a module outline, detailing the module aims and objectives, the learning outcomes and an indication of the material that will be covered, the exam rubric, all of which can be found on the module webpage;
- details of core texts and further readings to give you the best opportunity to prepare for lectures and Support and Feedback classes;
- all modules will have lecture notes and/or other materials posted on the module's Moodle webpage. Links to all videos will be accessible via the Moodle webpage for the module;
- a well-prepared lecture which has the aim of engaging you and encouraging participation in discussion beyond the lecture;
- core module lectures are encouraged to be recorded and these will then be made available via the Lecture Capture service (at the discretion of the module leader).

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

For any assessments you should expect:

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

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

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

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

1.4 - Diversity and values within the Department

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

Our key principles are:

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

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

[Diversity and Values](#)

1.5 - What we expect from you

In order to meet your full potential, the Department of Economics (which incorporates both the staff and your peers) 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. We expect you to attend lectures and module Support and Feedback classes, where attendance is compulsory. Should your attendance fall below required standards we will contact you and take actions where necessary.

Engaging with your study

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

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

- preparing for lectures and Support and Feedback classes as advised by your teaching staff;
- attending and actively participating in all lectures and Support and Feedback classes, as well as 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](#) and the monitoring point information in [section 3](#).

1.6 - Facilities

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.

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 the Bloomberg Terminals, which can be [booked](#) by MSc students for half-hourly sessions.

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](#). 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.

1.7 - 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 2 October 2023 and runs for 10 weeks. The Spring Term runs from week 15 — 24 and Summer Term is from weeks 30 — 39.

Autumn Term: Monday 2 October 2023 — Saturday 9 December 2023

Spring Term: Monday 8 January 2024 — Saturday 16 March 2024

Summer Term: Monday 22 April 2024 — Saturday 29 June 2024

Term 1

Week 1 = w/c 2 Oct

Week 2 = w/c 9 Oct

Week 3 = w/c 16 Oct

Week 4 = w/c 23 Oct

Week 5 = w/c 30 Oct

Week 6 = w/c 6 Nov

Week 7 = w/c 13 Nov

Week 8 = w/c 20 Nov

Week 9 = w/c 27 Nov

Week 10 = w/c 4 Dec

1.8 - Student Visa holders

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

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

Employment

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

Change of Study Location

It is essential that you inform the Postgraduate Office if you intend to change your study location during the Summer Vacation (**students should not be travelling before the end of the Summer Term**). 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. You must still be engaging with your studies during this time and we will continue to monitor your attendance and progress.

Authorised Absence

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

2 - MSc Courses

2.1 - Getting started

2.1.1 - Induction and enrolment

You will need to formally enrol as a student on Monday 18 September 2023 in the Student Opportunity Hub, Senate House. 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. This timetable also includes your allocated timeslot for enrolment.

Although the Introductory Mathematics and Statistics teaching takes place in the two weeks before term starts (Monday 18 — Friday 29 September 2023 inclusive), lectures for your other Autumn Term modules start on the Monday of Week 2 (Monday 9 October 2023).

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

2.1.2 - Important Dates

Pre-Term

Mon 18 Sep 2023

Mon 18 Sep 2023

Monday 18 Sep — Fri 29 Sep 2023

Mon 25 Sep 2023

Mon 2 Oct 2023

Autumn Term (2 Oct - 9 Dec 2023)

Mon 2 Oct 2023

Tue 3 Oct 2023

Wed 4 Oct 2023

Thu 5 Oct 2023

Thu 5 Oct 2023

Mon 2 — Fri 6 Oct 2023

Spring Term (Mon 8 Jan – Sat 16 Mar 2024)

4)

Mon 8 — Fri 12 Jan 2024

Mon 19 — Fri 23 Feb 2024

Easter Vacation (18 Mar - 21 April 2024)

Mon 22 Mar 2024

Mon 8 Apr 2024

Summer Term (22 Apr – 29 Jul 2024)

Fri 3 May - Sat 18 May 2024

Mon 20 May 2024

Wed 29 May 2024

Mon 3 Jun - Fri 14 Jun 2024

Mon 24 Jun 2024

Summer Vacation

Wed 28 Aug 2024

Wed 11 Sep 2024

Wed 5 Mar 2025

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 and the skills and knowledge a graduate from that course will possess.

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 and MSc Economics and International Financial Economics

Course Aims

- 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.
- To promote an analytical approach to thinking about national and international economic problems, policies, and decision-making.
- 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.
- 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.
- 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

On completion of the MSc programme students should have provided evidence of being able:

- To demonstrate specialist knowledge of techniques relevant to the discipline or to demonstrate an advanced understanding of concepts, information and techniques informed by knowledge at the forefront of economics;
- To exhibit proficiency in the exercise of advanced generic and subject-specific intellectual abilities;
- To demonstrate an advanced understanding of techniques applicable to their own research or advanced scholarship;

- To take a proactive and self-reflective role in working and to have effective professional relationships with others;
- Proactively formulate ideas and hypotheses and to effectively critique these;
- To critically evaluate the current national and global issues based on cutting-edge research in the discipline.

Subject knowledge:

- Specialist knowledge and understanding of advanced core concepts and methods of analysis in microeconomics and macroeconomics;
- Specialist knowledge and understanding of how advanced economic models and quantitative techniques are applied to problems arising in public policy and in the private sector;
- Specialist knowledge of economic trends and patterns; survey data; and an understanding of problems and solutions in economic measurement including evaluation methods;
- Comprehensive 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 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

On completion of the MSc degree students should have provided evidence of being able:

- To demonstrate a sophisticated understanding of concepts, information and techniques across a range of disciplines and an understanding of how these interact;
- To exhibit mastery in the exercise of generic and subject-specific intellectual abilities;
- To demonstrate a comprehensive understanding of techniques applicable to their own research or advanced scholarship;

- To take a proactive and self-reflective role in working and to develop professional relationships with others;
- Critically and creatively to evaluate current theories, issues, models and research in the discipline.

Subject Knowledge

- Specialist knowledge and understanding of advanced core concepts and methods of analysis in microeconomics;
- Specialist knowledge and understanding of how advanced economic models and quantitative techniques are applied to problems arising in public policy and in the private sector;
- Specialist knowledge of economic trends and patterns; survey data; and an understanding of problems and solutions in economic measurement including evaluation methods;
- Specialist knowledge and understanding of different methodological approaches within behavioural science;
- Specialist understanding of key concepts in experimental design;
- Comprehensive knowledge of contemporary theoretical and empirical debates and research outcomes in specialised areas of behavioural and economic science.

2.2.2 - Degree 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.

CATS

Each module is worth a given number of CATS, which stands for the Credit Accumulation and Transfer Scheme (CATS), and every UK university has one. Your degree course regulations set out how many CATS you must take and hence how many optional modules you are required/permitted to choose. One CAT represents 10 hours of learning time (which will be split between independent self-study and actual contact time in lectures and/or classes).

Core modules

Core modules are compulsory and are determined by your degree course regulations. You do not need to register for core modules.

Sometimes you have a choice between core modules, which are thus referred to as 'optional core modules'. You will need to register for your optional core modules.

Optional modules

Optional modules are non-compulsory modules which can be used either to develop a specialisation or to broaden your approach to various topics.

It is your responsibility to ensure that you have selected the correct number of optional modules each year to meet your degree course regulations and that you have registered for your modules correctly.

You can access a full list of the Economics module descriptors on the [MSc module webpages](#).

You should read the regulations for your degree in the next section.

2.2.2.1 - MSc Economics (L1P6) Regulations

The MSc degree is studied full-time over twelve months. The course is comprised of a number of required core and required optional core modules, together with optional modules. Your degree course structure sets out which modules you must take. The [maximum period of study](#) for postgraduate taught students is three years, which includes any periods of temporary withdrawal.

The minimum credit to be taken for your MSc degree is 180 CATS. The minimum pass mark for all postgraduate modules is 50%. To be awarded your MSc degree you must pass 150 CATS, including all required core and required optional 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, which shall be on an approved topic, shall be submitted following successful completion of the taught component of the degree programme. Find out more about the [MSc Exam and Assessment Schemes](#) for L1P6.

The table below shows the module structure of the programme.

Course structure

Required Optional Core/Core

Optional

2.2.2.2 - MSc Economics and International Financial Economics (L1P7)

Regulations

The MSc degree is studied full-time over twelve months. The course is comprised of a number of required core and required optional core modules, together with optional modules. Your degree course structure sets out which modules you must take. The [maximum period of study](#) for postgraduate taught students is three years, which includes any periods of temporary withdrawal.

The minimum credit to be taken for your MSc degree is 180 CATS. The minimum pass mark for all postgraduate modules is 50%. To be awarded your MSc degree you must pass 150 CATS, including all required core and required optional 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, which shall be on an approved topic, shall be submitted following successful completion of the taught component of the degree programme. Find out more about the [MSc Exam and Assessment Schemes](#) for L1P7.

The table below shows the module structure of the programme.

Course structure

Required Optional Core/Core

Optional

2.2.2.3 - MSc Behavioural and Economic Science (Economics Track) (C8P8) Regulations

The MSc degree is studied full-time over twelve months. The course is comprised of a number of required core and required optional core modules, together with optional modules. Your degree course structure sets out which modules you must take. The [maximum period of study](#) for postgraduate taught students is three years, which includes any periods of temporary withdrawal.

The minimum credit to be taken for your MSc degree is 195 CATS. The minimum pass mark for all postgraduate modules is 50%. To be awarded your MSc degree you must pass 150 CATS, including all required core and required optional 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 project, which shall be on an approved topic, shall be submitted following successful completion of the taught component of the degree programme. Find out more about the [MSc Exam and Assessment Scheme](#) for C8P8.

The table below shows the module structure of the programme.

Course Structure

Required Optional Core/Core

Optional

2.2.3 - Teaching and Learning

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

Asynchronous Lectures

Asynchronous lectures are pre-recorded videos used to complement material delivered in the synchronous in-person lecture. These should be watched prior to attending the in-person lecture though they do not appear in your Tabula timetable. Asynchronous lectures are provided in bite-sized chunks of videos to give you the chance to engage at a time and speed that suits you best.

Synchronous Lecture

A synchronous lecture is a lecture that takes place in real time. This academic year, synchronous lectures will normally be held in-person and depending on the module size they will be delivered in a lecture theatre or small classroom. Differently from asynchronous lectures, these will appear on your Tabula Timetable.

These lectures may be recorded through Lecture Capture. The recordings will be available to view via your modules Moodle pages. Lecture Capture, which is supported by IT Services, allows you to view the images and listen to the recordings from the relevant lecture after it's recorded in the classroom.

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

The balance between classroom and online elements will vary between modules, with optional core modules mainly being taught via synchronous (in-person) lectures.

We recommend that you complete the [Learning to Learn in Economics](#) Moodle course during your induction period to familiarise yourself with our blended learning approach, and many other aspects of your learning experience at Warwick Economics.

Support and Feedback Classes

Support and Feedback classes are compulsory classes where tutors will analyse more in depth topics covered in the lectures. Classes are usually delivered in small groups of students. Optional core modules have one hour per week of classes and these will be taught in-person.

Note that 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 Microeconomics A

EC9D3 Microeconomics B

EC9D4 Macroeconomics A

EC9D5 Macroeconomics B

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

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 2023/2024 academic year using the eVision Module Registration (eMR) system. The system opens on Wednesday 27 September and closes on Monday 16 October (week 3).

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 and will close again on Friday 26 January (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. Similarly, in case you fail an assessment component or exam, you are not allowed to switch between different modules throughout the academic year. In case you wish to change modules (within the timeframes specified above), you are also 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.

It is your responsibility to make sure you are registered for the correct 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 - Microeconomics and Macroeconomics

The Microeconomics and Macroeconomics modules will develop your understanding of advanced economic analysis. They will each have an applied version (A) and a more technical/theoretically oriented version (B).

MSc students will choose one 30 CAT module from:

- EC901 Microeconomics A
- EC9D3 Microeconomics B

In addition, MSc Economics and MSc Economics and International Financial Economics students are asked to choose one 30 CAT module from:

- EC9D4 Macroeconomics A
- EC9D5 Macroeconomics B

A variants

If you have done a reasonable amount of Microeconomics and Macroeconomics previously (as in a typical undergraduate module) you may take EC901 Microeconomics A and EC9D4 Macroeconomics A, which will cover the key principles of economic analysis and some important applications.

B variants

The B variants of Microeconomics and Macroeconomics (ED9D3 and ED9D5) will be of particular interest for those of you with strong analytical skills or if you are intending to complete to a PhD degree after your MSc course. 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), Professor Thijs van Rens.

AB/BA combinations

The combination of EC901 Microeconomics A and EC9D5 Macroeconomics B, or EC9D3 Microeconomics B and EC9D5 Macroeconomics B, should not be taken without serious thought and without good grounds (such as previous asymmetric training/experience in Micro and Macro). You must get email approval from the Director of Graduate Studies (Taught Degrees) if you wish to take the AB or BA combination.

More details about the four modules are given on the [MSc Modules](#) webpages.

Exams for the Microeconomics and Macroeconomics modules will be held in January. You can read more about online exams 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 (please see below);
- 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;

For basic material we recommend you are familiar with content in one of these textbooks: (i) Stock & Watson; (ii) Wooldridge - Introductory Econometrics.

More details about the 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. **Please note that EC991 Topics in Applied Microeconomics will not be running in 2023/24.**

Please be aware that when modules reach full capacity, we may decide to cap optional module numbers via random ballot. This means you may be asked to select a different module.

Students in the MSc Economics and the MSc Economics and International Financial Economics may be permitted to take one of three Warwick 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). You can read about each of these modules in the [Module Catalogue](#).

Please note that places on these modules are limited and a ballot may be applied in case of excess demand. If you choose a Warwick Business School module you may not be allowed to 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 6 October 2023 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 synchronous (in-person) lectures and classes can be viewed in [Tabula](#). It will be complete when you are registered for all (core and optional) modules and you have signed up to your module Support and Feedback classes and any other timetabled teaching.

Please make sure that you check your timetable regularly. A summary timetable for your course can also be viewed on the [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 in-person classes take place in a variety of places across campus so make sure you keep a campus map handy. The University of Warwick [interactive campus map](#) is a great way to find

your location and help plan your route. Classes will begin at five minutes past the hour and end at five minutes to the hour in order to allow people to enter and vacate the room.

2.2.9 - Support and Feedback classes

For core modules, you will have in-person Support and Feedback classes to go over topics within your module in much more detail than in lectures. You are in much smaller groups than in lectures, and they are essentially a feedback session and should be used as such. Thus, this represents for you a good opportunity to discuss topics more in depth as well as receiving 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 learning. More generally, each class will be managed by a tutor who will:

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

Class tutors 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.

2.2.10 - Class attendance and reporting absences

You are required to attend all of the classes you have signed up for in Tabula. In order to keep class sizes stable, you are not permitted to swap your group unless there is a compelling reason, like a timetable clash. Please inform the Postgraduate Office if this is the case and we will try to allocate you to an alternative class.

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

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

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

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 to record 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 are usually available until the end of the academic year. Please note that in order to watch LectureCapture videos (regardless of whether created by the lecturer or recorded in the lecture theatres/classrooms) you first have to have logged in to Echo360. This is easy - you just click on the LectureCapture box in the top right of the Moodle page of any of your modules. Once you have done this, even if you then close the Echo360 tab, you will find that clicking on video links in any Moodle page will automatically open the video: this continues to be the case until you close your browser.

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 University staff and students and you are not allowed to share recordings further.

We do not permit recordings 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 Department recognises the importance of peer learning and we have introduced a 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 find the 'Study groups sign-up' resource (located in the Module Information section) with instructions about how to join into voluntary 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 for you.

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 13 October 2023 - end of week 2). 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 since the admission requirements are different. 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.
- It can take a number of weeks for Student Records to process course changes because it is a very busy time of year. You will not be able to finalise your module registration choices until the course change has been completed, and your timetable will probably be disrupted.

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

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

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

1. We actively discourage private tutoring arrangements between undergraduate/postgraduate students and class tutors who are completing their PhDs, but do not prohibit it. Other staff employed in the Department are not permitted to engage in private tutoring with students from Warwick.
2. If you are experiencing study difficulties you are encouraged to make full use of University and Departmental resources, such as advice from your Personal Tutor, Year Tutor, and other academic staff, study support sessions on year 1 and 2 core modules, revision sessions and the guidance provided by the Student Opportunity, Careers, which should be sufficient to meet your needs.
3. However, we recognise that private tutoring arrangements are likely to persist; hence the Department imposes the following regulations:
 - a. A tutor employed in the Department of Economics is not permitted to tutor privately on an undergraduate or postgraduate module on which they are employed to teach or have previously been employed to teach.
 - b. A tutor undertaking private tutoring is not permitted to access any materials not available to other students registered for the module.

- c. Any private tutoring arrangement must not be conducted on University premises, with the exception of within campus student accommodation.
- d. The tutor must assume responsibility for ensuring the tutee is aware that the tutoring arrangement does not form part of the tutee's Warwick degree, that it is not governed by any of the University's or Department's quality assurance mechanisms, and that the Department will not be accountable for any misinformation given out as part of the private arrangement.

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

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. 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 Director of Student Engagement and Progression (PGT) 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. Where the missed monitoring points are consecutive, and there is no alternative evidence of engagement, you will be invited to meet with the Director of Student Engagement and Progression (PGT) and a support plan will be put in place.
- After four Monitoring Points are missed you will be invited to meet with the Director of Student Engagement and Progression to discuss your academic progress (unless you have already met after three missed monitoring points in the circumstances explained above). We may refer you to the relevant professional within the University welfare system who could help you, such as the Senior Tutor, 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 Director of Student Engagement and Progression (PGT), 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.

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.

4.

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.

Summer Vacation

12.

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

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

3.1 - Assessment 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
Microeconomics A

EC9D3
Microeconomics B

EC9D4
Macroeconomics A

EC9D5
Macroeconomics B

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
Microeconomics A

EC9D3
Microeconomics B

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 and tests

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

3.3.1 - Assessed and non-assessed coursework

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

Most assessments will give a mark that contributes to your final module mark. These assessments are called 'summative' and they define the progress you have made towards the module's learning objectives. However, some coursework is informally assessed, and we call these 'formative' assessments, which provide you with feedback on your progress and advice on how to maintain or improve it.

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

We give you exercise sheets and problem sets on modules to provide you with more continuous feedback on how you are performing against the standards we set and to allow you to reflect on your progress.

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

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

3.3.2 - 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 between work being set and submitted.

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](#).

3.3.3 - 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

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

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

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

Here are a few examples:

1. Reference list entry for a book:

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

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

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

1. Reference list entry for a journal article:

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

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.
-

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](#) via the Coursework Management portal. Please email economics.pgoffice@warwick.ac.uk if you have any difficulties. The Assistant Programmes Manager will consider extension requests for modules delivered by the Department of Economics. Any requests for extensions should be made in a timely manner and ideally by the assessment deadline. Requests must be supported by evidence, which should be submitted within 5 working days of making your request. Evidence that is in any other language than English must be accompanied by an official translation. Should there be an unexplained delay of more than one week before submitting your evidence we may not be able to agree to your extension request.

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

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

Extensions are not available for technological difficulties — you should anticipate that your hard drive may crash, your work may be destroyed by a virus, or that your laptop may get stolen. Make sure you back up to One Drive or your network disk space. Do not store your backup with your computer and definitely not in your laptop bag. Note also that extensions will

not be granted on the basis of a student being in full- or part-time employment, or undertaking a summer internship.

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

3.3.8 - Class tests

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

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

3.3.9 - Mitigation for tests

The Department of Economics defines technical mitigating circumstances in a class test as those events which are of your control; this might include (but is not limited to):

Mitigating Event

Loss of internet connection

Slow internet connection

Examination submission system issues e.g., unable to accept file type or size, other file upload error, incorrect link

Failure of computer or scanning equipment

Building related incidents (power cut, fire alarm, flood)

Access issues to test delivery system

If you experience technical difficulties within the window of a test then you should contact the [Postgraduate Office](#) to see if the problem can be resolved. If the problem cannot be resolved then you should submit a mitigation application through your personal circumstances records on Tabula.

Please do not contact your personal tutor, or any member of academic staff with this information. The Department will not accept screen shots of your answers as a substitute for the official submitted answer sheet though the platform upon which the test is delivered. Examples of technical mitigating circumstances and evidence requirements are given in the table below.

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

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.

3.3.10 - Waivers

If you have moderate or severe mitigating circumstances then it may be possible to waive a piece of assessment work. Waivers can only be applied to assessments where:

- It is not possible to mitigate the circumstances via a deadline extension;
- The assessment has a credit weighting of 3 credits or less;
- The learning outcomes are covered in other assessments in the same module;
- The assessment has not be awarded a mark above the pass mark;
- The cumulative total of waived assessments will not be more than 6 credits for the academic year.

The overall module mark will be calculated as a weighted average of the remaining components (including the exams) for the module.

If your home department is not Economics, after you have applied through the Personal Circumstances section on Tabula, your home department must inform the Department of Economics whether your mitigating circumstances have been accepted.

If the credit weighting of the failed assessment is more than 3 credits, then the claim for mitigating circumstances will be considered by the Exam Board. You may be permitted a further opportunity to sit (as if for the first time) or resit a failed module, or the assessment may be discounted for the purpose of degree classification if there is evidence of severe mitigation and the assessment is not more than 30% of the weighted degree credit.

3.3.11 - Late submission or failure to submit

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

For work that is submitted electronically, do not leave it too close to the last minute. Penalties cannot be removed in situations where the network was busy around the time of

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

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

3.3.12 - Marking and moderation

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 (excluding exams and the dissertation/project and some final coursework assessments) will normally 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.

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

3.3.13 - 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).

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).

3.3.14 - 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 Engagement and Progression (PGT), or your Personal Tutor.

3.3.15 - Querying of assessed work marks

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

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

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

3.3.16 - 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.

3.4 - Academic Integrity

3.4.1 - What is academic integrity?

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

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

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

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

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

Academic misconduct includes (this list is not exhaustive):

- Plagiarism. Presenting someone else's work or ideas as your own, this can include the use of shared/group notes;
- Self-plagiarism. Submitting the same work (fully or partially) that you have already submitted for another assessment, unless this is permitted;
- Taking a copy of another student's work;
- Passing someone your work to use as they see fit;
- Collusion. Working with one or more other people on an assessment which is intended to be worked on and submitted individually;
- Contract cheating. Where someone completes work for you, whether for remuneration or not, which is then submitted as your own (including use of essay mills or buying work online, including code);
-

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

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

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

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

3.4.2 - Academic misconduct or poor academic practice?

Warwick distinguishes between academic misconduct and poor academic practice.

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

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

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

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

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

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

3.4.3 - How we investigate suspected breaches of academic integrity

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

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

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

3.4.4 - Consequences of breaches of academic integrity

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

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

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

3.4.5 - Academic Referencing

It is important that you, no matter what your background is, familiarise yourself with the academic integrity approach used at Warwick. The fact that you may not have written essays before coming to this University, or that you may come from a different school system, are not acceptable excuses. You must take the initiative to ensure you have all the skills needed to produce good work as it is expected here. Bear in mind that there will be slight differences between what departments require so do not assume that the approach will be exactly the same if you are taking a module in another department.

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

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

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

3.4.5.1 - When to acknowledge sources

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

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

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

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

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

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

3.4.5.2 - How to acknowledge sources

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

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

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

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

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

3.4.5.3 - Common pitfalls in academic referencing

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

- An essay is an exercise in writing, not in using other people's words. This means that, unless something is extremely effective, you should not quote. You can summarise the

thoughts of others, but make sure that the writing is your own style. We want to know what you think.

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

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

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

3.4.6 - Academic Integrity Advice and Support

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

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

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

4 - Dissertation and Project Guidelines

4.1 - Dissertation guidelines for MSc Economics and MSc Economics and International Financial Economics

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.

4.1.1 - 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 2023-2024, 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 supervisor 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 Monday 8 April 2024 (week 28)**.

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 20 May 2024 (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.

4.1.2 - Timetable for Summer Term

Students are expected to stay in the UK during the Summer Term and will be delivering their presentations in-person.

Monday 8 April 2024 (week 28) - 12.00 noon

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

Monday 20 May 2024 (week 34)

MSc dissertation supervisors announced.

Wednesday 29 May 2024 (week 35)

Deadline for submitting ethical scrutiny form (if applicable).

Monday 3 June - Fri 14 June 2024 (weeks 36/37)

During this period supervisors will arrange for all supervisees to give short in-person presentations of their ideas.

Monday 24 June 2024 (week 39)

Deadline for submitting Dissertation Proposal by e-submission.

Wednesday 11 September 2024 (week 50)

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

Wednesday 5 March 2025 (week 23)

Dissertation submission deadline (for resit candidates).

4.1.3 - 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.

4.1.4 - Additional support to develop research skills

In the Spring Term 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 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.

4.1.5 - 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 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, Jackie Hanes, is happy to help you find the information you need for your research, show you how to use specific resources, or discuss any other issues you might have. Her email address is jackie.hanes@warwick.ac.uk.

4.1.6 - 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 29 May 2024 (week 35).

4.1.7 - 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. Please note that some supervisors will organise individual meetings for presentations. The presentations should take the following format:

- The presentation will be delivered in-person.
- 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 10% of the mark for the dissertation module as a whole. The deadline is Monday 24 June 2024 (week 39) and you should submit your proposal electronically via Tabula.

4.1.8 - Dissertation format

The dissertation is worth 90% of the total mark for the dissertation module. There is no minimum word length and concise expositions are encouraged. The dissertation should be a maximum length of 8,000 words, excluding acknowledgements, appendices, footnotes, words in graphs, tables, notes to tables and the bibliography. Note there is a limit of 15 pages for the appendices, footnotes, and tables. Abstract words, quotations and citations count towards the word limit.

We recommend that you use Microsoft Word or Scientific Word, both of which can easily insert equations. The first page of the dissertation itself should include the title, your name, date and any preface and acknowledgements. Pages and sections must be numbered. We have no particular preference for how you format your dissertation. The structure of your dissertation will be decided upon by yourself and your supervisor. We have published some top [past dissertations and proposals](#) to show you what headings/sub headings other students have used, and how the dissertation might be organised. Every dissertation will normally include:

- Abstract
- Introduction
- Literature Review
- Methodology
- Data
- Results/Discussion
- Conclusion
- References

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.

4.1.9 - Submitting your dissertation

Your MSc dissertation must be submitted electronically via Tabula under module code EC959. The name of the PDF file should be your student ID number. 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 file 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.

4.1.10 - 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. Please note that we cannot give you a short deadline extension in September because you have got resit examinations. 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. Please note that extensions will not be granted for short-term illnesses or being in full- or part-time employment.

4.1.11 - 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 2024, 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.

4.1.12 - 20-point marking scale

Class

Distinction

Merit

Pass

Fail

4.2 - Research project guidelines for MSc Behavioural and Economic Science

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.

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.

4.2.1 - 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. When there are multiple students on the same project, we will only require one form.

4.2.2 - 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.

4.2.3 - 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.

4.2.4 - 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 re(sit) exams, our advice is that you defer your project until March of the following year. Please note that we cannot give you a short deadline extension in August/September because you have got resit exams. If you have failed or missed three or more exams, we require you to defer the writing of your project until after the September exams, without any exceptions.

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. Please note that extensions will not be granted for low-level and short-term illnesses, or being in full- or part-time employment.

4.2.5 - 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.

4.2.6 - 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 2024, 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.

5 - 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.

5.1 - 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 average mark being in proportion to the number of CATS listed:

Comp

A1

A2

A3

A4

A5

A6

A7

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

You will normally have to obtain:

- (i) A pass mark of 50% or more in components A1, A2 and A3; and
- (ii) A pass mark of 50% or more in at least one of the three components of the MSc listed above as A4, A5 and A6; and
- (iii) A mark of 40% or more in any failed components.

You normally have one opportunity to remedy failure in modules.

(C) To be awarded the MSc

You must also get a mark of 50% or more for the component A7 (dissertation). You can resubmit a failed dissertation once.

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

You will normally have to obtain:

- (i) A pass mark of 50% or more in components A1, A2 and A3; and
- (ii) A mark of 40% or more in one of the three components listed above as A4, A5 or A6.

The PG Diploma will also be awarded if you fail to get a mark of 50% or more for the dissertation.

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

You will normally have to obtain:

- (i) A pass mark of 50% or more in components A1 and A2.

(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 considered for a Merit.

Where the weighted average for classification is within 2.0 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 EC959 MSc 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) Right to Remedy Failure

You will normally be offered the right to remedy failure on one occasion in each module. All resit marks are capped at 50% for A1, A2, A3, A4, A5, A6 and A7. Resit attempts will normally be by 100% examination. However, the reassessment method can vary from one module to another, and candidates are advised to check the module catalogue for the definitive information.

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

5.2 - 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 average mark being in proportion to the number of CATS listed:

Component

A1

A2

A3

A4

A5

A6

A7

A8

A9

A10

(B) To be allowed to proceed to the MSc project

You will normally have to obtain:

- (i) A pass mark of 50% or more in components A1, A2, A3 and A4; and
- (ii) A pass mark of 50% or more in at least two of the five optional modules (A5, A6, A7, A8, A9); and
- (iii) A mark of 40% or more in any failed components.

You normally have one opportunity to remedy failure in modules.

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

You must also get a mark of 50% or more for the component A10 (project). You can resubmit a failed project once.

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

You will normally have to obtain:

- (i) A pass mark of 50% or more in components A1, A2, A3 and A4; and
- (ii) A mark of 40% or more in two of the five optional modules (A5, A6, A7, A8, A9).

The PG Diploma will also be awarded if you fail to get a mark of 50% or more for the project.

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

You will normally have to obtain:

(i) A pass mark of 50% or more in components A1, A3 and A4.

(F) 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 PS916 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) Right to Remedy Failure

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

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

5.3 - Exam timetable

[MSc examinations](#) normally take place in January (Microeconomics and Macroeconomics 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 Modules Marks and Assessments Team (MMA) 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.

5.4 - 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:

- Remember the importance of academic integrity in online exams. If you directly copy text or graphs from any source, including your lecture notes, this will constitute plagiarism. You are permitted to include graphs that you have drawn yourself. Copying from other sources while making cosmetic attempts to disguise this by changes to wording is also a form of academic cheating. Further guidance is available in the [Frequently Asked Questions](#) on the Exam Resources webpage.
- Familiarise yourself with the instructions for each of your examinations and ensure that you follow them when completing your exam paper.
- Answer the correct number of questions. If you answer more than the required number the department will mark the questions in the order that they appear, up to the required number of questions in each section.
- Fill in the question numbers on the required page.
- Ensure you only 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.
- You are expected to compile your document and start your upload immediately after the exam has finished.
- 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](#)

5.5 - Mitigating circumstances

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

5.5.1 - Who to talk to

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

5.5.2 - How to declare mitigating circumstances

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

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

Please use this [guide](#) to declare your mitigating circumstances. Further detailed guidance on mitigating circumstances procedure is available [here](#).

What if I experience technical difficulties during my assessments?

- **Class test mitigation:** refer to section 3.3.9 for guidance.
- **Online Final Exams:** During your examination period, you may experience exceptional unforeseen technical problems which are outside of your control and which might have a detrimental effect on your ability to sit your exam(s) or submit them online. If that is the case, please apply for mitigating circumstances on Tabula. Please read carefully our [full guide on exams technical mitigating circumstances](#) to understand the eligibility criteria, the process, timings and the type of evidence needed to support your application.

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

5.5.3 - Deadlines

All mitigating circumstances claims must be submitted as soon as possible. The submission deadlines for each exam period are given below:

- January exams - 26 January 2024
- May/Summer exams - 24 May 2024
- September exams - 13 September 2024

Without wanting to invade your privacy, the University does expect that you bring such circumstances to the Department's attention in a timely manner, despite the discomfort you might feel in so doing. The Department will do all it can to support you in difficult situations.

You should be aware that the Department will only consider mitigating circumstance claims after exam results have been released if there are exceptional reasons why the submission could not be presented at the correct time accompanied by supporting evidence. Please note

that claims of being too embarrassed to talk about your case at the time will not be considered as exceptional reasons for late submission. Any claim that would not be considered by the Department may only be considered by an Academic Appeals Committee as part of an [academic appeal](#). An Academic Appeals Committee will not consider mitigating circumstances reported outside the deadlines as set out by the Department unless there is an exceptional reason why the submission was not presented at the correct time, accompanied by supporting evidence.

5.5.4 - Medical evidence

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

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

5.5.5 - Mitigating Circumstances Panel

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

- To 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.

5.5.6 - 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.

5.5.7 - 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 actions by the Exam Board may include offering a further opportunity for re-examination, or we may recalculate a module mark based on the elements of the assessment which were not affected by the mitigating circumstances (noting that waivers can only be applied to failed assessments with a weighting of 3 credits or less). However, neither the Board of Examiners nor the Mitigating Circumstances Panel are permitted to change a module mark. It may be recommended that no action is required in terms of progression decisions, but the circumstances will be carried forward and be considered when determining the degree classification at a future meeting of the Board of Examiners.

5.6 - 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 on support for specific disabilities is available [here](#).

5.7 - Religious Observance

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

5.8 - 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.

5.8.1 - 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.

5.8.2 - 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.

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.

5.8.3 - 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.

5.9 - 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. Please note this policy does not apply to exams with a late submission penalty or exams that were failed because of an academic integrity penalty. 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 represents all of the information that can be provided. You are not permitted to request a re-mark on any exam or receive any further feedback on your exam script from any member of staff, as all exams have been thoroughly checked and academic judgement cannot be challenged.

We do have a robust marking and moderating process in place and hence please do be reassured of the accuracy of your marks, even though they may be below what you were expecting. 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 [Examinations Coordinator](#) in the first instance.

5.10 - Appeals

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

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

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

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

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

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

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

5.11 - Degree certificates and transcripts

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

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 Student Records once your degree award has been conferred by the Senate.

5.12 - Prizes

The Department of Economics currently has the following prizes to bestow on MSc students in the 2023-24 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).

6 - Your feedback and concerns

6.1 - 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 Ben Lockwood, is also happy to hear thoughts from students regarding all operations within the Department. You may reach him via email: economics.hod@warwick.ac.uk or via his PA, Gill Gudger: 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](#).

6.1.1 - Module evaluation

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

Why is feedback collected?

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

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

What is useful feedback?

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

Be honest

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

Try to separate content from personality

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

Be considerate

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

Be conscientious

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

What happens to your feedback?

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

- The written comments are retained by the module leader, though they are also read by the Head of the Department.
- A summary of the responses to module evaluations is shared with the Student-Staff Liaison Committee and the will be uploaded to module web pages.
- At the end of the year each the module leader writes an annual module report, incorporating both qualitative and quantitative feedback results.
- These reports are reviewed by the Director of 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.

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

6.1.2 - 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 was reached. 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.

6.2 - 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.

6.2.1 - 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.

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

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

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

6.2.2 - Formal channels (Stage 2)

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

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

6.2.3 - 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.

6.2.4 - 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.

7 - Pastoral care and welfare

7.1 - Departmental Support

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

7.1.1 - Personal Tutor system

You will be allocated a Personal Tutor, who is the member of academic staff to whom you can turn for confidential advice regarding academic or personal matters. You can find out who has been assigned as your Personal Tutor on Tabula.

There are designated personal tutor weeks 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. This may take place with a group of students or on an individual basis. You should use this opportunity to ask your Personal Tutor any questions or discuss any concerns you might have. Personal Tutor weeks have been fixed for Monday 2 October — Friday 6 October 2023 (week 1) and Monday 19 — Friday 23 February 2024 (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, and you can request an individual appointment if you wish to meet privately with your tutor. 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 your modules are progressing - which subjects you enjoy and which you find more challenging, and prioritising your workload
- Changing modules
- Gaining feedback on your academic progress and areas that can be improved
- Gaining feedback on your personal development, such as skills that you should develop
- Your non-academic achievements to help your tutor write your reference
- Concerns about application forms for internships/jobs
- Asking about references and how to request them
- Gaining advice on further study,

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

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.

7.1.2 - 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](#).

7.1.3 - Director of Graduate Studies (Taught Degrees)

Professor Thijs van Rens has Advice and Feedback hours throughout the term and can help with academic concerns relating to your course.

7.1.4 - 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 in the first instance.

7.2 - University Support

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

7.2.1 - Wellbeing Support

Wellbeing Support Services offer brief consultations daily from 10am to 3pm Monday to Friday. These can be accessed via an online queue or students can drop in in-person. The brief

consultations are an opportunity to discuss what it is you are looking for support with, to learn about the different support options available, and plan the best next steps for you, with the support of the wellbeing professional.

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

The issues may be:

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

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

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

7.2.2 - Counselling and Psychology Interventions Team

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

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

7.2.3 - Disability Services

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

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

7.2.4 - University Dean of Students

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

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

7.2.5 - The Students Union and Advice Centre

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

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

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

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

7.2.6 - The Residential Community Team

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

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

7.2.7 - Student Information Centre

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

7.2.8 - The Health Centre

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

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

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

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

7.2.9 - The Chaplaincy

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

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

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

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

For the latest details and to contact a Chaplain, please refer to the [website](#).

7.2.10 - Student Experience

[Student Experience](#) focuses on students' wider experience of the University, beyond their teaching and learning.

The Student Community Experience Team curates the year-round [Warwick Presents](#) programme of vibrant, visible, campus-based events and activities, including [Welcome Week](#) and the [Global Connections Community](#).

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

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

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

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

7.2.11 - Student Funding Support

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

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

The Student Funding Support team is located on the ground floor of Senate House (open Monday to Thursday, 8.30am-5pm, Friday 8.30am-4pm) and can be contacted by telephone on 024 761 50096 or email: studentfunding@warwick.ac.uk. Drop-in sessions are also available Mon-Fri 10.00am- 3pm.

7.2.12 - Community Safety

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

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

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

7.2.13 - University Children's Services

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

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

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

8 - Student voice and how to get involved

8.1 - Graduate Student-Staff Liaison Committee

The MSc GSSLC (Graduate Student-Staff Liaison Committee) is an important platform for communication between the Economics Department and our MSc cohorts. It is an opportunity for you to provide feedback on your MSc course and influence its delivery and future development. The GSSLC is made up of elected student representatives (known as course reps) and key members of staff involved in delivering and running the MSc courses. The GSSLC discusses all issues that concern the learning experience and can generate actions for both the Department and the course reps in order to improve student experience.

The GSSLC is student led with the course reps taking on the roles of Chair and Secretary of the meetings. Your student representatives are named on the [GSSLC webpage](#). If you would like to raise an issue for discussion at the GSSLC, please email your representatives. Please note that the GSSLC is not intended to address special problems that concern only one individual student. These can be more efficiently resolved if you speak to the Postgraduate Office or to the module teacher concerned.

Issues that have been raised in the past include access to material in the Library, questions concerning the Department's IT facilities, positive feedback on, and concerns about, students' learning experience and examinations. More long-term matters such as curriculum development, social events and improved careers support have also been developed with GSSLC input. The GSSLC is not in general a channel for the evaluation of individual modules or teachers. This should be done via the module evaluation forms. However, if the representatives feel that there are some issues about an individual module that are time sensitive or not addressed via the module evaluation form then 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. For these meetings to be effective course representatives should make sure they prepare the agenda for the meetings by canvassing opinion across the student body and preparing a list of issues that they want to bring to the Department. The GSSLC is most effective when the reps have strong links and clear communications channels with the cohort and when the agenda is prepared in sufficient time for staff to consider the issues raised.

A course rep's 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 through the GSSLC.

How GSSLC representatives are elected:

- All students have the opportunity to declare their candidacy for a rep position.
- The Warwick S.U. hosts online voting.
- Elected representatives agree on Chair and Secretary.

Roles in the GSSLC

- The Chair's main task it is to chair the GSSLC meetings.
- The Secretary takes minutes of the meetings and replaces the Chair in their absence.
- Representatives canvass opinion across the cohort, help disseminate information to students and take part in the discussions at the GSSLC. They may help the Chair and Secretary produce the minutes of the meetings.
- The minutes are agreed with the Department and circulated to all students so they know what's going on.
- All course reps contribute to the annual report.

Useful tips for new Course Reps

- 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

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.

8.2 - Director of Student Engagement and Progression (PGT)

The Director of Student Engagement and Progression (PGT) 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 strong learning community, working with students to enhance learning, teaching and inclusion, and developing department policies and practice to improve student experience. The Director of Student Engagement and Progression works closely with the MSc Student Staff Liaison Committee, and is always keen to hear your views and feedback.

8.3 - 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 2800 members from 130 degree programmes. WES offers you the opportunity to build a network with other students with professional and intellectual interests in economics. The society hosts a wide range of events to support your academic and career development. Sponsors several of the top economics consultancies and the society hosts some excellent careers events and talks. The Economics Society has growing links with public policy organisations and the third sector. The Society puts on some of the most talked about socials on campus, and boasts some of the strongest sports teams at Warwick. There are opportunities to get involved with football and netball in the earlier terms and cricket and rounders later on. The Society produces Assumptions magazine, and runs an annual debating competition where the winners are able to debate in a larger competition against students from other top universities.

8.4 - 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 Sir James Mirrlees and Professor Oliver Hart, along with key policy makers from across the globe such Ursula Von Der Leyen and Jose Manuel Barroso. The weekend offers the chance to meet and learn from a truly diverse group of students, and to socialise and network with delegates from around the world.

8.5 - 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.

8.6 - 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.

8.7 - Would you like to become a student blogger?

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

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

9 - Skills development and careers support

9.1 - Key skills

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

In the [Module Skills mapping](#) section of our Careers webpage, we have provided you with a range of skills that you can potentially acquire from the different modules over your degree course.

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 interviews;
- Become more independent learners and critical thinkers;
- Be more self-directed, self-reliant and proactive.

9.1.1 - MSc Economics and MSc Economics and International Financial Economics

MSc Economics students will have had the opportunity to acquire the following skills:

Cognitive Skills

- - Advanced verbal, graphical and mathematical analysis of economic models; understanding of concepts of equilibria including equilibria in strategic contexts; the ceteris paribus method and counterfactual analysis;
- Promote the critical evaluation of received ideas through exposure to recent research developments;
- Evaluate models of a multi-agent decision making, where pay-offs depend on the actions of others, particularly asymmetric information games, repeated games and evolutionary models;
- Finding whether a solution to a problem exists and developing new applications of existing models;
- Balancing simplification (for tractability) against literalness (for relevance);

- Understanding private versus social costs and benefits and their distribution; understanding the rationale for government and international policy;
- Analysing what institutions exist and why, and how incentives work in them;
- Understanding and applying simultaneity and endogeneity;
- Analysing concepts of an optimum and efficiency;
- Analysing concepts of expectations and surprises; probability and its applications.

Transferable Skills

- Dealing with complex issues both systematically and creatively
- Making sound judgements in the absence of complete data
- Communicating conclusions clearly to specialists and non-specialists ;
- Demonstrating self-direction and originality in tackling and solving problems, and autonomy in planning and implementing tasks at a professional or equivalent level;
- Continuing to advance knowledge and understanding, and to develop new skills to a high level.
- Evaluating own achievement and that of others;
- Critical engagement in the development of professional/disciplinary boundaries and norms;
- Written and oral communication skills;
- Team-working skills;
- Information processing skills, including locating, evaluating, and extracting specialist information; organising, surveying, summarising and interpreting material;
- Specialist numeracy skills: including ability to use and evaluate complex economic models and diagrams, and a wide range of statistical techniques;
- Information technology skills: including word processing and spreadsheet packages; specialist econometric, statistical, and other software; internet applications.

9.1.2 - 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.

Transferable skills

- The skills necessary to undertake a higher research degree and/or for employment in a higher capacity in industry or area of professional practice;
- Effective communication skills to present and justify conclusions;
- Implementation of a range of programming skills and methods;
- Evaluating differing approaches as well as their own achievement and that of others;
- Self direction and effective decision making in complex and unpredictable situations;
- Independent learning and the ability to work in a way which ensures continuing professional development;
- Critically evaluate and analyse data from a range of sources;
- Problem solving skills;
- Information technology skills: including word processing and spreadsheet packages; specialist econometric, statistical, and other software; internet applications;
- Specialist numeracy skills: including ability to use and evaluate complex behavioural models and diagrams, and a wide range of statistical methods.
- Understand and apply a range of research methods and tools;
- Understand basic principles of research design and strategy, including an understanding of how to formulate researchable problems and an appreciation of alternative approaches to research;

9.2 - Skills Support

9.2.1 - Student Opportunity: Skills

The [Student Opportunity: Skills](#) team offers employability skills and personal development opportunities based on the 12 Warwick Core skills. These include:

- The Warwick Award, which recognises students' skills development both within and alongside their course
- Moodle courses for each of the Warwick Core Skills
- Personal Development Programmes
- Intercultural communication and teamwork training

9.2.2 - IT Skills

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

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

These courses 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.

9.2.3 - 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 [Warwick Foundation Studies](#). 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.

The [Intercultural Training Programme](#) is also available to help you better understand, communicate, and build effective relationships with those from different cultural backgrounds.

9.2.4 - 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 45 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.

Dissertation

MSc Economics and MSc Economics and International Financial Economics students complete a dissertation over four months in the summer. We offer weekly lectures in the Spring Term to explain the dissertation process and develop your research skills. 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.

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.

9.2.5 - 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.

9.3 - Careers 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.

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.

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

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

Available Resources

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

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

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

9.4 - Student Opportunity

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

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

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

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

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

Events and job opportunities are posted on [MyAdvantage](#) and the MS Teams Careers page.

Ready to find out more?

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

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

9.5 - 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 provide 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. 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 may only report 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), whether you've had any investigations of academic integrity in the past, 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.

9.6 - 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 Student Immigration and Compliance.

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](#).

10 - Resources

10.1 - 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 Revision

A new set of [maths revision materials](#) have been created on Moodle, which you may wish to refer to for additional support.

Maths and Statistics Drop-in Sessions

If you are struggling with any aspect of the Maths or Stats content on your modules, please make use of the Drop in Sessions. They are run by our Teaching Fellow, Nicholas Jackson (nicholas.jackson@warwick.ac.uk). You can view the details for the sessions on the [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: <https://warwick.ac.uk/services/its/service-support/software/list/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](#).

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.

10.2 - The University Library

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

- All students receive an introduction to the library during welcome week. You can also use the [Get Started](#) online library orientation programme, which includes virtual and self-guided library tours, and training on how to use reading lists and find books and journals.
- Use [Library Search](#) to find and access all library books, journals and databases. The library has a Digital First policy and purchases electronic resources where possible. Most electronic library resources can be accessed on any computer, on and off campus, with your university IT username and password. The Library also has subscriptions to the Economist.com and FT.com online newspaper apps.
- The Library has a large collection of printed books available to borrow. The economics collection is on the 5th floor of the library. You can borrow up-to 999 books for 365 days, providing they are not required by another library user. Use [My Library Account](#) to request and renew library books, including recalling/reserving library books on-loan.
- The library's [Subject Guide](#) includes recommended books, journals and databases for economists, sources of economic data and statistics, and guidance on study skills and referencing. You can also contact and book an appointment with the economics librarian. There is one Refinitiv Eikon terminal on the 1st floor of the library, which can be pre-booked online, and provides global company, industry, and financial markets data.
- If you are seeking books and journals not available at Warwick, you can request them using our [Document Supply](#) service, which includes document-delivery and inter-library loan services. We are also members of the [SCONUL Access](#) scheme, which allows you to visit libraries at 175+ participating universities in the UK and Ireland.

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

10.2.1 - Contacting the Library

General Enquiries

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

t: +44 (0)24 7652 2026

e: Library@Warwick.ac.uk

Economics Enquiries

Your 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.

Jackie Hanes can be contacted by email or telephone, 9.00am - 4.00pm Monday to Friday.

t: +44 (0)24 7657 2588

e: jackie.hanes@warwick.ac.uk

[Book an Appointment](#)

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

10.3 - The Postgraduate Hub

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

At the PG Hub you can:

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

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

10.4 - Information Technology (IT) Services

IT Services provide the essential resources and support necessary to give all students access to information technology services and support. Further information on the IT essentials, including guides for students using academic technology, can be found in the [Guide for new students](#).

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>

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](#).

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

OneDrive

Please keep your files safe in the cloud with [OneDrive](#). Avoid saving work directly on to your laptop.

OneNote

We recommend [OneNote](#) for making notes and creating lists to help organise your studies.

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.

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.

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).

Student iPad and Laptop Loan Service

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

10.4.1 - IT facilities in the Department

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's Bloomberg Terminals are located in room S0.55. The Bloomberg Terminal is a computer software system which provides access to current and historical financial information on individual equities, stock market indices, fixed-income securities, currencies, commodities, and futures for both international and domestic markets. It also provides company profiles and financial statements, analysts' forecasts, news on worldwide financial markets, and audio and video interviews and presentations by key players in business and finance.

To use the Bloomberg Terminals, you must register for a [Bloomberg for Education account](#), selecting the learner option. Then you must complete the Bloomberg Market Concepts (BMC) e-learning course and send proof of your completed certificate to economics.it@warwick.ac.uk. We will then grant you access to [book](#) the use of one of these terminals in half-hourly sessions. You will only be able to use the terminal if you have pre-booked online. Please note that there are restrictions in the amount of data you are permitted to download. This is imposed by Bloomberg and further information is provided by the terminals.

10.4.2 - 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.

10.4.3 - 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](#) and [Introduction to LaTeX](#).

All software available to students at Warwick can be found in the IT services [software list](#).

10.4.4 - 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.

11 - General information

11.1 - Personal and Community Safety

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

11.2 - Health and Safety

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

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

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

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

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

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

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

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

11.3 - University values, policies and regulations

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

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

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

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

[University Strategy](#), which sets our vision as a world-class university and our values.

[Warwick Student Community Statement](#), which sets out aims for the University as well as for students.

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

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

[Report + Support](#)

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

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

- [Anti-Bribery Policy](#)
- [Children and Young People](#)
- [Data Protection](#)
- [Dignity at Warwick](#)
- [Feedback and Complaints](#)
- [Information Management, Security and Records Management](#)
- [Maximum Periods of Study](#)
- [Moderation Guidance](#)
- [Personal Conflicts of Interest Policy](#)

- [Proofreading Policy](#)
- [Recording Lectures by Students](#)
- [Smoking Policy](#)
- [Study Hours Statement](#)
- [Timing of the Provision of Feedback to Students on Assessed Work](#)
- [University Assessment Strategy](#)

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

- [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](#)
- [Rules for Award](#)

11.4 - 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.